



ROYAL CANADIAN SEA CADETS

PHASE III HANDBOOK 2002



Name:

Corps Name and Phone Number:

Your Division's Name:

Divisional Officer's Name and Phone Number:

Divisional Petty Officer's Name and Phone Number:

Commanding Officer's Name and Phone Number:

Acknowledgements

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The Great Canadian Quiz @ www.hcbe.edu.on.ca

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ROYAL CANADIAN SEA CADETS

PHASE III HANDBOOK 2002

ISSUED ON AUTHORITY OF THE CHIEF OF DEFENCE STAFF

OPI: D Cdts

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This handbook is yours to keep. It is intended to help you learn everything you need to know about being a sea cadet. Keep it in your uniform tunic pocket and make sure you have it with you on training nights. Take good care of it!

WELCOME TO PHASE III

Bravo Zulu on your successful completion of Phase I and Phase II of the Sea Cadet program. You should be proud of your accomplishments to date and ready to embark upon future adventures in Phase III. Your training this year recognizes your great achievements and continues to build upon your knowledge in these subjects:

- Serve Within a Sea Cadet Corps
- Drill
- Sailing
- Seamanship
- Leadership
- Outdoor Adventure Training
- Physical Fitness
- Canadian Citizenship

In addition, you are now ready to begin your Instructional Technique training. How to be a good and effective instructor at the corps is one of the most important lessons you will learn in Sea Cadets. Think about who the senior cadets were in your corps when you first joined. Some were good, some were not, but they all had an impact upon you. Now is the time to learn what makes a great instructor.

Welcome back to an important year in your Sea Cadet training, one that will separate the instructors from the followers. Continue to meet the challenges of the program with enthusiasm, a positive attitude, and the pursuit of excellence!

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CHAPTER ONE

PERFORMANCE OBJECTIVE 401

SERVE WITHIN A SEA CADET CORPS

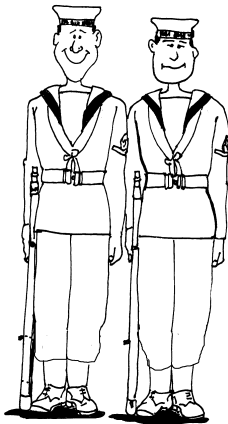
The Formation of the Royal Canadian Sea Cadet Program

Have you ever wondered how the whole Sea Cadet organization came to be? The history of Sea Cadets is fascinating, filled with honour, tradition and royalty.

In **1895**, a group of citizens in the British Empire, concerned with whether the Royal Navy could adequately provide naval defense, formed a society known as the **Navy League**. Their members came from a variety of different professions, but they all shared a common interest in the problems of ocean trade and naval defense.

They founded local branches in the towns and cities of the British Empire. Expanding rapidly, they moved abroad. The earliest branch in Canada is one from Toronto whose warrant (Warrant No. 5) dated 10 December 1895 now hangs in the Navy League National Office. That makes our founding organization over one hundred years old!

In these early years, the Branches in Canada supported a youth training program called the **Boys' Naval Brigades**. It was aimed at encouraging young men to consider a seafaring career and provide basic training in citizenship and seamanship. Many graduates of the program went on to join the Navy, the Merchant Navy, or other branches of the Canadian Forces.



After the Royal Canadian Navy (RCN) was established in 1910, the name Boys' Naval Brigade was changed to the **Navy League Sea Cadets** to permit closer liaison with the Navy. In **1942**, His Majesty, King George VI graciously consented to be **Admiral of the Navy League's Sea Cadets**. This led to the adoption of the proud title **Royal Canadian Sea Cadets**. Her Majesty, the Queen, continues this Royal patronage and named His Royal Highness the Duke of Edinburgh as the Admiral of Sea Cadets. Also, in 1941, the RCN became a joint partner with the Navy League in support of the Sea Cadet organization.

Keeping up with the times in 1950, the **Navy League Wrenette Corps'** were established for young women aged 13 to 18 years. Eventually, in 1975, it was recognized that the two programs could be amalgamated and female cadets were enrolled in Sea Cadets. This is the organization that we are a part of today, rich with history, tradition and royal patronage.

Do you know which province in Canada first gave women the legal right to vote? The honour goes to Manitoba, where females won the right to vote provincially in January 1916.

In **1995**, the Navy League of Canada celebrated its **100th Anniversary**. Today, the Navy League still seeks to promote knowledge of and support for maritime interests. Their continued support of the program gives Sea Cadets, like you, amazing ongoing training opportunities, like the International Exchange Program, Scholarships, and the National Sea Cadet Regatta.

Sea Cadet Program Support

You probably don't realize it, but you are part of a huge organization that is supported by many different sponsors, at all levels. Without this support you would be unable to do all the neat things you get to do in Sea Cadets. As learned in Chapter One, you know that Sea Cadets are sponsored by the Department of National Defence (DND) and the Navy League of Canada (NLC). They work together to offer you the best program possible.

The Cadet Organization is set up as follows:

PEOPLE WHO GIVE SUPPORT TO CADETS

**WHO ARE THE PEOPLE
THAT DEAL WITH US?**



WHERE?

		OTHER SPONSORS
DIRECTORATE OF CADETS	NATIONAL DEFENCE HEADQUARTERS	SUPPORT BASE
REGIONAL CADET TRAINING OFFICER (SEA)	REGIONAL HEADQUARTERS	AFFILIATED UNIT
AREA CADET OFFICERS	AREA DETACHMENT	
COMMANDING OFFICER	SEA CADET CORPS	
CADETS (ME)	WHERE IS MY CORPS?	VOLUNTEERS
NAVY LEAGUE OF CANADA	NATIONAL OFFICE	
NAVY LEAGUE DIVISION	PROVINCIAL	
SEA CADET CHAIRPERSON	NAVY LEAGUE BRANCH	

CF

NLC

You can see how Sea Cadets are supported locally, provincially, and nationally. Each level has a specific job that fits into the overall structure you see here.

You will have opportunity to meet some of these people from time to time, but whom you deal with on a regular basis are the officers in your corps. They are members of the Canadian Forces and are known as Cadet Instructor Cadre (CIC) officers. Your officers are specifically trained to work with cadets and are constantly taking courses to do the best job that they can for you. Your officers come from all walks of life. Some were cadets like you that have stayed involved after finishing as a Sea Cadet. Maybe you will be interested in becoming an officer some day!

Awards and Scholarships

The Navy League of Canada also provides awards and scholarships to deserving cadets.

National Sea Cadet of the Year

- Awarded annually by National Council to the most proficient Royal Canadian Sea Cadet.
- Only those who have been selected as Division Cadet of the Year will be considered for this award.
- Award will be in the form of a plaque for permanent retention by the cadet
- Only one nominee will be selected as National Sea Cadet of the Year. All other nominees will AUTOMATICALLY receive the Award of Excellence.

Navy League Award of Excellence (NL 85)

Award may be granted according to the respective area quotas to Sea Cadets who:

- Have achieved the rank of Petty Officer second class or higher.
- Have consistently set an outstanding personal example of dress and deportment.
- Have demonstrated a thorough grasp of the facts and skills of cadet training, as indicated by promotional and other examinations.
- Have been recommended for the award by the Corps Commanding Officer, Branch, applicable Area Officer, and Division.
- Awarded only once to any individual.
- Award is in the form of a certificate and a ribbon (to be worn on the right breast of the uniform).
- Awarded automatically to the National Sea Cadet of the Year.

The Navy League of Canada in co-operation with the Royal Canadian Naval Benevolent Fund award scholarships annually to serving and former Royal Canadian Sea Cadets entering their first year in:

- University Course leading to a degree.
- Community College or Technical Institute leading to a diploma.
- Must be an active serving cadet at the time of application.

The amount of the scholarship varies with the type of institution selected and also is dependent on availability of funds. These scholarships are intended to assist with tuition and may not be awarded where the Government provides free tuition, for example, enrollment in the Canadian Forces, acceptance at the Canadian Coast Guard College, or by grant covering the cost of tuition. Scholarship cheques will be made payable to the institute being attended.

Chief Petty Officer Jack Scholarship

An educational trust fund has been established in memory of Chief Petty Officer Andrew McQueen Jack. The trust is administered by the Royal Canadian Naval Benevolent Fund (RCNBF) who also acts as selection committee for the award of scholarships for students attending university.

The selection committee stresses citizenship, the development of leadership, and an interest in Canada and in maritime activities. The awards are not limited to first year, but may be applied for in any year, and for any course of study which meets the criteria.

The trust fund award grants or scholarships of \$500.00 to:

- Former members of the Naval Forced of Canada and their dependents.
- Serving and former members of the Sea Element of the Canadian Forces of Canada and their dependents.

Thus, Royal Canadian Sea Cadets whose parent(s) or grandparent(s) is a member or former member are eligible to apply.

Sea Cadet Summer Training Centres (SCSTC)

Speaking of amazing training opportunities, are you ready to think about your summer training? At this stage, you know that attending a SCSTC is one of the highlights of the Sea Cadet program. You have probably selected a Trade to pursue and are now anxiously awaiting another great summer of training.

Just to remind you, the progression through a SCSTC is usually one course each year, as follows:

- General Training (two weeks)
- Trade Group 1 (three weeks)
- Trade Group 2 (six weeks)
- Trade Group 3 (six weeks)

You are probably applying for Trade Group 2 this year. This course will offer many awesome opportunities to pursue advanced training in your Trade. You must have completed Phase III training at the corps and Trade Group 1 at the SCSTC to take Trade Group 2. Remember that the four Trade Groups are as follows:

The Boatswain Trade is designed to provide you with skills in seamanship, small boat maintenance, small boat operation and marksmanship training. Cadets applying for this Trade must show an interest and aptitude for small boat repairs and firing the air rifle. Successful completion of this Trade awards cadets with Standard First Aid, Coast Guard License, VHF Radio Operator License, and Rifle Coach. The subjects include:

- Shipboard Care and Maintenance
- Shipboard Duties
- Boatswain Call
- Naval Communication
- Rope Work and Rigging
- Anchoring
- Berthing Parties
- Survival at Sea
- Damage Control
- Shipboard Fire Fighting
- Shipboard Ceremonial
- Whaler Pulling and Sailing
- Motorboat Operations

- Small Boat Care and Maintenance
- Marksmanship Training
- Sea Phase - 3 to 6 days on a Sea Cadet Training Vessel
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

The **Gunnery Trade** is designed to provide you with skills in adventure training, physical fitness training, drill and ceremonial. It is a physically demanding Trade and cadets must be prepared to meet the challenges of the courses, including a 5-day outward bound. Cadets applying for this Trade must show an interest and aptitude for precision drill and physically challenging activities. Successful completion of this Trade awards cadets with Standard First Aid, VHF Radio Operator License, and Canoe Instructor. The subjects include:

- Bush Adventure Training
- Drill without Arms
- Rifle Drill (Lee Enfield Rifle)
- Cutlass Drill
- Colour Drill
- Naval Field Gun Drill
- Drill Commands
- Map and Compass
- Naval Ceremonies
- Physical Fitness Training
- Radio Procedures
- Search and Rescue
- Field Exercise - 3 to 6 days in the bush
- Sports Periods

- First Aid Training
- Instructional Technique Training
- Leadership Training

The **Sail Trade** is designed to provide you with skills in dinghy sailing. Cadets applying for this Trade must show an interest and aptitude for sailing in small boats and also be comfortable in and around the water. Successful completion of this Trade awards cadets with Standard First Aid, Canadian Yachting Association Bronze Sail V and Sail Instructor. The subjects include:

- Canadian Yachting Association Sailing Levels
- White Sail I, II & III
- Bronze Sail IV & V
- Assistant Sail Instructor (Green Level)
- National Coach Certification Program Level I - Theory
- Canadian Life Saving Society - Boat Rescue Training
- Canadian Life Saving Society - Life Saving Fitness (Swimming)(Bronze Level)
- Powerboat Operation
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

The **Music Trade** is designed to provide you with skills in music training. Some of the finest musicians in the country provide the quality instruction for this Trade. Cadets applying for this Trade must show an interest and aptitude for developing their musical ability. The level of music instruction is equivalent to the Royal Conservatory of Music standards. Successful completion of this Trade awards cadets with Musician Levels from Basic up to Level V. The subjects include:

- Band
- Music Level Basic
- Music Levels 1 to 3
- Instrument Maintenance
- Technique
- Intonation
- Ear Testing
- Sight Reading
- Music Theory
- Band Drill
- Ensemble
- Conducting
- Sports Periods
- First Aid Training
- Instructional Technique Training
- Leadership Training

Don't forget, there are also specialty six-week courses that are offered if you are interested. They can be taken after Trade Group 2 and include:

- The 6-week **Cook** course is designed to familiarize cadets with the operation of a large galley (kitchen). Successful completion enables cadets to assume the responsibilities of a cook on a Sea Cadet Summer Training Vessel (SCSTV), as well as at the corps on local training exercises. Cadets applying for this Trade must show an interest and aptitude for cooking.
- The 8-week **Marine Engineering** course is designed to teach basic knowledge of machinery systems used on SCSTV's. It enables cadets to serve as watch-keepers in the engine room and to run these spaces in an orderly and efficient manner. Cadets applying for this Trade must show an interest and aptitude for academics. Successful cadets will achieve their watchkeeping ticket.

- The 6-week **Medical Assistant** course is designed to produce a cadet who is capable of assisting qualified Canadian Forces Medical Assistants in a Sickbay or Hospital at a SCSTC, as well as carrying out the duties of a First Aid Attendant. Cadets applying for this Trade must show an interest and aptitude for the medical profession.
- The 6-week **Shipwright** course is designed to prepare the cadet for a role as a member of boatshed, either at the SCSTC or corps. The cadet will be able to maintain and make minor repairs to the hulls, spars, sails and rigging of small boats. Cadets applying for this Trade must show an interest and aptitude for small boat repairs.
- The 6-week **Athletic Instructor** course is designed to develop the skills required to implement and teach a physical training program both at the corps and SCSTC. Cadets must be physically fit and free from any limiting disability or medical condition that would preclude their active participation in a wide variety of sport activities of a demanding nature.
- The 3-week **Aerospace Studies** course is a unique course conducted at Fort Saint-Jean in St Jean, Quebec. The course is designed to familiarize cadets with the scientific, technical and human aspects related to exploration and development of space. It also prepares cadets to face the challenges of an advanced specialty course by giving the opportunity to put to practical use the skills and knowledge learned to solve theoretical problems. Cadets applying should have the interest in the sciences and aptitude to complete a highly academic course.
- The 6-week **Silver Sail** course is designed to produce sailors with the Canadian Yachting Association Silver Sail VI level of certification. Cadets applying for this course must have their Bronze Sail V and show an interest and aptitude for learning the racing techniques associated with dinghy sailing.
- The 6-week **Advanced Music** course is designed to provide cadets with advanced music skills. Cadets applying for this course must have their Musician Level III and be prepared to achieve their Musician Level IV or V.

Trade Group 2 courses offer advanced training in your Trade, plus expand upon the Local Headquarters (LHQ) Leadership training. All summer training is designed to compliment and enhance the training you receive at the corps.

To apply for summer training, you are required to fill out a form called a CF51 (camp application). It requires information from you, your parents, and your Commanding Officer. This form is then forwarded to your Area Cadet Officer (Sea), who makes the final selections.

As you mature in the Sea Cadet program, there are expectations placed upon you to set the example for junior cadets and make them feel comfortable. Think about when you first joined and how you felt. Everything seemed so strange and the senior cadets were so scary! Try to remember that feeling when working with junior cadets. Summer training will give you the knowledge you need, but it is up to you to put this training into practice by developing your own leadership technique.

Finally, don't forget that attendance at a SCSTC is fun! The chance to spend the summer doing something you like, with people you like, at no cost, is great. Work hard, play hard, and make the memories of a lifetime!

Conclusion

Being a Sea Cadet should be second nature to you by now. Naval terminology, the history of Sea Cadets, and summer training are probably not new concepts to you, but rather building upon what you already know. Test your knowledge by answering these questions.

1. Which two organizations sponsor Sea Cadets?

a. _____

b. _____

2. Match the event with the correct date:

The "Royal" is added to Canadian Sea Cadets.	1895
The Navy League Wrenettes are formed.	1950
The Navy League is formed.	1910
The Royal Canadian Navy is established.	1942

3. List the four trade groups available for summer training:

1. _____

2. _____

3. _____

4. _____

CHAPTER TWO

PERFORMANCE OBJECTIVE 402

DRILL

By now you have completed all mandatory drill without arms and drill with arms. You should be fairly confident with your drill at this point, and ready to meet the further advanced challenges of Phase III drill. This chapter deals with Power of Command, which will teach you how to give orders in a drill atmosphere. It is time to start putting your leadership ability into practice!.

Power of Command

Power of command is a person's ability to give orders in a drill atmosphere. There are several factors that affect power of command including:

- volume
- clarity
- speed of delivery
- parts of the command: cautionary and executive
- standard pause
- giving commands correctly and on the correct foot

It is important that all members of the squad can hear the orders being given therefore an effort towards increasing the volume of the command by giving the command from the diaphragm and not the throat will ensure this occurs.

The trainees or members need to understand the command and thus ensuring that each syllable of the command is pronounced appropriately is important.

If the command is delivered too quickly the squad will not understand. Too slowly and they may become confused.

The drill command consists of two parts:

- Precautionary commands serve as warnings for the movement to be performed and are given first. Examples include - "advance", "retire", "move to the left/right"
- Executive commands serve as the signal for the movement to be carried out. Examples include - "turn" and "march"

The standard pause TWO-THREE should be observed in each order as it is delivered.

In order for a squad to properly complete a drill order, it must be correct and given on the correct foot. Here is an acronym to assist in remembering the most commonly used drill commands.

COMMANDS CALLED ON THE LEFT FOOT

- F** Forward
- R** Right turn
- E** Eyes (R,L,F)
- S** Salute (R,L,F)
- H** Halt

COMMANDS CALLED ON THE RIGHT FOOT

- C** Change Step/ Change Cadence
- L** Left Turn
- A** About Turn
- M** Mark Time

The best way to learn how to use the Power of Command is through practice. Your corps will give you opportunity to practice basic commands with a small squad. The hardest part is remembering which orders are given on which foot!

Conclusion

Good drill demands the best of you as it is both physically and mentally challenging. It is a skill that will continue to improve with training and practice. Constantly challenge yourself by setting higher standards for drill, dress and deportment. Don't forget that your personal drill is a direct reflection on how you feel about being a Sea Cadet. The next step after attaining these standards is to set the example for junior cadets by instructing them how to become equally good at drill. Teaching drill is immensely rewarding and a chance to share your talents with others. Continue to strive for excellence as it instills a sense of pride in yourself and motivates other cadets in your corps to achieve the same.

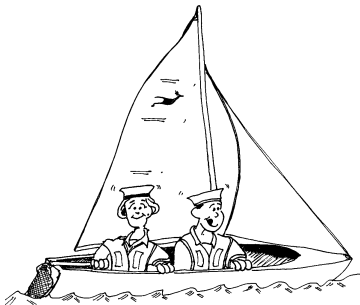
CHAPTER FOUR

PERFORMANCE OBJECTIVE 404

SAILING

As you advance through the sailing portion of the Sea Cadet program, you should feel confident enough in a sailboat now to call the shots! What this means is, based upon your sail training to date, you now have the ability and knowledge required to assume the role of the skipper in the boat.

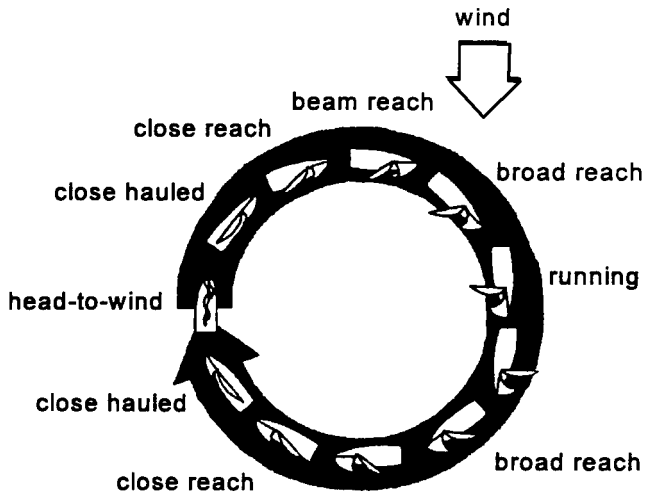
Most skippers are a little nervous when they first take the helm. Don't worry, these feelings are totally natural. With a little practice that nervousness is quickly replaced by feelings of excitement and anticipation. This chapter is the final chapter on sailing in the Sea Cadet program. It is designed to give you the last of your needed sail theory and help prepare you for your on-the-water adventures!



Points of Sail

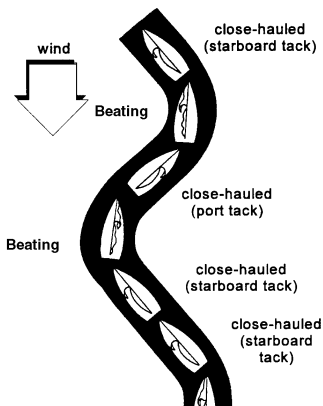
By now you should be fairly comfortable with the points of sail. You know that when you are steering a course in your boat, you must adjust your sails and centreboard according to the point of sail you are on. Let's review the different points of sail:

- **Running** is sailing directly away from the wind. Sails are all the way out, centreboard is all the way up.
- **Broad reach** is sailing with the wind coming over one corner of the stern. Centreboard is $\frac{3}{4}$ up, sails are $\frac{3}{4}$ out.
- **Beam reach** is sailing with the wind coming over the side of the boat. Centreboard is $\frac{1}{2}$ up, sails are $\frac{1}{2}$ out.
- **Close reach** is sailing with the wind forward of the beam. Centreboard is $\frac{1}{4}$ up, sails are $\frac{1}{4}$ out.
- **Close hauled** is sailing as close to the wind as you can. Centreboard is all the way down, sails are all the way in.
- **Head to wind** - aiming the bow of the boat directly toward the source of the wind. Also known as the no-go zone, which is the area within wind angles extending approximately 45 degrees to each side of upwind in which a boat cannot sail even when close hauled.

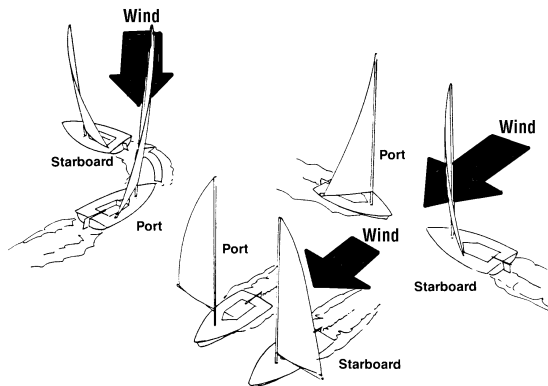


It is also important to refresh your memory on the following terms:

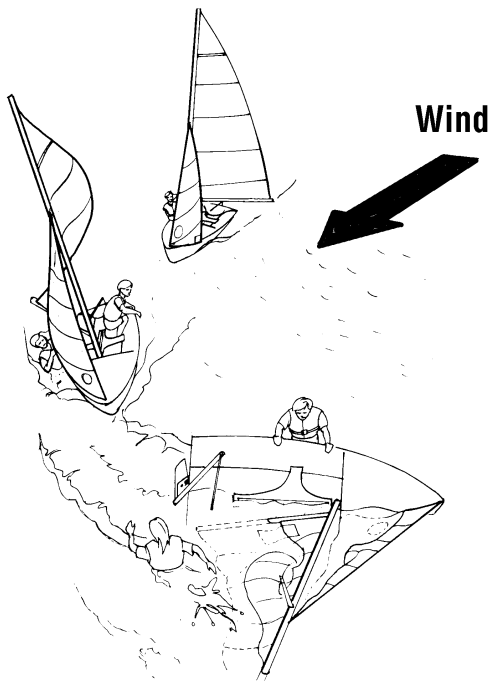
- **Beat** - sailing close-hauled with the sheets pulled in all the way to approach an upwind destination as quickly as possible.



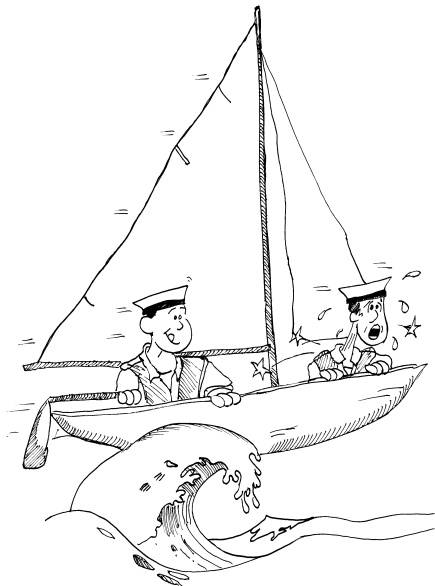
- **Port tack** - sailing with the boom on the starboard side.
- **Starboard tack** - sailing with the boom on the port side.



- **Sailing by the lee** - running with the wind on the same side as the boom. Generally undesirable because of the increased risk of an accidental gybe.



Be very careful when sailing by the lee. It is a good practice to get into to have the crew or skipper hold the boom when sailing downwind. It could prevent injury in the event of an accidental gybe.



Wave Conditions

Generally speaking, waves are good indicators of wind speed. This helps in determining if going sailing is safe or not. If one of the following is present, waves may not be a good indicator of wind speed:

- There is a strong current.
- There is a tide.
- There is an offshore wind.

Wind speed and resulting wave conditions can be linked by the following guidelines using knots. One knot is equivalent to :

- 5 knots - ripples
- 10 knots - small waves (or wavelets) without white caps
- 15 knots - occasional white capping
- 20 knots - cresting and breaking

What happens when the wind drops? On a large lake without current and tide, the waves may begin to roll, with smooth tops.

Did you know that Lake Superior is the world's largest fresh water lake in area? It covers 18,024 square kilometres.

Many sailors use the Beaufort Wind Scale as an indication of the wind speed. It is a scale devised in 1805 by Sir Francis Beaufort and is still in use today by the Coast Guard and Environment Canada.

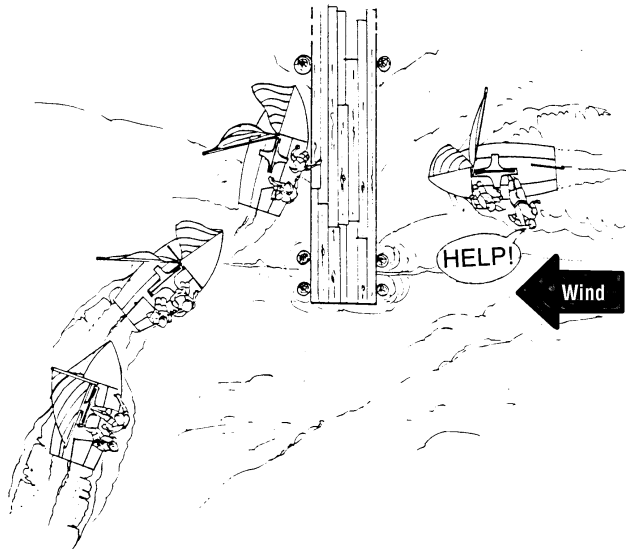
BEAUFORT WIND SCALE					
Wind Force	Velocity		Wave Height	Description	Sea State
	Knots	Km/hr.			
0	0	0	0	Calm	Sea like a mirror.
1	1-3	1-5	0	Light	Ripples with the appearance of scales are formed but without foam crests.
2	4-6	6-11	0.2m	Light Breeze	Small wavelets, still short but more pronounced; crests have a glassy appearance and do not break.
3	7-10	12-	0.6	Gentle Breeze	Large wavelets; crests begin to break; foam of glassy appearance; perhaps scattered whitecaps.
4	11	20	1	Moderate Breeze	Small waves, becoming longer, frequent whitecaps.
5	17-	30-	1.8m	Fresh Breeze	Moderate waves, taking a more pronounced longer form, many whitecaps, chance of some spray.
6	22-27	40-50	3m	Strong Breeze	Large waves begin to form. The white foam crests are more extensive everywhere, probably some spray.

BEAUFORT WIND SCALE					
Wind Force	Velocity		Wave Height	Description	Sea State
	Knots	Km/hr.			
7	28-33	51-61	4m	Near Gale	Mounting sea. Breaking waves, white foam begins to be blown in streaks downwind.
8	34-40	62-74	5.5m	Gale	Moderately high waves. Edges of the crests break into spindrift. The foam is blown in well marked streaks downwind.
9	41-47	76-87	7m	Strong Gale	High waves. Dense foam. Crests of waves begin to topple and roll over. Spray may affect visibility.
10	11	20	1	Storm	Very high waves, with long, overhanging crests. The surface of the sea generally white. Visibility impaired.
11	56-63	103-118	11m	Violent Storm	Exceptionally high waves (small and medium-sized ships might be out of sight behind the waves). The sea is completely covered with long white patches of foam blown downwind. Visibility poor.
12	64-71	119	14m	Hurricane	The air is filled with foam and spray. The sea is completely white with driving spray. Visibility bad.

Securing a Boat at a Dock and Single Mooring

In Phase II, you learned how to depart and return to a dock or mooring, but how do you secure your sailboat once you're there?

Remember that the most basic rule when approaching a dock or mooring is to come in slowly. A sailboat won't slow down unless the bow is pointed into the wind enough that the sails can flap.



To secure your boat to the dock you will either:

- by the bow only, secure the painter to the horn cleat with hitches;
- by the bow and the stern, secure the painter and stern line to the horn cleat with hitches;
- use fenders to prevent unwanted boat movement and rubbing;
- secure boat gear, including sails down.

To secure your boat to a mooring you will:

- use the appropriate knot - such as a round turn and two half hitches around a ring, a clove hitch around a post, or hitches around a horn cleat;
- ensure the boat is clear of hazards;
- ensure that the boat will not slip away;
- use fenders (bumpers) to prevent unwanted boat movement and rubbing;
- secure boat gear, including sails down.

It is important to ensure that your boat is protected from other boats. Avoid the common errors of using line that is too short or too thin, and no fenders. It is your responsibility to take the best possible care that you can in protecting your boat.

You have to know how to properly secure your boat on the beach, at the dock, and at a mooring, whether you are sailing at your corps, local yacht club, Provincial Sail Centre, or a SCSTC. Because each location will have their own method of securing their boats, you must be familiar with them all.

Did you know that the first club devoted to pleasure sailing was the Water Club of the Harbour of Cork, founded in 1720? The present Royal Cork Yacht Club in England is a direct descendant, making it the world's senior yacht club by a considerable margin.

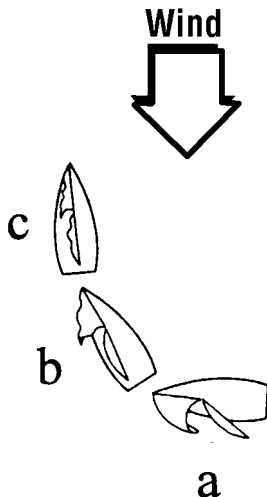
Stopping a Boat

Okay, skipper, so what do you do when you want to stop your boat? Put on the brakes? Throw your crew overboard as an anchor? Not quite, but there are times when you will want to stop your boat as quickly as possible, such as:

- if your crew falls overboard;
- you are approaching a dock or mooring;
- you just need to stop.

We know that our boat will not sail directly into the wind, so by taking the wind out of sails, we can prevent our boat from moving. This is done by:

- slowly heading up into the wind;
- allowing both sails to luff and the momentum to drop;
- the boat will drift about 2-4 boat lengths upwind before stopping.



With practice you will get a feel for how far the boat moves before stopping. Like driving a car, the faster you are moving, the longer it will take to stop.

Bearing Away and Heading Up

Quite often in sailing you will want to steer in a particular direction rather than steering by the wind. Now that you understand the basics of sail trim (using points of sail) you can start to do this by simply aiming the boat in the direction you want to go, then trimming the sails and centreboard accordingly.

As skipper, don't forget to inform your crew on what you are doing. If you want to sail closer to the wind, just say "**heading up**" and ease your tiller **towards** the sails until the boat is pointing where you want to go. If you want to sail away from the wind, just say "**bearing off**" and ease your tiller **away** from the sails until the boat is pointing where you want to go.

Your instructors will set many different courses on the water to give you lots of practice with heading up and bearing off.



SAFETY SENSE

- Always wear a **PFD**.
- Wear the **proper clothing and footwear**.
- **Hold the boom** when sailing by the lee.
- Sail in winds within your capabilities.
- Remember that an **open hand** means that you need help.

Beating

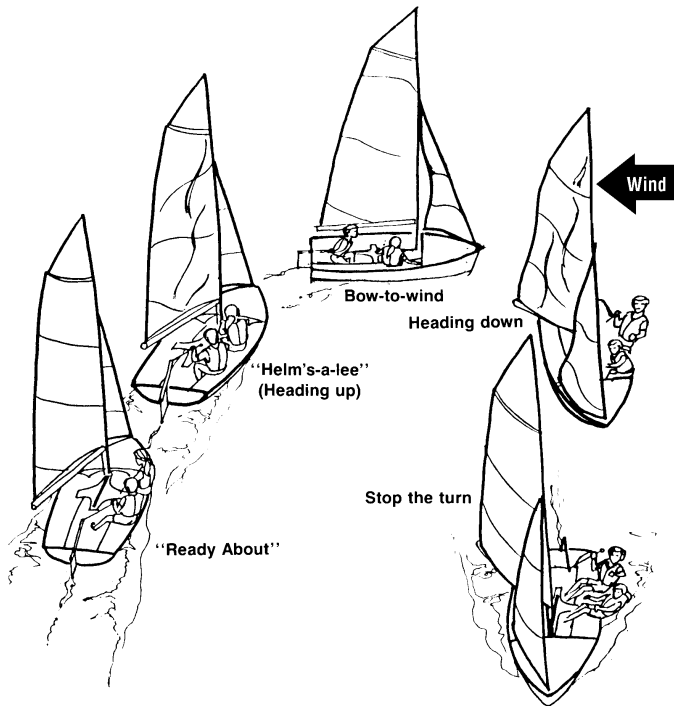
Well, skipper, the last skill you have to master in your sail training is the skill of beating. This consists of three elements:

- **tacking**
- **sailing upwind**
- **controlling heeling**

When you're new to sailing, **tacking** or **coming about** may seem very complicated, but with practice it becomes easy and natural. Let's look at the trickiest part of this maneuver; the smooth movement of the skipper from one side of the boat to the other. The six steps to follow are these:

- **Step 1 - Ready About:** You should be sitting on the windward side, steering with your aft hand and holding the mainsheet with your forward hand.
- **Step 2 - Heading Up:** Push tiller toward sail and step into the centre of the boat with your aft foot. Hand on the tiller extension should lead the way.
- **Step 3 - Bow-to-Wind:** As you step across the boat, pivot your body to face forward. Crouch down so the boom passes over your head!
- **Step 4 - Heading Down:** Continue to pivot your body as you prepare to sit down on the new windward side. While your body turns, your tiller arm should reach around behind your back to continue steering.
- **Step 5 - Sail Refills:** By the time the boat has headed down enough that the sail stops flapping, you should be sitting down and steering with one arm behind your back. This sounds awkward, but it works fine. Bring the hand holding the mainsheet back so it can grasp both sheet and tiller extension at the same time.

- **Step 6 - Finishing Off:** Now your behind-the-back hand can release the tiller extension and take the mainsheet. Swing the tiller extension up and over your rear shoulder, and you're back to the normal steering position.

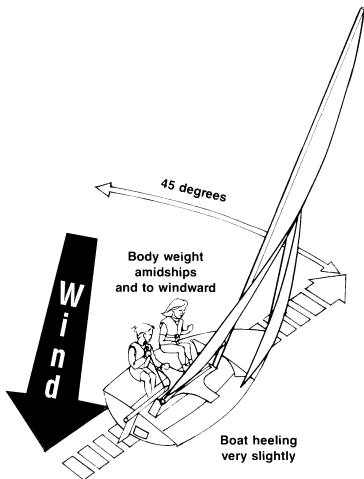


Sailing upwind is one of the most exciting and satisfying aspects of sailing. Although close hauled sailing is a lot like reaching, it requires more judgement and steering skill.

Did you know that yachting originated in the Netherlands? In the 16th and 17th centuries, it was the world's major maritime power.

When close hauled sailing, the skipper and crew do the following:

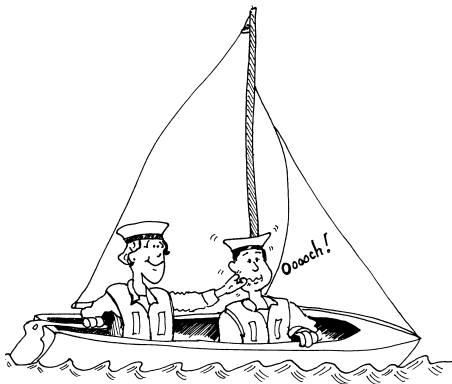
- Sit close together on the windward side so your weight will offset the tendency of the boat to heel or tip.
- *Sheet* both sails fairly tightly (but not too tightly) (*Sheet in* means to pull in, and *sheet out* means to let off).
- Sail the boat on a course about 45 degrees from the upwind direction.
- The skipper's steering is guided mainly by the ticklers on the jib.
- The centreboard is all the way down to minimize the tendency of the boat to skid sideways and to leeward.



The tendency of the wind force to heel (tip) a boat is greatest when sailing close hauled. Since most dinghies sail best if they are kept almost upright in the water, you will need to use body weight to **control heeling**. Unless the wind is very light, both skipper and crew should sit side by side on the windward side of the hull.

As you gain confidence in your close hauled sailing, you can hook your feet under the hiking straps at the bottom of the cockpit and begin to **hike**, leaning your upper body backward to shift your weight even further to windward. But as always, the crew should stay ready to shift quickly toward the leeward side in case the boat begins to heel to windward.

Even with both crew to windward, the boat will sometimes start heeling too much. If this happens, just head up a little until the boat levels out. Sailing close hauled in strong winds, good skippers often “pinch” a little on purpose to keep the boat from heeling too much and slowing down. Pinch means to steer so the sails are on the verge of luffing or to sail close hauled on a course that is higher than the optimal one. It also helps to ease the sheets slightly.

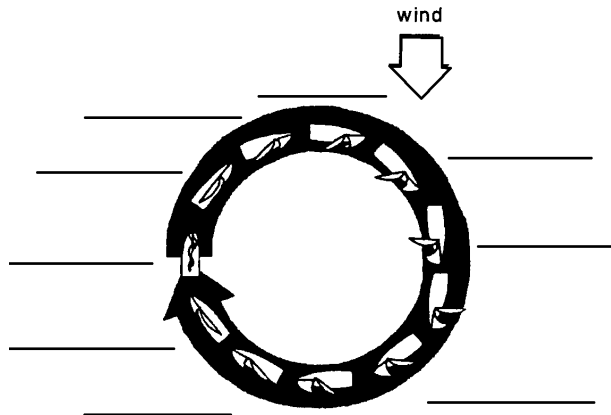


Conclusion

We can talk about sailing until we're blue in the face, but you can never truly understand the sport until you do it. This chapter is intended to supplement what you learn at the Sail Centre, SCSTC, or sailing with the corps. You need to prepare for your White Sail Level II, which is a requirement for promotion to Petty Officer First Class. Even with the best sailing instructors teaching you, there are probably aspects of sailing that you find confusing. With that in mind, this chapter should help answer your questions.

Speaking of questions, try your hand at answering the following!

1. Fill in the blanks on the points of sail diagram:



2. Draw a line matching the wave conditions with the correct speed:

Small waves	5 knots
White capping	10 knots
Ripples	15 knots
Cresting and breaking	20 knots

3. In your own words, describe what “heading up” is:

4. In your own words, describe what “bearing off” is:

5. There are six steps to follow when tacking or coming about. Fill in the blank to match the step with the correct sequence of events:

Step _____

As you step across the boat, pivot your body to face forward. Crouch down so the boom passes over your head!

Step _____

Push the tiller toward the sail and step into the centre of the boat with your aft foot. Hand on the tiller extension should lead the way.

Step _____

By the time the boat has headed down enough that the sail stops flapping, you should be sitting down and steering with one arm behind your back. Bring the hand holding the mainsheet back so it can grasp both sheet and tiller extension at the same time.

Step _____

You should be sitting on the windward side, steering with your aft hand and holding the mainsheet with your forward hand.

Step _____

Now your behind-the-back hand can release the tiller extension and take the mainsheet. Swing the tiller extension up and over your rear shoulder, and you're back to the normal steering position.

Step _____

Continue to pivot your body as you prepare to sit down on the new windward side. While your body turns, your tiller arm should reach around behind your back to continue steering.

CHAPTER FIVE

PERFORMANCE OBJECTIVE 405

NAVAL KNOWLEDGE

Each year your corps probably participates in services commemorating the Battle of the Atlantic and Remembrance Day. Do you know why? These parades represent an important part of our battle history, filled with Canadian pride and honour.

Battle of the Atlantic

Battle of the Atlantic Sunday is celebrated the first Sunday in May. Remembrance services are held all across Canada in Canadian Forces Naval Bases, HMC Ships, reserve units and cadet units. The National Ceremony is held in Halifax where the sailors of the fleet parade to Point Pleasant Park, the site of the Naval Memorial.

The ceremony commemorates the sacrifices of sailors and merchant seamen who gave their lives for their country while valiantly defending the convoy routes of the North Atlantic during the Second World War.

During this battle, Canada sent its Naval and Air Forces up against the notorious German “wolf-packs”. The wolf-packs were the German submarines, whose prey were the convoys of merchant ships that were carrying valuable arms, material and personnel across the ocean.

The elements that the Canadian sailors had to endure were extreme. Raging storms, pack-ice, bitter cold and the blackness of the North Atlantic night.

Do you know who is Canada's most decorated war hero? Lieutenant-Colonel William Barker is the most decorated hero of all our wars. His gallantry awards from World War I include: The Victoria Cross; the Distinguished Service Order and Bar; the Military Cross and Two Bars; the French croix-de-guerre; two Italian Silver Medals for Valour, plus three Mentions-in-Dispatches.

Success only came as the result of tremendous courage and determination. Over 26,000 merchant ship voyages were made during the 2006 days of war, and they provided over 90,000 tons of war supplies a day to the battle fields of Europe. The battle was costly to Canada. The Canadian Navy lost 1797 sailors, 32 ships, and there were 319 wounded.

The Battle of the Atlantic is an exciting piece of Canadian history, filled with tragic sacrifices. It is important to remember those who fought for our country with honour and dignity. By attending local services with your corps, you help ensure that their legacy is not forgotten.

Remembrance Day

During the First, Second World and Korean Wars, in every community across Canada young men and women not much older than yourself, left their homes, families, jobs and schools to join the Army, Navy or Air Force and to fight for freedom. They gave up their best years and sadly many never returned home. They died on the battlefield, in the air and at sea. It is these men and women who died away from their homes and families that we remember.

Remembrance Day is held every year on the eleventh hour of the eleventh day of the eleventh month. It was at this time in 1918, the Peace Treaty was signed in Versailles, France that ended World War I.

Ceremonies are held across the country at local war memorials. The national ceremony is held in Ottawa at the National War Memorial.

There is a field in Flanders, France known as the field where the poppies grow. Flanders is a place where much fighting took place during World War I. This war lasted four years and every spring the soldiers, who lived and fought in the trenches, noticed the red flowers blooming all over the battlegrounds. As time went on and the war continued, the soldiers started to notice that poppies were blooming on the graves of their friends who had been killed.

The poppy has grown to represent the symbol to say we remember the young men and women who died in war and on peacekeeping missions, and are thankful for the peace we enjoy today.



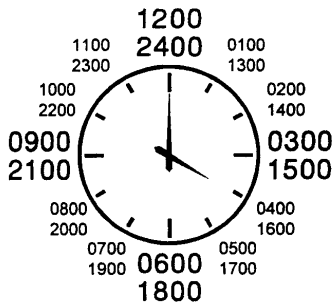
Something to think about . . .

Do you know anyone who has fought for Canada? Maybe you know a veteran who can share some experiences with you. Take this opportunity to ask them about their contributions in the name of peace.

Maybe your corps invites veterans in to talk about Battle of the Atlantic and Remembrance Day. There will come a day when the veterans will no longer be around to spread their messages, so it is important that this generation carries on the tradition of remembrance. **LEST WE FORGET.**

Standing Watch

Another important element of life onboard ship is standing watch. Because a ship is operational 24 hours a day a 24-hour clock is used instead of the usual 12-hour clock. The day is divided up to ensure operations but to also allow for down time and a time to sleep. The 24-hour clock ensures there is no confusion with whether it is AM or PM.



24 HOUR CLOCK

The day is divided into watches as follows:

Middle Watch	0001 to 0400
Morning Watch	0400 to 0800
Forenoon Watch	0800 to 1200
Afternoon Watch	1200 to 1600
First Dog Watch	1600 to 1800
Last Dog Watch	1800 to 2000
First Watch	0001 to 0400

The Dog Watches were added to break-up the 1600 to 2000 into two watches to ensure that members would not end up standing the same watches each day.

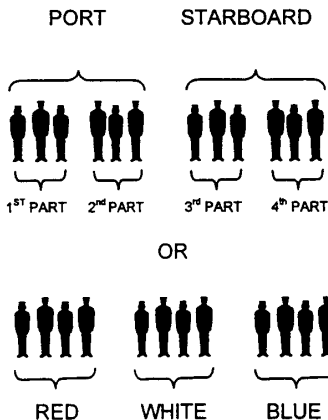
Each of the 4-hour watches begins and ends with eight bells. At the end of the first half hour of the watch one bell is struck; at the end of the second half hour two bells; the third half hour, three bells; and so on until at the end of the eighth half hour, or the end of the watch, eight bells are struck.

The custom of striking the ship's bell to mark the time dates back to the 13th century, when "half-hour glasses" (similar to large kitchen egg-timers) were in use. Each time the glass was turned a bell was struck, starting with one bell for the first turn and ending with eight bells for the last.

It is easy to see that the first dog watch ends with four bells. But at 1830, instead of five bells there is one bell, and then the last dog watch ends not with four bells but eight bells.

Bells are struck in twos; that is, five bells will sound "ding-ding", pause, "ding-ding", pause, "ding". This is done to make it easier to count the number.

The Ship's company is also divided up into groups that stand the watches. A couple of examples of this division are shown below:



At your cadet corps you will be required to stand watch as follows:

- Normally the routine at the corps requires individuals to form a duty watch at the end of a parade night to secure the ship. On a Mandatory Support Weekend, a watch may be set up to keep a fire going or secure the grounds. Each corps will have different duties for each watch.
- Just like on a ship, the daily sea routine is laid out in the Standing Orders. It is the job of the Executive Officer to develop these orders and it is the duty of the Coxswain to ensure that the routine is carried out. You are responsible for knowing and being in the right place at the right time (Phase I stuff). The Boatswain's Mate pipes the routine with the boatswain's call to ensure announcements to the routine are made.

Customs and Traditions of your Corps

Each Sea Cadet Corps is unique in terms of the history of your unit. Your corps could be named for a ship or a famous person. Do you know where your corps name came from? Some corps have famous alumni that have graduated from Sea Cadets and gone onto achieve great things. Perhaps you have a corps song or saying that you have learned. Where did it come from? Have fun learning about what makes your corps special!

Conclusion

1. Match the watch with the correct time:

Forenoon Watch 2359-0400

Middle Watch 0400-0800

Afternoon Watch 1200-1600

Last Dog Watch 1600-1800

First Watch 1800-2000

First Dog Watch 2000-2359

2. What are the origins of your corps name?

3. Each of the four hour watches begins and ends with how many bells?

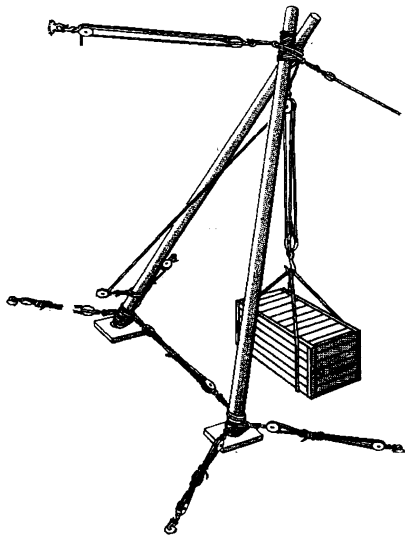
CHAPTER SIX

PERFORMANCE OBJECTIVE 406

SEAMANSHIP

By phase III, you should be fairly proficient with knots, hitches and bends. You probably also know how to whip the end of a line. These are skills that you will have used to a certain extent in your sail training, but they now become a very important part of your seamanship training and rigging **lifting devices**.

By the end of your seamanship training in Phase III, you will have the knowledge required to rig **sheers**. This is a lifting device that was used in the Navy to lift loads onboard ship in the absence of machinery or mechanical devices. Nowadays modern technology has replaced sheers. There are different types of lifting devices, such as standing derricks and gyns, but at the corps, you will learn how to rig sheers. Rigging sheers is part of our naval heritage that is kept alive in our program.



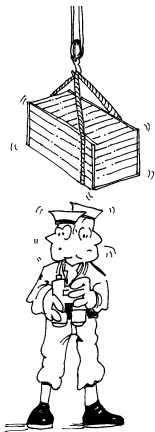
Safety Procedures

Safety is paramount in all lifting activities. Common sense should always prevail. An officer will always be present when lifting loads to ensure safety procedures are followed, but all personnel are responsible for safety and must look out for and call attention to unsafe practices. The following safety procedures must be followed when rigging tackles and lifting loads:

Personal Safety

- Safe lifting practices must be followed, such as bending knees and keeping items close to the body when lifting.

- Never wear finger rings, watches, bracelets or other jewelry. They may snag on broken strands.
- Long hair should be tied back.
- Loose clothing, necklaces, ties etc. should be removed.
- Gloves are not always a good idea as they can wrap around the rope and get caught.
- Always wear a hard hat when working with sheers.



Safety of personnel in party

- Ensure one person is in charge of the exercise and everyone knows who this individual is.
- Ensure all personnel handling lines and loads are in a safe working area.
- Never stand within a bight or coil. Never stand directly in the line of recoil of a rope.

- If possible, assign one person as a safety observer. This person would keep an overall watch on what is happening and would point out unsafe practices or omissions.

Safety of the tackle and load

- Inspect the tackle before lifting to ensure there are no defects in the rope or equipment that could break and cause an accident.
- Attachments should be checked carefully to ensure they are secure.
- Ensure the tackle is rigged properly and safely secured.
- Ensure no one is standing below an object that is being hoisted or lowered. Make sure you are in a safe position if the load were ever to fall.

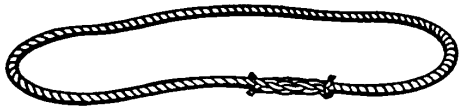
Safety of the supporting structure

- Ensure the structure that the block is attached to is strong enough to support the weight of the load safely.

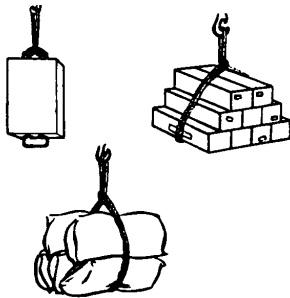
As with any activity where there's a possibility of danger, safety procedures are the first lesson to be learned. Lifting devices have the potential for harm, so it is important that you completely understand these procedures and always follow them.

Slinging a Strop

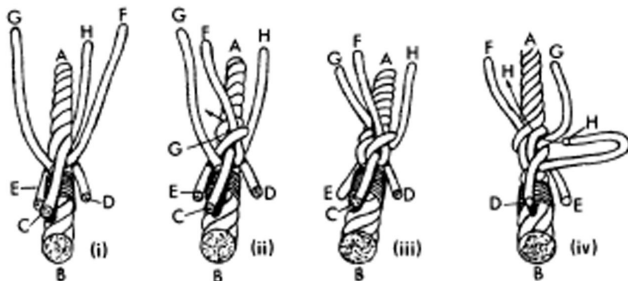
A strop (pronounced strawp) is a piece of rope with the ends spliced together used to prepare objects to be lifted, without damage to the load or danger of dropping.



A strop can be used on crates with handles or wrapped around light cases. The items must be arranged to prevent crushing or damage. Always inspect strops to ensure the load will not slip and that they are not cut or damaged.



The strop is spliced together using the short splice. The principle of the short splice lies in the tucking of each strand between those of the other rope; and the strands are tucked against the lay, each being taken over the strand on its left, then under the next strand, and emerging between this and the subsequent strand.



MAKING A SHORT SPLICE



SHORT SPLICE FINISHED

Steps in a Short Splice

- Tuck the strands against the lay, taking each strand over the strand on its left, then under the next strand to finally emerge between this and the subsequent strand (see figure) in which the two ropes are lettered A and B, and their unlayed strands are lettered C, D, and E, and F, G, and H respectively.
- Whip each rope at a distance from its end equal to five times the size of the rope.
- Unlay the strands to the whipping and whip their ends.

- Marry the two ropes so that one strand of each lies between two strands of the other (see figure). Having ensured a close marry, whip the strands strongly round the join to prevent their slipping, and stop ends C, D, and E to rope B with a strong stope. In place of whippings, electrical or masking tape may be used to prevent strands from unravelling during splicing and to stop the strands to the rope while the opposite strands are being tucked.
- Cut the whipping or tape on A and tuck F, G, H as follows:
- Take F over C, under E, and bring it out between E and D (see figure).
- Take G over E, under D, and bring it out between D and C (see figure).
- Take H over D, under C, and bring it out between C and E (see figure).
- Stop G, F, and H to A, cut the whipping or tape on B, and tuck C, D, and E in a similar manner.
- Heave all six strands to an equal tension.
- Again, tuck each strand over the strand on its left and under the next one. Repeat this operation a third time.

Rigging a Purchase

A purchase is a mechanical device by means that means the pull or force is increased; it may be a system of levers, a system of revolving wheels geared to one another, or combinations of blocks or pulleys rove (thread) with rope or chain.

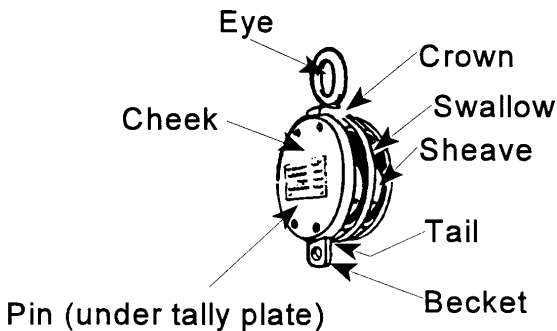
Purchases were used extensively on ships before the introduction of hydraulics and cranes. Today, supply ships have forklifts aboard and tackles (pronounced taycles) are used sometimes. Cadets continue to learn about these devices as part of our naval heritage. You might use this knowledge for practical purposes around your home, garage or SCSTC's when powerful devices are not available.

Blocks may be used to form a purchase. Used extensively on ships in the past, they contain the following characteristics:

- A block is a portable pulley.
- A block makes it easier to lift things.
- Before the use of cranes or hydraulics, blocks were the only available means of lifting loads with ropes.

Parts of a Block

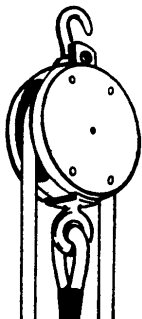
- A rope is thread or “rove” through the opening called the swallow and rides on a roller called a sheave.
- The sheave turns on an axle called the pin and is contained in a shell consisting of cheeks, crown and tail.
- An eye or hook may be fastened on the top of the block.



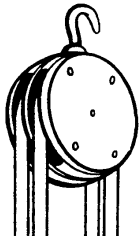
Types of Blocks

- Blocks are either wooden or metal.
- Wooden blocks are classified by the distance measured around the shell from the crown to the tail.
- An ordinary wooden block will take a rope one-third its size, so that a 24 cm block, for example, would be required for a rope 8 cm in circumference.

Single block - has one sheave.



Double Block - has two sheaves.



Snatch Blocks - single blocks where part of the shell is hinged to allow the bight (or loop) of a rope to be passed over the sheave from one side. This avoids having to thread the entire length of rope through the block.

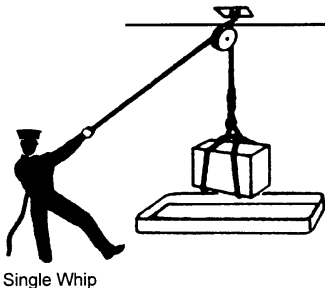


A purchase is a device that produces mechanical advantage. Blocks may be used to form a purchase. To understand this weight-handling rigging you must master the principles of mechanical advantage. This is explained in the section on Tackles.

You will probably learn to design a Single Whip at the corps, as shown below. Although this is not, by definition, a purchase because there is no mechanical advantage. The block must be moving to create a mechanical advantage with only one block.

Single Whip

- Changes direction on the rope.
- For hoisting or lowering light loads.
- Rope is rove through a single standing block.
- Blocks may be secured at the deckhead or from a davit.
- Mechanical advantage - 1 (pulling force is equal to the weight of the load).



Rigging a Tackle

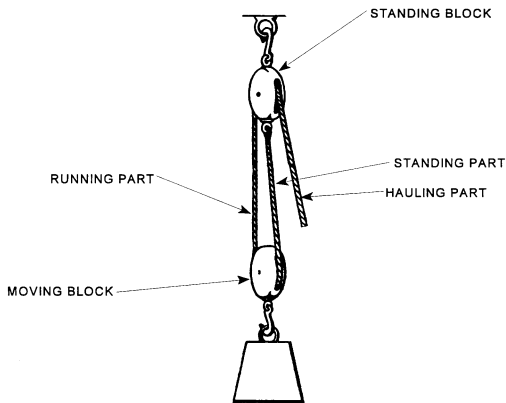
A tackle (remember to pronounce it taycle) is a purchase and has the following characteristics:

- It consists of a rope rove through two or more blocks.
- The rope is rove so that when a force is exerted on its hauling part, the force on the load is greater than the pulling force.
- The amount of the increase depends on the number of sheaves in the blocks and the manner in which the rope is rove through them.

Parts of the Tackle

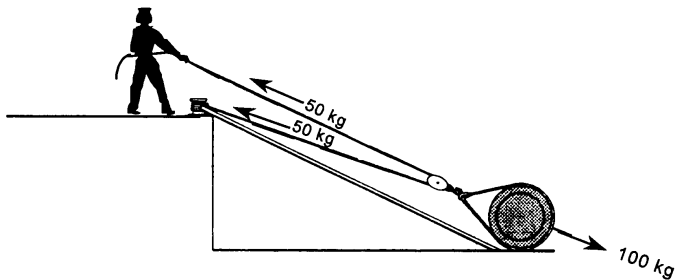
- Standing block - the block that is anchored and not moving, it changes the direction of the running part.
- Moving block - the block attached to the moving end (cargo end).
- Rope - including:
 - Fall - the rope rove through the block.
 - Standing part - this part does not move. It needs to be secured to either the standing block or another fixed position.

- Running part - the rope between the two blocks that pulls the running block along the standing part.
- Hauling part - the part that is pulled.



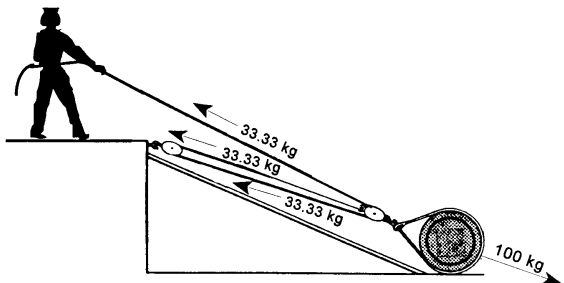
In the section on purchases, we mentioned **mechanical advantage**. This is the effect of using blocks and rope to act as a force multiplier. The force exerted on the load can be several times greater than the force (or pull) exerted on the “hauling part” of a purchase.

If one end of the line is anchored and a single sheave block is attached to a box the number of falls at the moving end would be two and the mechanical advantage would be two. The effort exerted on the load is doubled by the purchase. Mechanical advantage is equal to the number of parts passing through the moving block. The diagram below shows two parts of the fall at the moving block so the mechanical advantage is two. So ideally if we were to exert a pull on the hauling part by a certain amount, the pull on the load would be twice as much.



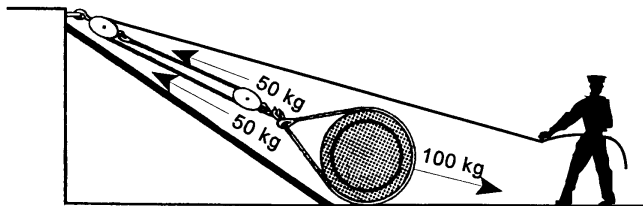
Mechanical advantage of 2

If another block is added to the system three parts now are exerting force on the moving block. Therefore, each part must be exerting enough force to lift 33.33 kg. Since the weight has been divided by three, the mechanical advantage is three.



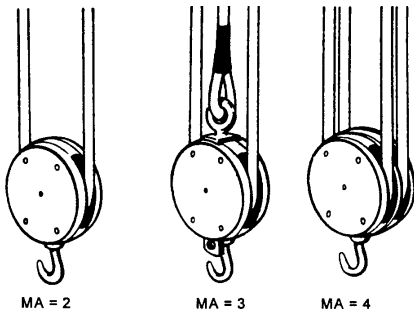
Mechanical advantage of 3

If the same system were reversed end for end, the force would have to be exerted from the ground level. Only two parts of the rope would be coming from the moving block. Therefore, only two parts of the rope are pulling on the box. The mechanical advantage would be back to two instead of three. Rigging in this way does not make the best use of the tackle but this is often the case when lifting loads vertically with the fixed block placed overhead.



Rigging to Disadvantage

To sum up then, the same purchase can be rigged in two ways: either to your advantage or your disadvantage. The mechanical advantage gained is the same as the number of parts of rope that emerge from the block that moves the load. It is equal to the number of parts of the fall at the moving block.



Determining Mechanical Advantage

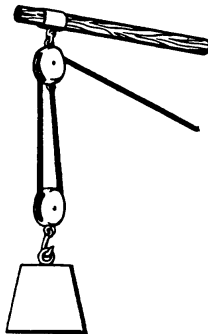
Other points that affect Mechanical Advantage:

- Friction - this occurs in the bearings of the sheaves and in the fall as it bends around the sheaves. It reduces the mechanical advantage considerably.
- Velocity Ratio - as mechanical advantage is gained, the speed of the tackle slows because the line has so much further to go. The relationship between the distance moved by the hauling part and that moved by the moving block is known as the Velocity Ratio. Like mechanical advantage (without considering friction) the Velocity Ratio is equal to the number of parts of the rope passing through the moving block.

Types of Tackles

Double Whip

- It cannot be rove to advantage unless you are hauling from above the load.
- Mechanical advantage - 2



Luff

- Consists of one double and one single block.
- Mechanical advantage - 3



Two-fold purchase

- Uses two double blocks.
- Mechanical advantage - 4



Mousing a hook

Having learned how to sling and rig tackles we now focus on the hook. The most common type of hook is called a tackle hook. When using a tackle hook it is sometimes necessary to mouse (pronounced mouze) the hook.

Mousing a hook is used to:

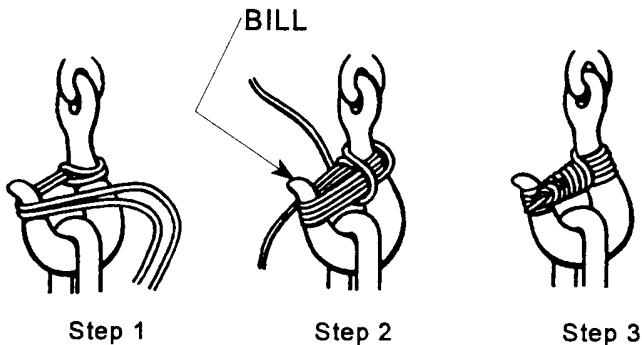
- Prevent a hook from unhooking from the strop.
- Prevent a strop from jerking out of the hook.

A mouse is put on with whipping twine.

Using the mousing to increase the strength of a hook is not recommended as it overloads the hook and may create a dangerous situation.

Steps to mouse a hook

- Step one - take a piece of twine about 45 cm long. If a large hook is used, more twine will be required. Fold the twine in half. Slip the twine over the hook. Wrap the twine as shown in step one of the mousing diagram below. Wrap at least two or three turns with both parts of the twine. Ensure the twine is pulled tight.
- Step two - take one part up and around the turns. Take the other part around the bill.
- Step three - bring the two ends together and finish with a reef knot.



Mouse a Hook



Conclusion

You now have all the skills required to rig sheers. In Phase IV, which is the last phase of your seamanship training, you will learn how to rig sheers using the knowledge you have gained throughout your four years of Sea Cadet seamanship training.

See how you do answering the following questions!

1. In one word, the most important lesson in rigging lifting devices is _____.

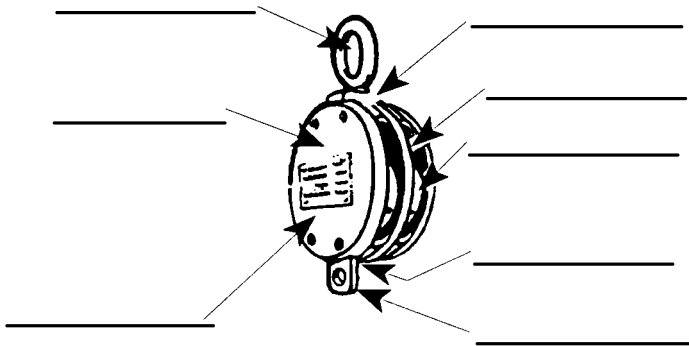
2. A strop is a piece of rope with the ends spliced together used to prepare objects to be lifted.

True False

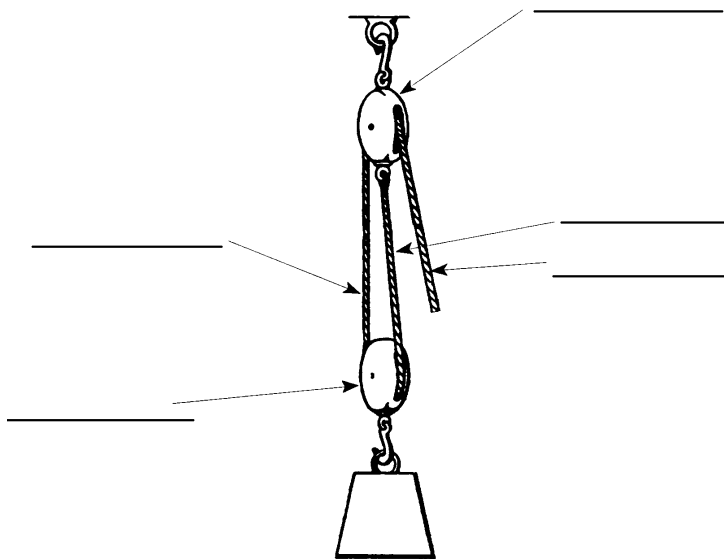
3. A strop can be used on crates with handles or wrapped around light cases.

True False

4. Fill in the blanks on the block diagram below.



5. Fill in the blanks on the tackle diagram below.



6. Mechanical advantage is the effect of using blocks and rope to act as a force multiplier.

True False

7. Mechanical advantage is equal to the number of parts passing through the moving block.

True False

8. Mousing a hook is used to trap rodents.

True False

CHAPTER SEVEN

PERFORMANCE OBJECTIVE 407

LEADERSHIP

CHAP

Just a reminder that harassment and abuse is not tolerated or accepted in our program. As a Sea Cadet you have rights and responsibilities with regard to harassment and abuse. This is outlined in the **Cadet Harassment and Abuse Prevention (CHAP)** program. Part of being a Sea Cadet involves taking part in this training and knowing what your rights and responsibilities are. They can be found on the inside back cover of this manual.

There are officers at your corps or Sea Cadet Summer Training Centre (SCSTC) that are specially trained to help answer your questions about abuse and harassment. They are there to provide you with any information that you need, including:

- the various forms of harassment and abuse;
- the difference between the two;
- your responsibility to treat each other with respect;
- where you can go for help if somebody is mistreating you;
- what happens if you abuse or harass someone;

The Cadet Organization takes accusations of abuse and harassment very seriously. If you need to talk, there is always someone at the corps or SCSTC who will listen and help you with your options.

Being a Leader

When you think of successful leaders, what names come to mind? If we were to compile a list as a group, there would be many different names upon it, and not everyone would agree to the names on the list. This is the beauty of leadership. It is an art that is based upon many different characteristics, qualities and styles. There are all kinds of leaders and each one is unique and effective in their own way.

Although this chapter is designed to give you the tools required to be a good leader, the only way to truly become one is through experience and practice. You will now be encouraged at the corps to be a leader amongst your peers as well as for the new recruits who need someone to guide them. As you progress through the program, you will be given opportunity to fill leadership roles such as:

- Petty Officer of the Day (POOD)
- Corporal of the Gangway
- Coxswain
- Regulating Petty Officer (RPO)
- Ship's Writer
- Training Department Chief Petty Officer
- Sail PO, Seamanship PO or Chief Boatswain Mate (CBM), Gunnery PO or Leadership-Instructional Technique (IT) PO
- Sports PO
- Supply PO

**SUCCESS COMES FROM GOOD JUDGEMENT
GOOD JUDGEMENT COMES FROM EXPERIENCE
EXPERIENCE COMES FROM BAD JUDGEMENT**

Arthur Jones

Characteristics of a Leader

You have probably heard the term “He or She is a Born Leader”. This does not necessarily have to be the case. A leader must possess certain qualities to earn the respect of the cadets. The first quality is wanting to be a leader. History has remarkably few examples of reluctant leaders who were successful.



A quality is often defined as a human characteristic or trait that can be associated with a person. This list gives some of the qualities of a leader:

- **Honesty** - If cadets believe that the leader is not honest then no trust will be established and they will hesitate to follow. Leaders must be trustworthy.
- **Responsible** - Leaders must recognize that if they hold a position of authority certain responsibilities accompany that authority. A leader must be willing to accept responsibility for his or her actions and decisions. This includes the safety and well being of the cadets. The leader welcomes responsibility and seeks it out. The leader knows the risks involved in accepting the responsibility but feels that they are more than compensated for by the rewards of accomplishment. Accomplishment can seldom be attained without the freedom gained by accepting responsibility.
- **Confidence** - A leader must have quiet confidence in him or herself, in the followers and the supervisors. Confidence provides the courage to make a decision and move forward. This does not translate into cockiness, or ridiculing others to gain status.
- **Enthusiasm** - A leader must show a keen interest in completing a task. The leader must transmit that enthusiasm to others so cadets will be ready to follow.
- **Dependability** - A leader must be reliable because others will depend on the leader for direction. Being organized and prepared is important - "Stand up and be counted when others are counting on you". An example is the Executive Officer who forgot to show up on a regular training night and had all the keys to the office with him or her.

- **Patience** - A good leader has the patience to answer questions and make sure that the cadet has understood. A good motto to tell your cadets is “There is no stupid question, only the one that wasn’t asked”. Cadets who are afraid to ask you for help because you are impatient will see you as unapproachable. An unapproachable leader is not an effective one.
- **Decisiveness** - A decisive leader does not make snap decisions to show that he or she seems to know what to do. A decisive leader consults others, looks at the pros and cons and then decides what course of action to take. Do not delay decisions out of fear of what the results might be or because you do not know the answer; seek help and advice. Do not delegate the decision to someone junior; if it is your decision, make sure that you make it.
- **Determination** - Not all the jobs that a leader will be given will be easy ones. A leader must have the determination to complete duties no matter how difficult they may be. Do not leave out the details or get put off by small problems that might surface once you get started. Complete all the work to the best of your ability.
- **Loyalty** - We often think of being loyal as meaning be loyal to your CO or the cadet corps. By loyalty we mean that you never speak badly of your CO behind his or her back and never list your cadet corps’ problems without listing its strong points too. Loyalty does not stop there however. A good leader is loyal to his or her peers. Stick up for your buddy if you think that he or she is right or being given a hard time by someone else. Lastly, but perhaps most importantly be loyal to those for whom you are responsible. Your cadets look to you for many things, one of which is your loyalty to them. For example, make sure that they eat before you do and they will reward you with their respect and their loyalty. Be loyal to both your superiors and your subordinates. Bad mouthing your Divisional

Officer or a superior in front of cadets will demean your authority. What you are really teaching them is to do the same to their superiors, namely you!

- **Courage** - A leader must go ahead of others in order to set the example or to give direction. This requires courage. The courage to try something new, the courage to admit when something is wrong and the courage to accept failure as a natural part of trying to learn something new.
- **Knowledge** - Knowledge of a subject lends credibility to your orders. Cadets will follow because you know what you're talking about.
- **Communication skills** - A good leader works on being an effective communicator. How we communicate with other people influences how well a group plays or works together.

Did you know that former Prime Minister John Diefenbaker claimed that he could read 300 pages an hour?

The Principles of Leadership

We have learned that characteristics define what a leader is. The principles are things that the leader does. The ten principles are sometimes called the Ten Commandments. They have been developed through long and intensive analysis of leadership behaviour throughout the history of the military organization. The Canadian Cadet Organizations (CCO) have modified the principles to relate to cadets.

Ten Principles of Leadership

1. **Know your job** – Know what you are talking about, learn and understand the principles and problems entailed in the work of your cadets so that you can be sure that they are doing their job properly.
2. **Know your own strengths and limitations and pursue self improvement** – You can seek self improvement by discussion with experienced personnel, by reading regulations, and by being enthusiastic and striving to do the best you can.
3. **Seek and accept responsibility** – One of the most important characteristics of a good leader is the ability to accept challenges with confidence and enthusiasm. To do this, a cadet who aspires to leadership must develop a sound mental attitude. This attitude should be characterized by a lively interest, an avid curiosity and a determination to strive for higher personal achievement. Some ways in which you can go about developing responsibilities among your cadets are:

- Encourage them to attain qualifications for promotion.
 - Give senior people responsibilities and authority to carry them out.
 - Develop pride in the corps and the cadets.
4. **Set an example** – As learned earlier.
5. **Make sure your cadets know your meaning and intent, and then lead them to the accomplishment of the task** – Communicate ideas and thoughts clearly.
6. **Know your cadets and promote their welfare** – Get to know what your cadets' capabilities are, their weaknesses and their strengths. A cadet leader will probably be in charge of a division of cadets. The DPO must get to know a little bit of personal information about each cadet of whom they are in charge. The following list is minimum of the information that should be obtained:
- Full name and pronunciation
 - The cadet's school and how well the cadet is doing
 - What part of town the cadet lives in
 - Anyone who is friends with the cadet
 - Any hobbies the cadet might have

Looking after the welfare of the cadets in your charge is an important duty. The cadets' needs must be considered first in all decisions. Ensuring the cadets line up at the mess hall ahead of your or ensuring that their requests to speak their Divisional Officer or Commanding Officer are looked after immediately. Remember to be a friend but never a pal.

7. **Develop the leadership potential of your cadet** – In making the effort to pass on the lessons that you have learned in leadership, the effectiveness of your unit will increase. This will make your job all the easier in the end. The second advantage is part and parcel of your responsibility to train a replacement for yourself. After all, you cannot remain a DPO forever. You might receive a promotion or you might reach the mandatory cadet retirement age of 19. One of your cadets will eventually have to replace you and that cadet will need leadership training to do as good a job as you. You should give other cadets the benefit of your experience. Allow them to be the leaders occasionally so they can stretch their wings and fly.

8. **Make sound and timely decisions** – How do you go about making a difficult decision that affects the welfare of the cadets of your division? This can be accomplished by discussing matters with experienced personnel and using problem solving skills to make a decision and sticking to it. Avoid a hasty ill-conceived decision and do not put off necessary decisions.

9. **Train your cadets to work together as a team and employ them to their full potential** – By multiplying your own efforts through the building of a team or staff will lead to success. In this way, the leader can accomplish more in a shorter period. A good team spirit also helps to make the work more interesting for everyone. Leaders must ensure that the supervisor distributes the workload to the division equitably and in a way that best uses the capabilities of the team. Ensure cadets receive the encouragement and necessary guidance. The efficient use of your team depends upon the leader knowing the cadets and planning. Ensure a cadet is doing a task within his or her capabilities by making sure they are qualified for the task, and if necessary, by training them for the job.

10. **Keep your cadets informed** – The leader can contribute to improving the morale of the division by ensuring that the cadets are well informed of what is going on. Explain reasons for changes (when known) and hold divisional talks to relieve the tension. Never lie to your cadets.

Styles of Leadership

There are many definitions of what a leader is. An accepted definition in the Canadian Forces is “the art of influencing human behavior to accomplish a task in the manner desired by the leader”.

A leadership style is best defined as the approach that a leader will adopt toward the cadets, in the interest of getting the job done. The three approaches listed are not separate and distinct. They do differentiate between the manner a leader will adopt toward his or her cadets in one situation to the manner he or she will adopt in another.

There are generally three different approaches to leadership:

- Authoritative (the boss or autocratic)
- Participative (the educator and the persuader)
- Free-rein

An approach to leadership is essentially a technique, a manner that a leader consciously adopts toward his follower, to motivate them in the accomplishment of a mission.

Authoritative

Sometimes called “the boss”, this approach is objective and impersonal, generally characterized by the leader issuing orders when there is neither time nor opportunity for more than limited “opinions”. The method need never be abusive. Cowards intimidate, harass and abuse. It is imperative that your actions in relation to your cadets are not offensive, demeaning, belittling or humiliating to them. This is considered harassment. It is illegal. It is unprofessional. When the leader conducts formal instruction, he or she would not use the authoritative approach as in a drill command situation.

Participative

This is a more interpersonal approach. The leader relies less on their authority and more on their personal resources. It requires the leader to use all of their skills in dealing with cadets. The leader is involved with the cadets; asking and answering questions, counselling and winning their trust and confidence, encouraging them through the difficult phases and developing their leadership potential. The cadet is developed through participation, persuasion and encouragement to inspiration.

Free-rein style

This does not mean you give up your role as leader but that you give your cadet the opportunity to work with less of your influence. Circumstances under which the free-rein approach works best occur when one of your cadets has a specialized knowledge and ability that you do not. Cadets must be well motivated and understand exactly what you want before being allowed to work under the free-rein style of leadership. The disadvantage with this style is that the cadet cannot see the big picture and that they probably cannot predict emerging problems. A leader that has decided to

use the free-rein style of leadership has delegated authority but not responsibility and must therefore be ready to tighten the reins if it becomes necessary.

The boss drives the people - the leader coaches them.
The boss depends on authority - the leader on goodwill.
The boss inspires fear - the leader inspires enthusiasm.
The boss says "I" - the leader says "We".
The boss assigns tasks - the leader sets the pace.
The boss fixes the blame for the breakdown - the leader fixes the breakdown.
The boss knows how it is done - the leader shows how.
The boss makes work a drudgery - the leader makes work a game.
The boss says "Go" - the leader says "Let's go".
The world needs leaders - nobody wants a boss.

There are pros and cons to each style/approach and as a leader you must learn each approach and when to adopt that style. Approaches will vary with each situation. The three leadership approaches are not separate and distinct. It all depends on the situation.

LEADERSHIP STYLES

	AUTHORITATIVE APPROACH	PARTICIPATIVE APPROACH	FREE-REIN APPROACH
KNOWN AS	The Boss	The Persuader or The Educator	
CONCEPT	<ul style="list-style-type: none"> believes that subordinated need direction single idea or order 	<ul style="list-style-type: none"> encourages and inspires the cadets in completing tasks through example and joining in with the cadets in their tasks guides and helps answering questions and acting as a resource person for projects and ideas involves intellect, understanding and knowledge of the cadet 	<ul style="list-style-type: none"> characterized by temporary withdrawal of the leader's influence - not an absence of leadership
APPROPRIATE SITUATIONS	<ul style="list-style-type: none"> during extreme danger or stress when there is little time large numbers of cadets are involved when it is necessary to have immediate obedience when quick response is required 	<ul style="list-style-type: none"> problem solving teaching complex skills and knowledge instructing dealing with personal difficulties interviewing and counselling attitudes and behaviours are the subject 	<ul style="list-style-type: none"> when the group is reasonably small when the aims of the cadets are not too different from the aims of the organization and the leader cadets have a specialized knowledge and ability that you do not must be well motivated cadets are meeting standards cadets are accepting and attaining objectives
EXAMPLES	<ul style="list-style-type: none"> when giving drill commands on the parade square when behind in a schedule and rushing to meet the bus when a cadet points a rifle at someone in jest 	<ul style="list-style-type: none"> counselling you cadets demonstrating a skill when your cadets require answers about organizing the cadet corps dance when instructing citizenship a new recruit comes to you out of fear of next week's Outdoor Adventure Training exercise when interviewing each new entry cadet in your section 	<ul style="list-style-type: none"> when you assign a cadet to design and draw the platoon T-shirt when the sailing team cadets are motivated for the competition when all the cadets in your division have perfect uniforms
HOW TO APPLY	<ul style="list-style-type: none"> authority discipline delegation reward and punishment - best results are obtained when the leader frequently promises rewards and seldom threatens punishment when assigning tasks rewards good performance trust one-way communication 	<ul style="list-style-type: none"> instruction persuasion encouragement inspiration discussion participation two-way communication 	<ul style="list-style-type: none"> influence of the leader is available the leader keeps an eye on progress and intervenes if necessary

Effective Communication

Since leadership is the art of influencing human behaviour, a leader must pass information to his or her cadets in a way that obtains the desired response. To accomplish this, full meaning and intention must also be transferred from the leader to the followers. Unfortunately, communicating the complete meaning is never possible. A 100 percent correct interpretation is never possible because people do not share the same brain!

Mind of the Originator

As a leader, you will be asked to communicate many ideas and thoughts to your cadets. Usually, you will communicate your ideas orally, although you could write them out too. Spoken communication contains many aspects that affect the presentation of your ideas. You can communicate respect, contempt, and indifference of approval in the tone of your voice besides your message. You can transmit your own feelings in your message such as alarm, satisfaction, love or disappointment. The last of the aspects of oral communication that can colour your message is your intent. Are you trying to convince someone? Are you trying to motivate a group or are you trying to promote understanding of a subject? The actual content of your message that you wish to communicate can vary tremendously from a request for assistance to instructions on how to complete a task. The content can be expressed using language that is complex, simple or highly technological.

Mind of the Recipient

Once you have sent your message, it is up to the recipient to receive your message. Here again we have several aspects that affect the efficiency of receiving your message:

- Is the recipient ready to listen?
- Is the recipient's mind open and receptive?
- Are they concentrating?
- Did they understand the meaning?



Comprehension of your message is important in its successful completion. Lastly, the recipient must be able to recall the information that you sent. This becomes a very difficult task the longer the lapse in time between when you gave out your message and when it has to be done.

Barriers to Communication

In between the sender and the recipient come the barriers to communication. These barriers must be overcome to get your message across effectively. For example an emotional barrier can exist between the originator and the recipient. If all the cadet can think about is fear of what will happen, they will not be able to fully listen to what you are saying. The following list suggests some factors that create barriers to communication.



Physical Barriers:

- Voice is not loud or strong enough to be heard.
- Cadets cannot see or hear you, they could be too far away, have the sun in their eyes, the wind or outside noises could be too loud.
- Originator or recipient is temporarily preoccupied - an inattentive listener will reduce the understanding and recall of the message because only parts of your message were heard.
- Originator or recipient has poor knowledge of the subject.

Emotional or Psychological Barriers:

- Boredom, fear confusion, or anxiety.
- The originator does not believe in the message.
- The recipient is not interested in the subject.
- The originator does not say what they mean.
- Originator and recipient may have very different vocabularies. There are no less than 47 meanings for the word “face” and 73 meanings for the word “round”. If the recipient is not sure which meaning you intend, the message will get lost.
- Cultural backgrounds.
- Age.

Types of Communication

Non-verbal communication - This form of communication does not involve the use of words. Body language, tone of voice, speed and rhythm are strong nonverbal communicators. As a leader you can use these nonverbal cues to give you insight into how your division is doing or feeling. You can also incorporate positive nonverbal cues into your communication to enhance reception. Some examples of nonverbal communication are arms folded on chest, yawning, rolling eyes, looking at the clock, eye contact, averting eye contact, and fidgeting.



One-way communication - In this style the originator sends a message and the recipient does not. If the recipient does not understand, you have no way of knowing. A drill command would be a form of one-way communication.



Two-way communication - The communication is transmitted from the originator to the recipient and the recipient responds or gives feedback with questions or confirmation.



Giving Feedback

Feedback is information. A lack of feedback on the job makes doing, or trying to do the job, uninteresting and meaningless. Feedback gives meaning to play and to work. Its absence leads to frustration, dissatisfaction and demotivation.

When to Give feedback

Feedback is most effective if given promptly upon observing praiseworthy behaviour. Withholding feedback tends to produce resentment. In situations where immediate feedback is impossible or inappropriate, information may be provided through periodic reviews. Remember, just because you do not have anything specific in mind to discuss does not mean your cadets do not. They may want to give you some feedback.

Giving feedback - Some Dos and Don'ts

Treat others as you would like to be treated yourself is an excellent rule of thumb when it comes to good leadership. Shouting at others is not leadership unless it is an emergency requiring immediate action to avoid injury. Swearing is no substitute for good English. Ask yourself if you would want to be treated this way before acting. Cowards intimidate, harass and abuse. It is imperative that your actions in relation to your cadets are not offensive, demeaning, belittling or humiliating to them. This is considered harassment. It is illegal and unprofessional and must be reported immediately.

- Never be sarcastic.
- Be honest and sincere.
- Select an appropriate time and place for giving feedback.

- Give praise only when it is deserved and when it can be given with sincerity. Reward is a more effective means of discipline than punishment.
- Keep lines of communication open to all of your cadets.
- Encourage self-discipline but be firm, fair and prompt in applying discipline when required.
- Establish your expectations clearly and promptly.
- Provide feedback promptly but stick to the facts, give opinions and value judgments only if asked.
- Talk with your cadets, not at them. Show them respect and yours will earn theirs.
- Remember that the main reason cadets are at the corps is to have fun.
- Never threaten what you do not intend to enforce.
- Be a friend, never a pal.

Solving Problems

Every task or activity can be looked upon as a problem that must be solved. Every leader must solve problems on a daily basis. The CF incorporates three methods of problem solving, they are:

- Logical analysis
- Trial and error
- Straight analysis

Logical analysis is the method that we use in Sea Cadets. There are seven steps to using logical analysis as a problem solver:

1. **Determine the intent of the leader who assigns the task** - Be sure of what you are being asked to do. A good DO will always take the time to explain the task a second time so do not be afraid of asking for more clarification. Once you leave, you must understand your job otherwise you will be planning for the wrong thing.

2. **What is the problem?** - Once you understand what you are being asked to do, you must consider those problems that you might run into during the task. Sometimes well-meaning leaders are misled by assuming they know the problem. There might be dozens of little problems that must be overcome or only a few major ones. It is the leader's responsibility to resolve the problems as part of accomplishing the task.

3. **Determine the critical factor** - Among the problems identified previously, there is usually one problem upon which all the others depend. This is called the critical factor. The leader must identify the critical factor if the task is to get done. To arrive at the critical factor, a suggested analytical method is to answer the following questions:
 - What causes the problem?
 - What are the resources available to deal with it?
 - What are the capabilities of personnel in dealing with it?
 - What are the factors of time and space?
 - What are the required conditions for the solution?
 - What is the simplest, easiest, and fastest way of bringing those conditions about?

The answers to these questions, will establish the critical factor, which provides the focal point of further planning. The answers will reveal the central, most stubborn features of the obstacle that confronts the leader.

4. **Develop alternative solutions** - What are the several ways in which the critical factor can be overcome? An advantage to the development of alternatives is that if the plan does not work because of an unforeseen occurrence, the leader is prepared with a second course of action. The leader can probably implement the next most promising alternative without disrupting the whole operation.

5. **Compare alternative solutions** - Which is the best? Each solution that you come up with must now be compared to decide which one will be the most suitable. Some questions that you can ask yourself about each alternative are as follows:
- Which solution is the simplest?
 - Which solution is the safest?
 - Which is the most flexible?
 - Which solution uses available resources in an economical manner?
 - Which is most likely to resolve the critical factor and all other problems?
6. **Determine which solution you will adopt** - From the alternative solutions and your comparison of each, choose the one you will implement. This decision becomes the plan that must be communicated to the cadets, an appropriate leadership approach adopted and leadership principles applied.
7. **Implement the solution** - Implement the plan and get the task done. If the plan that you chose to implement does not work out despite your best efforts, you can still fall back on one of the other plans that you developed in paragraph three.

This is the best method if time is available to consider all the options. No guesswork or element of chance is involved in the logical analysis.

The “military approach” or “military appreciation” follows logical analysis and can be compared as follows:

Logical Analysis	The Military Approach
<ul style="list-style-type: none">• Determine intent of the leader• Who assigns the task	The Aim
<ul style="list-style-type: none">• Identify the problem• Analyze the problem• Exact the critical factor	The Factors
<ul style="list-style-type: none">• Develop alternative solutions• Test alternative solutions against objective criteria	The Course Open
<ul style="list-style-type: none">• Decide the best solutionImplement the solution	The Plan

Giving Information, Orders and Instruction

So how do you take all of your careful planning and ensure that the job gets done? From here you have to organize the information and present it as logically as possible. Follow these principles:

- Cover one topic at a time.
- Cover topics in proper order.
- Make sure the information is understood.
- Encourage questions.
- Ask specific questions.
- Require cadets to practice, if necessary.

There are different ways of giving information to your cadets. Choose the method that will be most effective:

- Face to face talking
- Radio and telephone
- Hand signals
- Written messages
- Visual aids
- Demonstrations

The *manner* in which you give information or orders is also important. Be confident and follow these rules:

- Use positive words.
- Use a positive tone.
- Use positive gestures.

When giving information, instruction or orders to cadets you should also encourage them and motivate them to go a good job. This can be done as follows:

- Emphasize the importance of the information.
- Indicate confidence in them.
- Encourage them.
- Appeal to the competitive spirit.
- Promise inspection.
- Promise rewards.

Whom to Inform

In addition to informing your cadets you have a responsibility to keep your immediate superiors informed as well as your peers. You also have to be aware that some of your cadets will have special needs or situations. Some of your cadets will require special instruction because:

- They are new.
- They've transferred from another division or rank.
- They've been sick or away.
- They don't learn as quickly as other cadets.
- They are a disciplinary challenge.

Giving Orders

Finally, giving orders is one of your most important jobs. Your orders will never be a repeat of your superior's because your orders apply the individual cadets under your supervision. Once you have devised your plan your orders should also include:

- Specific jobs for the cadets
- When to begin
- When to finish
- Where, including the best route
- How
- Reporting when started
- Reporting when finished
- Any preparations required beforehand

There are a number of considerations to keep in mind when giving orders to your men:

- Follow rules and regulations.
- Give jobs in line with cadets' specific skills.
- Allow initiative.
- Be fair.
- Avoid tasking work when cadets are off duty.
- Use your subordinates (the chain of command).
- Give your orders in an organized, positive and professional manner.

Conclusion

These are the basic tools that you need to understand how to be a good and effective leader, but don't forget that only practice and experience will help you become a great leader. Leadership is an art. Your own personal style will change and grow for the rest of your life. This chapter gives you a good foundation to start with, and what you have learned here will give you leadership skills to last a lifetime.

1. On the figure below, write the characteristics that you feel are important in a good leader.



2. When setting an example, your actions can be:
 - A. Written or verbal
 - B. Deliberate or unconscious
 - C. Forceful or submissive
 - D. Happy or sad

3. Match the style of leadership to the correct definition:

Authoritative Used when one of your cadets has a specialized ability or knowledge that you do not.

Participative An interpersonal approach that relies less on authority and more on personal resources.

Free Rein An impersonal approach where the leader issues orders.

4. In communication, barriers can prevent the message from getting from the originator to the recipient. List two physical barriers to communication and two emotional barriers to communication:

Physical barriers

Emotional barriers

5. Logical analysis is a method used to solve problems. Draw a line matching the seven steps with the correct event:

- | | |
|---|--|
| 1 | Determine the critical factor. |
| 2 | Develop alternative solutions. |
| 3 | Determine the intent of the leader who assigns the task. |
| 4 | What is the problem? |
| 5 | Compare alternative solutions. |
| 6 | Implement the solution. |
| 7 | Determine which solution you will adopt. |

6. In your own words, describe the type of leader you aspire to be:

CHAPTER EIGHT

PERFORMANCE OBJECTIVE 408

INSTRUCTIONAL TECHNIQUES

Teaching/Learning Motivators

Motivating cadets is one of the most important tasks you will perform as an instructor.

Motivation is:

- The degree of willingness of an individual to perform a certain task.
To motivate your cadets, you need to figure out their needs and desires so that they will do what you want them to do. How do you do this?

Needs of a Follower

- People are motivated to the extent that certain areas of their needs are met. These needs exist in a definite order of application:

Behavior Exhibited	Table of Needs	Meaning Defined
Creative, Imaginative, Self-motivated	Self-Actualized	Achievement Realizing potential, continued self-development
Display Abilities and Skills	Ego	Self-Esteem, Self- Respect, Status
Join, Communicate and confirm	Social	Need to belong, acceptance by others, friendships
Work, save	Safety	Need to feel safe against threat, insecurity
Eat, Sleep, body function	Physiological	Need for food, water, air, rest, and shelter

- The importance granted to the satisfaction of various needs varies from one person to another. A person's needs vary according to time, place and, often to a great extent, on the person's attitude towards superiors
- Needs can be arranged in order of priority. As soon as basic needs are satisfied. the more advanced needs occupy more of the individual's attention and become the motivating agents. Therefore, the needs of the second category do not become important until those of the first category have been satisfied
- A satisfied need is no longer motivating. Therefore, it is a leader's responsibility to determine which needs remain unsatisfied and to organize efforts in relation to those needs to stimulate performance or administer rewards or punishment. For example, an effective leader could use the fact that the cadets are thirsty to get them to pick up the pace

when they are hiking by mentioning that a source of drinking water is nearby. This strategy, however, would not work if each cadet was carrying a bottle of fresh water. The need would not be present. In that case, the leader would have to appeal to another need, eg, the safety and warmth of the camp

- Ensure that you do not intentionally keep the cadets in a state of need in the hope of achieving still higher performance. Be aware that, after a certain point, if the need is not satisfied, the cadet's reaction may be the opposite of what you expected. There is a danger of cadets becoming discouraged or uninterested, in which case the objective will become secondary in their minds. You must, therefore, be well aware of the needs of your cadets, what motivates them and what will push them to surpass themselves

Incentives to Performance

You can employ many incentives likely to encourage the cadets to satisfy their aspirations and motivate them to improve their performance. The important thing is for them to improve their performance and wellbeing. Some of the most important positive incentives are as follows:

Promotion. Promotions often depend on your recommendation and the evaluation of a cadet's performance. Ensure that only the best candidates are recommended for promotion by evaluating their performance impartially and objectively. If your cadets see, at the outset, that very good performance is rewarded by a promotion, they will do their very best.

Recognition. You must recognize good performance and commend your cadets when they do well. However, praise should be used only when it is truly deserved. If praise is given too frequently, it becomes a doubtful motivator.

Competition. Providing various competitive opportunities can help to enhance performance. Cadets may compete with themselves, with other cadets, or as members of a group competing with other groups. The habit of constantly improving performance will often reflect positively on the cadet's work.

Knowledge of the Results. If you advise the cadets of their progress, they will almost certainly improve their performance, since they will be more aware of their weaknesses. Performance interviews are particularly important because they enable the leader not only to underline the points that need improvement but also to suggest concrete ways of improving the situation.

Participation. One of the best incentives to job performances is that of encouraging participation in the decision-making process when an opportunity arises. Participation is ideally suitable when dealing with tasks to be performed. The advantages of participation are as follows:

- It is an opportunity to receive some good suggestions
- The cadets become more confident when they realize they will be consulted and that their point of view will be taken into account
- The cadets tend to identify more strongly with their work
- The cadets develop a sense of responsibility

Enthusiasm. The enthusiasm of leaders and their superiors plays an essential role in motivating the cadets. Poorly motivated leaders usually have cadets who are even less motivated than they. Further, enthusiasm is contagious. If leaders are perceptive and enthusiastic, their cadets will probably turn in an excellent performance.

Organizational Efficiency. The organization of a group's activities can affect motivation of its members. Cadets can be better motivated if the duties associated with each position are clearly defined, the chain of command is clearly indicated, the equipment is appropriate and the tasks are carried out in an orderly and conscientious manner.

Delegation. Delegating authority to the cadets guarantees the effective execution of all the activities. Delegation stimulates interest and initiative. If leaders cannot organize their work so that some of it can be delegated, the cadets will have no opportunity to improve their skills and their sense of initiative will be stifled. Further, they will receive the impression that they are not trusted, especially if the leaders are unable to deal with serious problems because they devote too much time to routine tasks that they should have delegated.

Avoiding Overcontrolling. Supervision involves verification and correction. One establishes supervisory mechanisms in order to compare the desired objective with the actual results. One of the best methods of supervision is, of course, direct supervision. Nevertheless, a leader must resist the temptation to supervise too closely, since this would become an obstacle to the execution of assigned tasks and give the impression that the leader does not trust the cadets; would leave no room for initiative or improvement on the part of the cadets; and would waste the leader's time.

Development. By allowing the cadets to improve their skills, you improve their motivation and performance. You also prepare them to assume greater responsibilities in the future.

Good Selection. If people hate their work, they will undoubtedly turn in a mediocre performance. Care must therefore be taken to assign tasks to one's subordinates that are consistent with their preferences and

qualifications. Although there are tasks that nobody wants, a leader can be relatively flexible with regard to the need for carrying out such tasks because it is up to the leader to determine whether the tasks are truly necessary, and, if they are, they can be distributed on an equitable basis.

Each cadet wants to be treated fairly and recognized as an individual. Avoid treating cadets in a manner that gives them the impression they are simply pawns to be moved around as the need arises.

Each of your cadets has a different personality, different experiences and different needs. The cadets will therefore react to your incentives in a variety of ways. Everyone, yourself included, wants to be recognized for a personality and individual traits. Therefore, it is essential that you be able recognize the traits that distinguish one cadet from another. Some of these factors include the following:

- Upbringing
- Social class
- Cultural background
- Training
- Age
- Sex
- Race
- Personal problems
- School problems
- Achievement
- Physical stature
- Intelligence
- Personality
- Heredity
- Environment

It is not easy to evaluate a subordinate's exact personality, especially when the person in question is a young adolescent whose personality is in a state of constant evolution. Therefore, you must adapt your leadership to suit the various situations that may arise and the persons under your command.

We can identify two types of motivators:

- Extrinsic
- Intrinsic

Examples of extrinsic motivators are all things external such as coupons, stickers, prizes, badges, and influences of parents or officers.

Examples of intrinsic motivators are all things internal. They are different person to person, difficult to identify and cultivate. They are what drive a person to their accomplishments such as a sense of ambition, recognition, awards, self-fulfilment, a sense of service, duty, or responsibility. Once a person is intrinsically motivated they are more likely to remain with a task until they reach the desired outcome. They are more likely to begin to set goals for themselves and plan how they can attain those goals.

A healthy balance of both intrinsic and extrinsic qualities creates a well-rounded leader. Persons heavily extrinsically motivated are usually not in control of their own decisions while persons heavily intrinsically motivated are more self-involved and have difficulty working in a team.

It is important to identify what motivates your followers for several reasons:

- Provides insight into your followers' personalities.
- Identifies what type of scenarios they will succeed in i.e. an intrinsic personality prefers activities that provide self-accomplishment and self-identity and would do well in charge of a group rather than just as a participant.

- Assists you in grouping teams and assigning specific tasks.
- Rewards should reflect the motivators for the cadets. For example, a junior cadet may desire badges while a senior cadet may desire promotion or increased responsibility.

Goal Setting

The next step for a person after becoming intrinsically motivated is goal setting. This is an excellent opportunity to challenge yourself to create your own goals. Goal setting must be SMART.

- S – specific
- M – measurable
- A – achievable
- R – realistic
- T – time specific

CHAPTER NINE

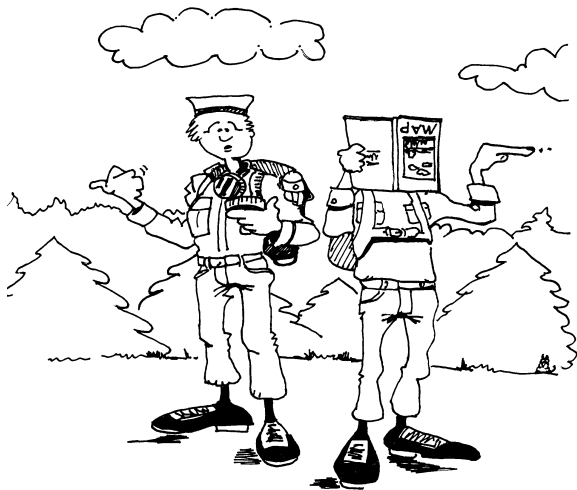
PERFORMANCE OBJECTIVE 409

OUTDOOR ADVENTURE TRAINING

Taskings

By now you are probably an old hand at Outdoor Adventure Training and quite comfortable “living on the land”. Phase III asks you to take your newly acquired leadership skills and put them to work in the field. Your ability to apply what you have learned about leadership can only be tested through practical scenarios. There will be many practical leadership exercises given to you at the corps, but on an Outdoor Adventure Training weekend you will probably be asked to complete a task similar to the following:

- Set up a tent.
- Load equipment on a vehicle.
- Move a large package across a river or creek.
- Set up a fire piquet rounds rotation in the bush.



The tasks are not difficult, but when you first try applying what you have learned in leadership, it can feel quite awkward. The more you practice, the easier it becomes. You will be assessed on your ability to complete the task under the following conditions:

1. You will be given a group of approximately ten cadets.
2. Your practical exercise will consist of approximately:
 - Five minutes to receive orders from the instructor and to ask questions of the instructor regarding the task assigned.
 - Five minutes to do an appreciation and organize orders for presentation to the group.
 - Five minutes to give orders to subordinates.

- 25 minutes to complete the assigned task.
 - Ten minutes for a debrief by the instructor. This debrief will be attended by all cadets in the group so that all may learn from experiences of the exercise.
3. The exercise will involve a task that can be completed in the 25 minutes allocated. Your instructor will ensure that resources needed to complete the task are available.

Using what you learned about problem solving in your Leadership training, use logical analysis as the method of completing the task. Let's quickly review the steps to take once you have been assigned a task:

1. Determine the intent of the leader who assigns the task.
2. What is the problem?
3. Determine the critical factor.
4. Develop alternative solutions.
5. Compare alternative solutions.
6. Determine which solution you will adopt.
7. Implement the solution.

By now you have probably started to develop your own style of leadership. Each style is a technique to motivate your followers in the accomplishment of a mission. Which approach will you take to complete the task?

- Authoritative (the boss)
- Participative (the educator)
- Free-rein

Don't forget the importance of communication, including:

- Mind of the originator
- Mind of the recipient
- Barriers to communication

Different types of communication can be used to get the message across. Which type will be most effective in completing your task?

- Nonverbal
- One-way
- Two-way

Finally, don't forget to give your followers feedback. Feedback is information and a lack of feedback on the job makes doing, or trying to do the job, uninteresting and meaningless. Feedback gives meaning to play or work.

Seem like a lot to think about? Don't worry, before long these elements of leadership will become second nature and you will automatically fill the role of a leader.



SAFETY SENSE

- **Watch** out for the safety of your subordinates.
- **Ensure** all tasks are completed safely.
- **Follow** safety regulations when working around water, fire or equipment.

Conclusion

An Outdoor Adventure Training weekend is a great opportunity to give you the practice and experience you need in developing your leadership skills. Junior cadets will look to you for your technical knowledge and leadership ability. Take advantage of these weekends to grow as a senior cadet and don't forget to have fun!

Try planning a task using logical analysis as the method of accomplishing the task. Choose one of the following tasks and fill in the blanks.

- Set up a tent.
- Load equipment on a vehicle.
- Move a large package across a river or creek.
- Set up a fire piquet rounds rotation in the bush.

1. Determine the intent of the leader who assigns the task.

2. What is the problem?

3. Determine the critical factor.

4. Develop alternative solutions.

5. Compare alternative solutions.

6. Determine which solution you will adopt.

7. Implement the solution.

CHAPTER TEN

PERFORMANCE OBJECTIVE 410

PHYSICAL FITNESS

By Phase III, you should be completely familiar with the this fitness program and know how the challenge is used to meet one of the three aims of our program, namely:

- To promote physical fitness.

Understanding that this fitness program is used to encourage cadets to maintain an active and healthy lifestyle, not to produce Olympic class athletes, is the key to the program.

Did you know that former Prime Minister Lester Pearson was invited to join the British Olympic Hockey team?

As in Phase I and II, you will be asked to set personal fitness goals and plan your own personal activity program. In addition, you will be asked to help the junior cadets in the corps understand and participate in this fitness program.

Remember that proper dress for active classes is essential to allow freedom for vigorous movement and for attitudinal and hygienic purposes. The following standard is always encouraged:

- Running shoes should be worn always. Stocking feet are not permitted for safety reasons.
- Remove jewelry, belts and watches.
- Long hair should be tied for safety reasons.
- Instructors are expected to set an example for their classes by wearing running shoes and appropriate attire. The atmosphere of the learning environment will teach the cadets something just as lasting and important as the actual skills learned in class.

Your Physical Fitness Level

The assessment section serves as a motivation tool to keep you regularly active. As a new leader, you will want to set the example by maintaining a high level of physical fitness. You have probably been assessed for two years now, and know how to set goals for yourself. Based upon this knowledge, you will be asked to help junior cadets set and achieve their own goals.

As in Phase I and II, you should assess your physical fitness level by measuring your ability to do the following:

- Push-ups
- Partial curl-ups
- Flexibility
- Aerobic endurance

Remember that this assessment is intended only to let you know where you are at in your fitness program, and is not measured against any standard. This fitness program is intended to help you design your own personal program, suited to your specific goals and needs.

PHYSICAL FITNESS ASSESSMENT FORM

Name:

MEASUREMENT	ASSESSMENT DATE	REASSESSMENT DATE
Resting Heart Rate		
Cardiovascular Endurance		
Muscular Strength Upper Body: Push-ups		
Muscular Strength Abdominal: Curl-ups		
Trunk Forward Flexion		

What are the activities that you participate in now on a weekly basis?

Do you feel you lead an active lifestyle?

Personal Fitness Goals

Once again, you are required to set your own goals in Phase III. Be honest in setting personal goals. There is no pass/fail standard and your goals can be changed as needed to accurately reflect your expectations.

Ask yourself the following when setting goals:

- What I want to get out of this program is . . .
- What I'm willing to do to reach my goal is . . .
- What will have to change is . . .
- How I will measure my progress is . . .
- I am setting the following goals for myself . . .

Set a climate that makes it easy to be honest about your goals and concerns. If you are helping a junior cadet, make sure they are comfortable with the climate. The goals you set may be similar from the ones you set in Phase I and II, or quite different. What is important is that they accurately reflect what you want to do. Don't forget that self-improvement is an important element of leadership.

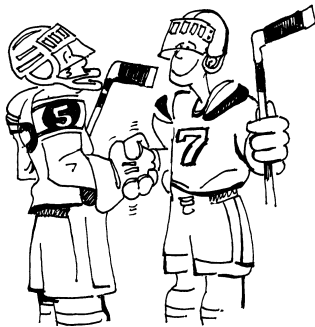
Physical Activity Program

You can now set up your own Personal Activity Program. Decide which activities you will do each day of the week. Your corps will help you to set up your program but it is up to you to complete an activity each day. Choose any activity or a combination of activities that appeal to you.

Did you know that hockey pucks were first made out of the knee cap of a cow? Wooden pucks just didn't last as long.

You may be paired with a junior cadet in helping them plan their physical activity program. Make sure they choose enjoyable activities that will encourage their participation. What appeals to you, may not necessarily appeal to them.

Once you have started your own personal activity program, it is your responsibility to participate on a daily basis. Your corps will have some fitness activities planned, but the day-to-day activities are on your initiative. Some of you will have had good results already from Phase I and II, and some of you will be setting up a program for the first time. Select activities that maximize your participation and emphasize the attributes of the performance, which is to encourage an active lifestyle. Therefore, the more enjoyable the experience, the more likely your participation.



Finally, to measure your progress in the program, complete the Physical Fitness Assessment Form once again and compare the results. Remember that this is not an end point, but only an assessment of your progress. Be proud of your accomplishments!

Physical Activities

Your corps will organize some physical activities at the unit. This is your opportunity to set an example for the junior cadets. To be seen participating in activities will encourage the participation of the junior cadets and increase your leadership potential.

Conclusion

Active living is a way of life in which physical activity is valued and integrated into daily living. It is an entire physical activity experience that engages the “whole” person . . .

- mentally - through concentration and intensity while learning new skills;
- emotionally - through the confidence that comes from enjoying established skills;
- socially - through associating with others;
- spiritually - through satisfaction, contentment, even a sense of inner peace.

This fitness program contributes to individual well being, not just through the ‘experience of the moment’ but through the knowledge, skills, level of fitness, and feelings of self-esteem that develop over time. Your positive attitude and participation sets an example that is noticed by junior cadets, and ensures the ongoing success of the program.

As in Phase I and II, you are required to set goals for yourself, using this fitness program. Fill in the blanks in the following:

1. What I want to get out of this program is . . .

2. What I'm willing to do to reach my goal is . . .

3. What I will have to change is . . .

4. How I will measure my progress is . . .

5. I am setting the following goals for myself . . .

MEASUREMENT	PRESENT	GOAL	GOAL
Resting Heart Rate			
Cardiovascular Endurance			
Muscular Strength: Upper Body (push-ups) Abdominal (curl-ups)			
Trunk Forward Flexion			

6. Set up your own Personal Activity Program below:

DAY	PHYSICAL ACTIVITY
Monday	
Tuesday	
Wednesday	
Thursday	
Friday	
Saturday	
Sunday	

CHAPTER ELEVEN

PERFORMANCE OBJECTIVE 411

CANADIAN CITIZENSHIP

No community in Canada has all the public facilities that it needs. Not all the diseases of the world have cures. Many people in Canada go hungry and many more cannot read. Imagining that this happens is difficult in Canada where we have sent people into space, made such progress in the way of world peace, and have a structured educational system. Sometimes there is just not enough to go around to everyone. This is where local clubs and groups play a big role. This is where Sea Cadets can make a difference. Citizenship is one of the three aims of the Sea Cadet program. To meet this aim, and in addition to the ideas suggested in Phase I and II, the following activities are recommended:

Did you know that some of the favorite suggestions for naming our country were New Britain, Laurentia and Britannia? We ended up with the name Dominion of Canada in 1867.

- Enter the Royal Canadian Legion's National Literary Contests (Essay and Poem). Information concerning the contests can be obtained from participating branches of the Royal Canadian Legion.
- Enter the Royal Canadian Legion's Poster Contest. Contestants are challenged to create a poster on the subject of Remembrance.

- Submit pictures to the National Council of the Navy League of Canada for their annual calendar.
- Incorporate citizenship activities into daily training. Arrange to make a donation to the food bank, and have cadets bring a nonperishable food to the next corps dance.
- Set up the SMOKING PREVENTION program developed by the Canadian Intramural and Recreation Association. This program, called HIP (Health in Perspective), provides a fun and active learning environment and teaches critical life skills using a peer-teaching (youth to youth) approach. The program focuses on smoking prevention and cessation for adolescent females aged 12 to 15 years, although the program is designed so it can be used for males and females.
- Participate in annual Cadets Caring For Canada activities.
- Submit photos for Cadet and CF photo contests.

Community Service

After having completed two years of the Sea Cadet program, you now know that four hours of community service are required from you to meet the objectives of the Citizenship portion of your Sea Cadet training. In addition, as a new leader in the corps, you may be asked to help organize the activity. As a minimum, it is your responsibility to set an example for junior cadets by participating fully in these activities with a positive attitude.

Do you know which city has been called “the Birthplace of Canada”? Charlottetown, Prince Edward Island is considered the birth place of Canada. It was the site for the first conference on Confederation back in 1864.

Conclusion

Many organizations in your community continue to rely upon the help of volunteers, such as yourself. Putting the needs of others before your own is what being a good citizen in the Sea Cadet program is all about. Remember the positive impact your help has on the lives of others. Your assistance is much needed and greatly appreciated, which should leave you feeling really good about your contributions. Congratulations on your hard work and for being a great Sea Cadet!

Test your understanding of citizenship by answering the following questions:

1. I feel that a good citizen has the following attributes:

2. I have participated in the following activities, both at Sea Cadets and on my own:

3. I can help out more by getting involved in the following activities:

4. As a leader at the corps, I can make a difference as a good citizen by:

Cadet Records

The following pages are yours to fill in as you complete your training. Your corps officers will keep their own official separate records. It is not necessary for you to use these pages, but it is a good opportunity to keep track of your accomplishments and follow your progress through the program.

Awards And Achievements

Awards	Date Received
--------	---------------

Date of promotion

From _____ to _____

Phase Training Officer's signature:

Name:

Cadet Progress Card

Name: _____

PHASE III TRAINING	
PERFORMANCE OBJECTIVE PERFORMANCE CHECK	COMPLETION DATE
PO 401 Serve within a Sea Cadet Corps	
PO 402 Drill	
PO 404 Sailing	
PO 405 Naval Knowledge	
PO 406 Seamanship	
PO 407 Leadership	
PO 408 Instructional Technique	
PO 409 Outdoor Adventure Training	
PO 410 Physical Fitness	
PO 411 Canadian Citizenship	
Mandatory Support Sail Weekend	
Mandatory Support Marksmanship Weekend	
Mandatory Support OAT Weekend	
Mandatory Support CO's Weekend	
CHAP Training	

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Les documents électroniques peuvent être modifiés. Avant de réutiliser, toujours vérifier le site DTICS pour vous assurer de la version.

RIGHTS AND RESPONSIBILITIES OF CADETS

RIGHTS

As a cadet I have the right to:

- be treated fairly and with respect
- belong
- feel safe
- be included
- learn
- seek help
- be heard
- make decisions
- be protected from emotional, physical and sexual abuse and all forms of harassment
- use the law
- say "No" to unwelcome behaviour

RESPONSIBILITIES

As a cadet I have the responsibility to:

- treat others with respect
- not exclude anyone
- help protect others
- respect personal boundaries; honour "No's"
- tell the truth
- listen
- not dominate others
- not misuse my power
- control my anger
- not harass anyone
- not abuse anyone
- get help if I need it

KIDS HELP LINE 1-800-668-6868

DND CF HARASSMENT HELP LINE 1-800-290-1019



www.cadets.dnd.ca

A-CR-050-015/PH-001