



RCSU-CENTRAL MESSENGER

Summer 2021

Issue 10



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We have a new CO in Central Region

By Lt Anthony Vukojevic, A/NMPO

On behalf of the staff, volunteers, support committees, parents and our cadets, we would like to extend a welcome to our new commanding officer, LCol Shaun O'Leary.

Growing up in Halifax, LCol O'Leary brings a wealth of knowledge and experience to the Cadet Program in Ontario. Having started his military career as a field artillery officer, LCol O'Leary has held many leadership positions — including serving as deputy commander and chief of staff for CFB Borden and the Military Personnel Generation Training Group.

His international experience includes deployments to Ethiopia, Eritrea and Israel. He has also been involved with domestic operations, serving with OP Assistance during the Red River Flood in Manitoba in 1997.

A BIG welcome to LCol O'Leary — we look forward to your leadership with one of Canada's best youth development programs!



And something special to remember our previous CO ...



Upon his departure in late June, our now previous CO – LCol Barry Leonard – presented RCSU-Central with a ceremonial sword as his departure gift. To be used for future changes of command or other appropriate events of importance, the sword signifies his appreciation to all for their support and the honour of leading Central Region through his almost two years as CO.

COMMAND TEAM CORNER

LCol Shaun O’Leary and CWO Gilles Godbout



Welcome to our (summer) newsletter, which highlights the activities, successes and challenges of the Cadet Program in Ontario. While we have faced a fairly unique and unprecedented situation over the past 17 months, we continue working together to ensure the Cadet Program remains one of Canada’s best opportunities for youth development — and that our youth in Central Region continue to benefit from a safe, high-quality, community-based, peer-led and staff-supported program.

Through our collective resilience and determination — which includes staff, cadets, families, volunteers, leagues and other stakeholders and supporters — we are, it appears, slowly emerging from the pandemic-related challenges of 2020 and 2021. As we move forward as a team and plan the way ahead (see J-35 update on page 9), we are in the midst of a carefully planned return to more in-person activities across the region.

We have much to recognize and celebrate in terms of how we have worked together to maintain the program and morale across the region through a variety of primarily virtual initiatives, creating opportunities for our cadets to advance and become the strong citizens and leaders of tomorrow that we need. While these efforts have been effective, also allowing us to improve our technical skills and capabilities, we are aware that this period has also created a virtual or general fatigue and we are looking forward to offering a more balanced program in the near future.

Recognizing the fatigue suffered by many, we have encouraged those cadets and families who needed a break this summer to take the time to recharge and then rejoin us in the fall. After all, the physical and mental health of our cadets, staff and all program stakeholders is a top priority and a key factor in all our other program successes. On this note, we encourage corps and squadron CO to reach out to their junior cadets to ensure their well-being, passion and preparedness.

Moving forward, we are planning a gradual return (NDA, RDA, CTC and unit activities), allowing scalability based on ongoing direction and guidance from federal, provincial and local health authorities. As part of this planned return

to “normal”, our six area offices are creating leadership development activities aimed at preparing new senior cadets for their more challenging roles, given that many of these opportunities have been missing during the pandemic.

The newsletter is one of our key communication tools aimed at a broad internal audience across Central Region. And this summer edition is the second since we introduced our new “Commentary and Perspectives” section, which includes part 8 of our ongoing “Leadership 101” series — by our now-former chief of staff — and an ethics overview by our newly appointed ethics coordinator. Along with town halls and the current roll-out of Cadet365, we are well placed to maintain and expand our reach and impact in the coming months.

As part of our outreach efforts, and planned return to in-person activities, the command team is set to visit a number of locations, in all six areas, in August — and we are looking forward to meeting staff, cadets and supporters, while also observing and even participating in some CAP-related activities. The DCO and acting regional CWO will commence this outreach for us, while we are on summer leave — visiting units and activities in Toronto, Mississauga, Trenton and Belleville (Aug 9); Madoc, Smith Falls and Arnprior (Aug 10); Uplands and Connaught in the Ottawa area (Aug 11); and North Bay (Aug 12). Upon our return, we will also visit Trenton and the Ottawa area (25-28 Aug), then North Bay (30 Aug). We then plan to conduct visits to SEOA and COA in September.

As we soon embark on a new school year and Cadet Program training year, I ask for your continued commitment, your patience, your flexibility and your creativity in developing and delivering fun, safe, challenging, and meaningful activities as we transition to a more traditional in-person focus. Let’s maintain our momentum going forward — supporting each other as we do so.

Stay connected, stay focused and stay safe.

Editor's Note

By Capt Mark Giles, RCSU-Central PAO

This summer edition marks the fourth regional newsletter since we went to a seasonal (“quarterly”) format, and the second since we adopted a focus on authenticity — publishing submissions with no or very minimal editing. In some cases, we’ll make very minor edits or ask for more information, especially when attribution for a direct — or even indirect — quote isn’t clear, or a headline or lead needs strengthening to attract the reader. We’ll also sometimes negotiate images, where options available, given the importance of quality imagery in communicating the CCO brand.

In communicating externally, beyond the intended broad internal audience of this newsletter, we continue to focus on our two social media accounts — Facebook and Instagram — given the wide reach to cadet and parental audiences these two digital communications platforms provide. Based on so-called “vanity metrics” (“likes” and reactions) and generally positive commentary, we assess that we are enjoying moderate success in reaching and impacting cadets, parents and others across the region.

Thank you to all those who have contributed articles and imagery to this edition — and a special thank-you

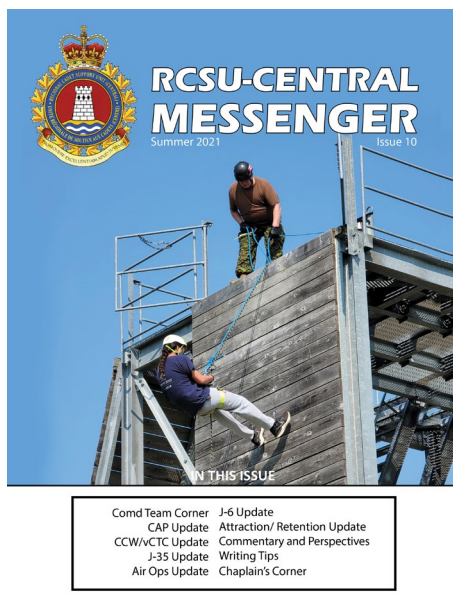


to Lt(N) Paul Simas for his assistance with layout. We want this newsletter to be representative of the entire region and welcome submissions from staff, volunteers and others from all areas. We also rely on your content to provide regular (daily or almost daily) posts on our social media platforms, which tell the cadet story in Ontario.

Send imagery to: NewMediaRCSUCentral@gmail.com. Imagery includes photos and short video (10-25 seconds) — and please remember to include basic caption information (5Ws and full names/ranks of those with visible faces).

Finally, we are always looking to boost our more than 1000 followers on Instagram (and Facebook), so find and follow us at: '@OntCadets' (Eng) and '@CadetsOnt' (Fr).

OUR COVER



As our cadets across the region slowly return to some in-person activities, summer CAP participants are involved in unique opportunities they are unlikely get anywhere else!

Our cover highlights abseil (rappelling) training at Connaught on August 5.

CAP UPDATE



Newmarket CAP participants filled their aviation/aerospace urges launching model rockets they created and assembled in early August

Away From The Screen, Back To In-Person

By Lt Anthony Vukojevic, A/NMPO

The summer Cadet Activities Program, or CAP for short, is a locally delivered program conducted in one-week blocks over the summer. With various sessions at sites across the province already under way, the summer version of CAP is providing a fun, challenging, and meaningful experience for cadets to complement what they would receive at the local corps/squadron level.

Arriving and departing daily from the training site, Summer CAP runs 5-days (Monday-Friday) from 8am to 4pm at locations across the region — from Windsor to Thunder Bay, to Ottawa. Each one of these CAP sites has a schedule of activities tailored to the location and local conditions.

Ontario Cadets participating in Summer CAP are receiving unique opportunities that they can't get

anywhere else! Opportunities such as learning how to pilot a drone, building and launching a model rocket, and even learning how to operate an agile mobile robot that is used by first responders to inspect and capture data safely, accurately and frequently.

All these pictures from the different CAP sites were submitted by cadets and staff — it's as easy as taking out your smart phone, framing the activity and capturing that perfect action shot. We are always looking to showcase our cadets on our social media pages. Check out pages 24-25 to see how you can have your pictures (and videos) featured.

Summer CAP runs until August 27 and it's not too late for your cadets to sign-up and take part in these exciting activities. Reach out to your corps/squadron staff to see how you can attend the CAP in your area.

CAP offering a wide variety of summer fun



Sgt Ethan Salopek, from 2799 Army, is a staff cadet at the Newmarket site. He and his cadets had their aviation and aerospace urges filled with rocket flights — assembling model rockets one day and launching them the next.



Summer CAP participants at the Newmarket site had a visit from “Spot”. Spot is an agile mobile robot that the cadets enjoyed having hands-on experience playing with.



Summer CAP participants at the Wingham site learned about healthy eating and Canada’s Food Guide, as well, safe food handling and preparation techniques. They were able to apply the skills that they learned by preparing a delicious lunch for everyone to enjoy.



Cpl Brayden Kinnear of 102 Silver Fox Squadron, a summer CAP participant at the Hillsdale site, tries his hand at some aerospace engineering ... making a rocket! Cpl Kinnear built a self-propelled rocket from a fun and challenging hobby kit.



Cadets at the Hillsdale site enjoyed water activities around the lake, hiking, and learning map and compass skills.



Cadet PO Mike Bartolome displays survival bracelets that he made. These bracelets can be used in emergency situations, providing a large amount of strong line in a small wearable package.

CCW/vCTC UPDATE

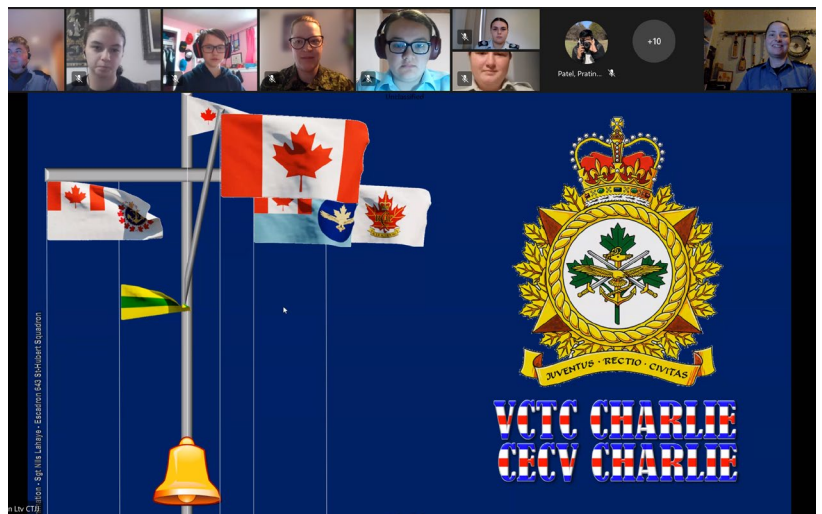


Sharing the Cadet Experience with the Cadet Voice

By Lt(N) Gillian Metcalfe, UPAR-SEOA

The Cadet Correspondent Workshop (CCW) reinforces the peer-led aspect of the Cadet Program by providing the opportunity for cadets to develop the skills necessary to tell their story. Covering topics such as social media, imagery, interviewing, and working with the media, this one-week course is an intense, fast-paced immersion into the public affairs world. In fact, most participants submit an article for publishing by the end of their first day!

Staff at Virtual CTC-Charlie are busy training and qualifying cadets from Ontario, Quebec and the Maritimes, a welcome addition to the public affairs team. Cadet correspondents are key in supporting public affairs initiatives at their home corps and squadrons as well as on an area and regional level. With new friendships, broadened horizons and a growing tech net, they're well-equipped to share the cadet experience.



com•mu•ni•ca•tion

/kə,mjūnə'kāSH(ə)n/ noun

A process of exchanging ideas, thoughts, knowledge and information such that the purpose or intention is fulfilled in the best possible manner.

Opening the doors of communication to all cadets

By Capt Shannon Pecore, UPAR-NGTA

One of the positives coming from the COVID-19 pandemic is that it has allowed cadets from all three elements to be able to access training that hasn't been available to them before. This is the case for the cadets registered for the virtual CTC Effective Communication Course.

Effective speaking is an important part of the air cadet program, where cadets have the chance to compete in speech competitions at the local, regional and national level. This program gives the participants the chance to improve their confidence and ability to speak in public.

"I have learned one of the most valuable lessons in effective communication. The 5 C's of effective communications include clarity, consistency, creativity, content, and connections. If you simply include these qualities of communications in your daily life, your business and personal relations will improve," said Cadet Gregory Shaheen of 2332 RCACC in Ottawa.

An exciting part of the six-week course was the vCTC speaking competition where the top cadet from each group competed to be crowned the top effective speaker. That distinction went to Cadet Tanishka Sharma from 856 RCACS in Pickering, who joined the cadet program during the pandemic and has not even had the chance to attend in-person training yet.

"Taking this course proved to be a challenge at the start, however I have learned many valuable skills that I was unaware of possessing before," said Cadet Sharma. "I have learned to make my speaking effective and internalize my words along with communicating with the public through my words."

The Effective Communication Course in vCTC-Alpha has more than 140 cadets from across Ontario, coming together and learning from staff cadets and adult staff from across Canada. Each successful cadet will earn an effective communication qualification and receive a certificate.

J-35 UPDATE



What will the return to training look like in the fall?

By Maj David Wright, RCSU-Central J-35

This is the number one question I am hearing from people, who are clearly keen to do as much planning as possible toward a successful return. I wish I could have 100% certainty, but the reality is the COVID virus will be with us for some time. Accordingly, we will need to remain vigilant, adaptive, and responsive to ensure we continue to comply with evolving preventive health measures, restrictions and capacity limits put in place by local, provincial and CAF authorities.

This will be particularly important when fall weather forces training indoors, and we must be mindful that not all CCO members will be fully vaccinated, including all new entries just having reached their 12th birthday. As a minimum, it is expected that COVID screening will continue, that distancing will be necessary, and that mask wear will be required whenever distancing cannot be maintained.

So how do you plan? First and foremost, there will be no cc/sqn cadet training until after the virtual COs' conference being conducted 18-19 Sep; this conference will allow RCSU leadership to provide all cc/sqn COs with the most up to date direction and guidance on the resumption of training. That said, there may be the opportunity for some in-person planning sessions for

adult staff and sr cadets starting in late August, as well as for admin and supply periods to allow for Fortress/DHQ/Health Card updates and uniform sizing: more direction to follow in coming weeks. The CO RCSU Central's intent is for a safe, steady and gradual return which can be described as crawl...walk...run. The return will be asymmetric, as it is unclear if or when the usual training venues might be accessible for use; schools are of particular concern.

Depending on facility space and unit size, some cc/sqns may need to conduct a hybrid program if facility and/or room capacity limits do not allow for full unit strength. We know outdoors is safer than indoors, and cc/sqns should plan to take greatest advantage of this while the weather is good.

One of the first focusses will need to be on development of the cadet NCOs and PO/WOs: remember that the PO1/WO/FSgts were MS/MCpl/FCpls when the pandemic struck and will have limited if any in-person experience instructing or leading a Div/Pl/Flt. The confidence and capabilities of these key peer leaders is critical to the success and retention of new and junior cadets, and setting them up for success will set the cc/sqn up for success. It is anticipated that supported day

J-35 UPDATE (continued)

training will resume, though the focus of these days should be within the local community, and preferably outdoors or in large, open, well-ventilated indoor spaces if necessary. Later in the fall, overnight activities may be considered where 3m separation exists between sleeping spaces, and ventilation is good; this will be subject to Comd CJCR direction and is not guaranteed. Overnight field trg using small tents and improvised shelters is not expected to be approved this fall due to lack of distancing. It is also not anticipated that any cc/sqn international travel will be approved this trg year. In-person cadet fundraising remains suspended, and in-person cadet recruiting activities at local fairs and events require advance approval through the area office.

From a regional planning perspective, we know the focus this fall at cadet nautical and gliding sites will be on staff currency and proficiency checks to ensure they are ready to deliver safe, quality training in the spring; they will not be conducting cadet sail training or glider famil flights this fall. Expedition sites will be operating single-day activities only and participant numbers may be reduced. One-day orienteering skills clinics are being planned, rather than competitions; these will be conducted in-person where possible, but can be conducted virtually if required.

A hybrid approach is being taken for PO513 workshops: one-day workshops will be conducted in the fall, in-person where feasible for local parent drop-off / pick-up, and virtually elsewhere; the intent is that the second day will be conducted in-person later in the trg year. The marksmanship competition series of Zone, Area, Regional and National shoots is being planned for in-person competition according to the traditional model, though a contingency for a postal style shoot will be developed 'just in case'.

Similarly, planning is underway for a traditional series of biathlon competitions; a run and shoot format may be used in some areas to increase participation potential. National and Regional expeditions are planned for the winter and spring, to be adapted as needed for the COVID environment, and will be conducted as long as conditions permit. The nature of Band and Drill trg poses challenges within pandemic restrictions. Initial planning for Band and Drill competitions in April and May will take place, and a final decision will be announced prior to the December stand-down as

to whether these competitions will be conducted per normal, in some modified form, or be cancelled. For now, in-person music trg remains suspended, and any drill must be conducted at the open order (three full paces, or required space to ensure 2m separation) with double arms dressing (person calling commands must also be three paces distant). Music clinics and musician level testing will continue virtually; contact Capt Ryan Lawrence for details.

It is far too early to speculate on summer training 2022. We do know that summer courses were being reviewed prior to the pandemic, and there was an intent to modify the delivery and content of some summer trg. The summer CAP program was, in part, a trial for some of the concepts that had originally been planned to be tested in Eastern Region in summer 2020. More information is anticipated to be released this fall; until that info is released, cc/sqns should not conduct the lessons outlining the summer trg opportunities available to each Phase/Star/Proficiency Level. We do know that a contract has been awarded for a new online ground school program intended to prepare cadets for the GPTC/PPTC qualifying exam. While sqns may still conduct their own preparatory courses, it is anticipated this new online trg will begin in October and will be a mandatory element in the selection process. Again, more information on this once it is available.

Lots of work is going into planning and preparation for the upcoming trg year. Nonetheless, there remain unknowns, questions yet to be answered, and a strong probability that plans will need to be updated and modified in response to changing pandemic realities. Content of this article is as accurate as possible at the time of printing, but is subject to change. In no small part, this is why this is a newsletter article and not as an amendment to the annual training directive.

I know you need the latest information in order to plan ahead for the resumption of trg at your cc/sqn, and I hope this assists in that endeavour. I remain truly amazed and inspired by the resilience, dedication, adaptability and tenacity demonstrated by cc/sqn staff and cadets throughout this pandemic. You have kept the cadet program strong, vibrant and relevant in your communities and your efforts have had a lasting positive impact for the cadets. I know the upcoming year will be no different.

AIR OPS UPDATE



Off We Go, Into the Wild Blue Yonder...

By Maj James Lawson, OC Air Ops

The long-anticipated return of yellow and blue aircraft over the skies of Ontario has begun. With Comd CJCR providing approval to commence Phase 1 of the Return to Fly plan, RCSU(Cen) Air Ops will begin the process to enable our pilots to regain proficiency and currency on the Bellanca Scout and Schweizer 2-33A. Phase 1 will commence on 1 August 2021, with a planned completion date of 1 September 2021.

Once Phase 1 has been completed, approval will be sought to conduct Phase 2. Phase 2 will enable other tow pilots and glider instructor pilots to become

proficient and recurrent. This will start slowly as we operate out of a single location and with few aircrew, but as more people regain currency the process will move along more efficiently.

We appreciate that many cadets are waiting for that first opportunity to go gliding, and we certainly miss seeing the smiles and excitement that result from that first flight. As soon as the CFS staff are ready and it is safe to do so, we will once again enable cadets to get into a glider, flying high into the sky.

J-6 UPDATE

CADET365 

modern.mobile.efficient.
moderne.mobile.efficace.

Welcome to CADET365

By Capt John Pierce, RCSU-Central J-6

This unprecedented time highlights the importance of our digital environment to work with timely, trusted and secure information. The way we work will continue to change for the foreseeable future.

Microsoft365 is coming to a device near you. To support the Cadets and Junior Canadian Rangers (CJCR), the program is rolling out Cadet365, a Microsoft Office 365 platform, to all personnel in a phased approach. The Cadet365 suite includes familiar products like Outlook, Word, Excel and PowerPoint, as well as collaborative and remote working tools to support chat and video conferencing, like Teams, Planner, OneNote and OneDrive. The innovative, cloud based platform will enable the team to work on both personal and CCO work devices. This is a proven solution that balances the need to innovate and continue working with the need to maintain security and accountability. Yes — you will be able to utilize your CCO email on your personal devices.

The phased Cadet365 rollout plan is well underway. All cadets and staff attending a virtual training centre are already using the suite, and RCSU staff are learning

the system as well. Corps/Squadron (C/S) staff will be transferred across to Cadet 365 later in the summer, followed by all cadets in the coming months. Prior to the start of the next training year, each C/S will have the ability to host online MS Teams meetings and have a C/S collaborative space. Additional features expanding our capabilities will be enabled as the project moves forward.

Your Zone Training Officer is already using Cadet365 and are able to assist with this change to our business practices and online training environment. To ensure successful account creation, ensure your CCO account is active and you are able to access your email. Each cadet will also require a personal and individual email on their Fortress file.

Additional resources are available at: canada.ca/cadet-365 and cjcr365.sharepoint.com/sites/365Learning, technical support through the CCO Helpdesk.

Keep an eye on your CCO email account for further instructions.

ATTRACTION/RETENTION UPDATE



Providing Professional PA Support Key to Success

Attracting and retaining cadets requires effective, on-brand communication and delivery

By Capt Mark Giles, RCSU-Central PAO

In recent months it has become increasingly apparent that public affairs (PA) support to the chain-of-command (CoC), and regional and local staff, is needed to enhance our collective efforts in attracting and retaining young Canadians in the Cadet Program. These coordinated efforts are particularly important after 17 months of pandemic-related limitations have challenged our ability to conduct in-person activities, causing virtual fatigue.

Developing and delivering attraction-related campaigns is resource intensive. While recognizing that providing PA support is a high priority, we must also acknowledge our limited resources and be realistic in what we can deliver. BLUF: we don't yet have a full attractions package available, but we are committed to dedicating some time and energy to providing advice and support. We are also drawing on our national PA tech-net, including working closely with the Atlantic Region PAO who is developing a current visual identity guide to support our efforts.

Successful attraction and retention is directly linked to effectively delivering and communicating our intended brand — i.e. what it is that we do (youth development) — while reducing any perception-reality gap between this and what the Canadian public perceives (believes) it is that we do, or at least what the program represents to them.

We are currently in the midst of the summer Cadet Activity Program (CAP), which — as some of the imagery in this newsletter shows — offers fun, safe and meaningful activities for our cadets across Central Region. These types of activities, which build leadership, citizenship, fitness and community service skills — all linked to our overarching theme of youth development — form the basis of our intended brand. If delivered and communicated effectively, then our intended brand will match our actual brand — blending the experiences of the internal audience, including current cadets, with the perceptions of the external audience, including potential cadets.

ATTRACTION/ RETENTION UPDATE (continued)

In other words, to be successful at attraction and retention our delivery and communication need to match. In doing so, our Cadet Program will be one that people are more likely to want to join and continue participating in over several years.

Brand and reality-based communications

A great program that isn't effectively communicated will have trouble with attraction, whereas a marginal program that is exaggerated (over-communicated) will have trouble with retention. So, first, we need to deliver a great program, which I think we are, and then we can strengthen our brand — internally and externally — through effective and reality-based communications. This doesn't mean that we can't highlight some of the unique and special activities we may do from time to time, however, these shouldn't distract from the day-to-day realities of the program, and the overall theme (youth development) and its supporting aspects of leadership, citizenship, and community service.

This is what we mean when we refer to on-brand communications and delivery. If we deliver what we say we do, then new cadets we attract are more likely to be satisfied and, therefore, more likely to stay. And these new cadets, and more senior ones already involved for several years, are also more likely to have good things to say about the Cadet Program to their colleagues and communities, boosting internal morale and the brand. Our organizational credibility remains high, internal and external awareness increases, and this can only help attract and retain cadets.

Here are five action items to assist local corps and squadrons in building and communicating the Cadet Program brand effectively in support of ongoing attraction and retention.



An action-oriented, reality-based image that tells the story of where we are in summer 2021, as we plan our transition back to in-person activities.

Five tips from PA

1. Link all communications and supporting products to the brand, ensuring reality is reflected in our efforts to attract and retain cadets.
2. When preparing to communicate or craft a product, ask yourself what is the intended take-away (and consider running a quick, informal focus group to measure). Communications products (speeches, presentations, imagery — photo/video — posters, give-away products, media opportunities, etc.) should provide the desired take-away, meaning they should link to the brand while softly influencing intended audiences (potential cadets, cadets, parents or other potential influencers) that joining – or remaining with — the Cadet Program is a worthwhile endeavor.
3. External products and communications opportunities should, where possible, use the national logo/image (Cadets Canada with red “swoosh” on page 13). Adding a local corps or squadron crest for identification is fine, but don't use more than two identifying images (logos) — national and local — or a communications product becomes too intense, distracting from the main image(s) and supporting message(s).
4. Strive for text-imagery balance, as we have tried to do with this newsletter. Good imagery, which tells the cadet story, is key to successful communications. Try to use action-oriented (as opposed to posed shots), which are more likely to effectively highlight the fun, safe and meaningful aspects of the program.
5. KISS – don't try to get too fancy or complicated: simple, straight-forward communications and supporting products often work more effectively.

For additional support, please contact the RCSU-Central PA team – Capt Mark Giles (mark.giles@forces.gc.ca) or Lt Anthony Vukojevic (anthony.vukojevic@cadets.gc.ca).

COMMENTARY AND PERSPECTIVES

Leadership 101 — Part 8

Group Dynamics and Motivation

By Maj Lee Wendell, CD (ret'd)



Have you ever just watched a group of people in the school lunchroom or the mall? Who is the leader of that group? What makes them the leader? In this article I will introduce group dynamics and motivation, from a leadership perspective. There will be no spoiler alerts from PO513, but I will discuss some group characteristics and (a little on) motivation for those groups.

What happens when you arrive at Summer Camp? You face a new environment and unknown people are everywhere! You stumble around and find, or are directed to, the others on your course and you mill about in that group. Do you step up and introduce yourself and make introductions to others? Some do, others don't. Different personalities (or levels of comfort in new surroundings) exist in different people. Some are outgoing and some, not so much. Does that matter? I think being in the Cadets challenges and elevates everyone's comfort, some more than others — but that's a different series of articles.

There are four verbs (stages) associated with group dynamics: Forming, Storming, Norming and Performing. Forming refers to the assembly of the group and the inherent lack of knowledge or familiarity with the others in the group. Some trust issues may be experienced as the new members have not demonstrated their worth to the group goals. The group has formed, of course, to accomplish a goal. Storming is just that, conflict within the group to establish who will lead, who will follow, who will provide the greatest worth to the group. Sometimes there are more than one leader, other times nobody steps up to take the helm. That's where a leader is appointed and the group tends to storm again.

The last two verbs, Norming and Performing refer to the group getting used to each other, experiencing what each has to offer and getting down to business. They utilize the strengths and adjust the weaknesses within the group to establish a group than functions as one, performs the tasks to achieve the goal. Achievement of the goal can be a short-term success or (more commonly) a longer-term one. In this case, the group may experience a member who leaves or is replaced by another. The group goes through the four stages again until they normalize and perform again.

So what motivates a group? A common goal is the most effective motivator. All members of the team function effectively when the goal is worth achievement by all group members. If one member of the group is not interested in the goal, that person will be an anchor (shout out to the Sea Cadets) in achievement of the goal. The group leader must bring that person onboard to have any hope of attaining the goal. If that's not possible, the team leader must replace that person with one who is in favour of that common goal. Imagine a drill team member who really doesn't care about how well they march or doesn't polish their boots at all. Not a great team member looking to win a competition. It can be difficult on the Drill Team Commander. Perhaps someone else would like to be a part of that team?

Groups are very dynamic and change with time. They can be performing and without any apparent input, they can revert to storming and fail to perform. Team leaders must recognize the change and adapt the group to return to the performing stage. Perhaps a drill team member just doesn't seem to be into the practice. Perhaps they are tired or recently wrote a difficult exam and their mind is elsewhere. External factors will always affect your group performance. Common goals and an understanding team leader can adapt to the changing circumstances and regain that desire for team success. Be that leader, be that understanding member of your group and the larger cadet team.

Ethics Corner



By Lt(N) E. Melody Andersen, J1-Employment



* Image background edited slightly

We would like to formally announce that Lt(N) Mike Nixon has handed over the Ethics Coordinator duties and I have been selected as his replacement. This is a secondary duty appointed by the CO RCSU and as such I am responsible for the stewardship of the Regional Ethics Plan and promoting and promulgating ethics training opportunities. I will also be staffing your concerns

through the appropriate channels within our Region, as well as liaising with the CJCR Ethics Coordinator.

Lt(N) Nixon has been engaged in this position for the past three years and has created an environment that has allowed our Region to be open and communicative about ethics. The standard of openness that Lt(N) Nixon has set forth has provided us a foundation in where we may express our professional concerns and know that they are properly and appropriately heard. I look forward to the opportunity of hearing your concerns, fostering an inclusive community while continuing to champion a positive environment. As your point-of-contact, I can be reached at 705-424-1200 x 7078 or at Elana.Andersen@forces.gc.ca.

Oftentimes when we think of ethics, we think of doing the right thing, or we think that our conduct and behaviour is 'ethical' as it meets our internal standard of judgment. For all of us, I believe there is a greater impact to that measurement as we serve our communities, our organization and our country.

We are all in a unique position where we are connected not only at a local level but also with each other throughout the country. Whatever the choices may be, or whichever choices we make, we must also take into consideration that the consequential order of effects upon the final outcomes

enabled by our decisions and behaviour, whether it be precedent setting or profound, may have large effects upon our people or our Organization.

In the end, it is not just about making the right choices, but also having the courage to take ownership while holding oneself accountable of the results, regardless if they are positive or negative. We must also lead with integrity and loyalty in our strength of character to ensure that we model the tenets of the Defence Ethos.

Furthermore, it is important to foster an inclusive culture where we may have the comfort and humility to ask for assistance as our combined experiences may lead to a more thought-out and positive course of action. Additionally, we must have the determination to champion for those that may not have the means to express their difficulties and ensure that those concerns are passed on in a positive and productive manner.

We should also remember that change is not necessarily a hindrance or a challenge to surpass, rather it is what is required to keep our program and organizational culture dynamic while ensuring that our societal fabric remains responsive and reflective of the environmental conditions amongst ourselves, the cadets and staff in our care. It takes effort from every single person in our organization to enact positive change while ensuring that all may learn to make those best decisions. As a cadet you may find that you are changing the views of your staff, or as a staff member you now find that your cadets' collective thoughts has altered with the passage of time.

Remember, whether you are a cadet, an officer, a civilian instructor or a volunteer, your contributions are all important and will be impactful.

Something to think about: why do some people bend or break rules? Why do people justify such actions? Are there circumstances where it is ethical to bend and break rules? Tell me what you think.

WHY DO WE TEACH AIR CADETS TO FLY?

Hint... It Is Not To Make Pilots



By Maj Brent Cook, D/OC Air Ops

It is no secret that we teach air cadets how to fly gliders and airplanes. Learning to fly has been central to the identity of the Air Cadet Program for a very long time. If you survey former air cadets who took the Power Pilot Training Course (PPTC) or the Glider Pilot Training Course (GPTC), you will find that the majority of them do not go onto a lifelong adventure in aviation. Yes, some do go on to fly recreationally or for a living and some more go onto work in another area of aviation but, many do not.

On the surface, this would look like a failure, however if we look at what learning to fly does to anyone who attempts it, and moreover, what is required to be successful as an air cadet who wants to become a pilot, we discover that this platform is really just a way to make great Canadians.

Becoming a pilot in seven weeks over the summer is very difficult. The task can be so demanding that even cadets who have exemplary school records can, and often do, face difficulties. The ground school moves at a pace much faster than nearly every high school curriculum. In fact, a number of years ago we changed how we tested ground school material to make it a bit easier.

Prior to the mid-2000s, on the GPTC, each subject was taught then tested. So, once all the Meteorology, Air Law, etc. was presented, the test would be written. It makes sense, teach the material, and then test the material. However, it resulted in the cadets writing seven tests in four weeks before preparing the Transport Canada exam required by the regulator for licensing. It was a grind. Now, we test in segments. At the end of each week,

we test the material presented for that week. It makes the test preparation more predictable and reduces the number of tests required to four in four weeks.

The testing example speaks to the difficulty of the course but we haven't even started to learn the flying skills. While enduring half days of ground school, the other half is filled with flight instruction. During each flight the students undertake, they learn new skills and review previously delivered material as they work their way to a level of proficiency suitable to fly solo.

Undertaking all this learning is difficult and helps everyone discover more about themselves when they face adversity. For many, it is the first time they have experienced a failure of significance. The course has allowances

for failure and remedial instruction to get anyone back on track, but our resources are limited. Thankfully, most cadets who have some struggles learn how to adapt and overcome.

Through all of this, we build resilience. Young Canadians learn what it is like to do hard things and how to persevere. They learn that small failures are not catastrophic but opportunities to make corrections and improve. They learn that not everything in life will be easy and if you want to stand above the rest, it takes a different level of determination and effort.

Aviation is unforgiving. There is an old anonymous quote, "Aviation in itself is not inherently dangerous. But to an even greater degree than the sea, it is terribly unforgiving of any carelessness, incapacity, or neglect." This is not to say you must be perfect in everything you do, however, you must be good enough every single time. Many tasks within aviation are not very difficult but the margin for error is low and the consequence of failure is high. This truly is an environment where you can never pass a fault.

To receive a Transport Canada Pilot Licence, students must fly solo on multiple occasions. This is only possible for air cadets if they learn the material and develop the skills to a suitable level and demonstrate that they can execute all the tasks properly with consistency. Allowing a student pilot to attempt to fly solo when they are not prepared is unacceptable. All members of the CCO have a fiduciary responsibility to return the youth in our care to their parents or guardians in a condition as good as or better than when they gave them to us. In an unforgiving environment, it is important the cadets understand how to be successful.

As they move on in life, air cadets who learn to fly understand what it is like to operate in an unforgiving environment. Because they are pilots, they understand the importance of doing it right every time and the pressure that comes with high consequences to failure.

Aviation requires judgement. Many years ago, Transport Canada produced a poster that said, "It takes about 45 hours to learn how to fly, it can take a lifetime to learn when to fly." Knowing when to go flying and when to call it a day is imperative to a successful flight. Aviation is full of catchy phrases. Another old expression is, "It's better being on the ground wishing you were in the air than, being in the air wishing you were on the ground." The one that really hits home for me is; "There are old pilots and there are bold pilots but, there are no old, bold pilots."

***"As they move on
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judgement to know
when it's a good idea to
not lean forward and
wait for another time."***

All of this points to the importance of judgement in aviation. Flying is fun and we always want to get into the air. Much of the time, the situation and conditions allow for this. However, sometimes it's best to not go flying. It is very easy to get in over your head and getting back on the ground safely can be a challenge. So, knowing when it is safe to go flying, goes a long way to having a successful flight. You need to consider weather, airspace restrictions, traffic, light conditions, aircraft serviceability, and the list goes on.

As they move on in life, air cadets who learn to fly have developed the judgement to know when it's a good idea to not lean forward and wait for another time.

Aviation requires timely problem solving. If you do anything long enough, things will go wrong. When things go wrong, problems need to be fixed. Problem solving can be challenging when you can stop and take a moment to weigh the options and consider various courses of action. However, when you are flying, you can't pull over to the side of the sky when things start to go awry. When you are flying and you detect a problem, you need to diagnose the issue, consider your options and pick the best option, all while you continue to fly the aircraft.

Flying the aircraft is a lot more than just keeping the wings level. The pilot is also continuing to navigate, manage the aircraft systems that are still working, communicate while working the emergency to a suitable resolution. Yes, it is stressful. Yes, it is rare. Yes, if you fly long enough it will happen to you. And finally, yes, you will be prepared when it does.

All of this problem solving transfers to situations on the ground. Once you learn to fly, your mindset changes about problem solving. Issues on the ground are much more manageable. Air cadets who learn to fly are ready to solve problems for the rest of their life.

There are direct tangible benefits to learning to fly, that every pilot takes with them for their transition to adulthood. However, there are other benefits from learning to fly as well.

The process to be accepted on the courses is competitive. A significant part of being selected is how you perform as a cadet. The selection process ensures that we select excellent



cadets to teach them to fly. It is no surprise that to be an excellent air cadet one must be actively involved week to week. To perform well, one needs to learn all the excellent skills and knowledge we pass to all cadets, and one needs to do better than the people around you to ensure you get your spot. As a result, the competition makes everyone better. Anyone who wants to be a pilot is driven to learn the material. It makes anyone who wants to be a pilot put a full effort into the entire program.

All this results in air cadets learning the citizenship, leadership, and discipline that makes the larger program great. It is a carrot to draw Air Cadets through the program, but what they learn along the way will serve them for the rest of their life.

Finally, the opportunity to learn to fly brings youth to the program. Having this jewel to offer brings people through the door for the first time. Once we have them in the program, they may go onto a pilot training course or, they may find another part of the program that inspires and motivates them.

Teaching air cadets to fly does a lot more than make pilots. It produces resilient Canadians who can take on difficult challenges, operate in unforgiving environments, exercise good judgement, solve problems in a timely manner under difficult circumstances, and who have also benefitted from all the other exceptional aspects of the Air Cadet Program. Furthermore, having this opportunity brings youth through the door for the first time.



All Hands on Deck

Charting the way back to sailing opportunities in 2022

By Lt(N) Mark Phillips, CO - 304 RCSCC (Milton)

Her Majesty's Canadian Ship Oriole remains the Royal Canadian Navy's most famous tall ship. HMCS Oriole is a Ketch, with a Marconi rig and it measures just over 31 metres (102 ft.) in length. In the summers of 2018 and 2019, this RCN training vessel hosted sea cadets to live aboard and help crew the ship. In June, Oriole turned 100 years old and it was recently announced that sea cadets would again crew aboard Oriole in the summer of 2022, post COVID-19.

Over 20 years ago, I added sailing aboard HMCS Oriole to my bucket list, knowing full well it was highly unlikely to ever happen. The main reasons being HMCS Oriole was permanently located on the west coast and I was a Sea Cadet Instructor living in the GTA with just a dream. Well in July of 2018 all that changed for me, as I sailed aboard HMCS Oriole for two weeks as the Sea Cadet Escort Officer, along with 10 sea cadets and 2 staff cadets.

In 2018, it was official HMCS Oriole would now remain on the east coast and it began hosting Sea Cadets onboard from across Canada, as it sailed from May to October traveling from Halifax to Lake Erie and back.

So, what is it like to crew aboard HMCS Oriole? In one word, I can only describe it as 'breathtaking'. With the tall ship essentially receiving a multimillion-dollar 'makeover' the year before we sailed, it was in pristine condition.

Oriole's wood features were flawless, and its brass was gleaming. The regular force Navy crew were gracious hosts and while underway the cadets were assigned to different watches, working side by side with Oriole's fulltime staff. Oriole's Commanding Officer had many years' experience sailing tall ships, so we were all in good hands.

For most of the voyage the ship operated on a 24-hour schedule, so even during the night the cadets would each take turns standing watch and then afterwards steering the helm of the ship for an hour each, while under power. In the daytime when the ship's giant sails were hoisted by the entire ships company, including cadets. It was a glorious sight. Oriole's tallest mast has a height of just over 28 metres (94 ft.) so the sails are huge. The most impressive sail is the very famous red, white, and blue spinnaker, with the giant image of a Baltimore Oriole on it.

We logged many kilometers on Lake Ontario, traveling from Hamilton across to Port Dalhousie and over to Kingston and back. Most of the trip the sun was bright, and the cellphone reception was horrible, so it made for some quiet times within the fresh air and the open water. The ship's cook was a real character, and the food was simply fantastic. It was bacon and eggs each morning for breakfast, even fajitas for lunch, and we had the traditional barbecued steak night on Thursdays.

While underway we slept aboard in close quarters and to be expected the racks and personal space were sparse. The two nights we spent tied up in port, the cadets slept on the ship's wooden deck 'under the stars' in their sleeping bags and it was a fun experience for all.

Short of the motor and the navigational equipment, the operation of Oriole is all by hand. So, after we dropped anchor, it took the entire crew including the cadets, a full 20 minutes to hoist the anchor back onboard the ship with a hand crank.

A great video of this process:

<https://www.facebook.com/1733106390140203/videos/1740909109359931>

All in all, the experience for myself and the Sea Cadets was awesome. It was truly a once in a lifetime experience. There were some great opportunities for teamwork, learning, and the creation of new friendships, as we lived and worked together as part of the crew onboard HMCS Oriole. I would highly recommend this experience to anybody who gets a chance.



*Cadet photos and video by MCpl Neil Clarkson (MARLANT staff) — all imagery pages (19-20) captured pre-COVID-19

Cracking Down on CAPS

Unnecessary use of capitalization makes for a cumbersome read

By Capt Mark Giles, RCSU-Central PAO

For this summer edition, I will address the use of capital (“caps”) or upper-case letters when writing in English. BLUF: the more “caps” one uses, the harder or more cumbersome a product is to read.

Over my 21 years as a full-time communications professional, I find that many writers tend to be what I call “Cap Happy”, especially in CAF-related organizations, using upper case or capitals where it is not only unnecessary, but also a hindrance to a smooth and more enjoyable read. Here are some basic rules — with a few examples — to keep in mind regarding the use of capitals, which apply with very few exceptions.

1. “Caps” are optional with headers or headlines and tend to be a subjective, look-and-feel aspect (just be consistent throughout the header). I used “caps” on the header for this short piece, but not on the sub-head, giving it a slightly softer, less cumbersome look and feel.
2. Always use “caps” at the beginning of a sentence, including with headers, and with the pronoun “I”.
3. Always use “caps” with proper nouns (i.e. a specific name for a particular person, place, or thing), no matter where they fall in a sentence.
4. “Caps” are not usually needed with generic references. I may cap up “Public Affairs Officer” as part of my formal signature block, but in a sentence or longer piece, I am a “public affairs officer” (generic, among many across the CAF) reporting to the regional commanding officer, while also dealing with the chief of staff on day-to-day administrative issues. The “Canadian Forces Military Police Group” is a proper noun and, therefore, would be “capped up”, but I’d use lower case in referring to military police personnel, military police equipment or a military police investigator, in most situations.

5. “Caps” are not needed when using casual (or plural) terms that refer to a more formal title or proper noun: for example, we are all part of the Regional Cadet Support Unit (Central), which is a proper noun, but I’d normally use lower case in referring to the regional headquarters. It works the same way with specific and then generic/casual references to ranks and other content; I may be Captain Giles, but am just one of many captains (generic, plural) working at the rank of captain (generic, singular), and one of even more military/staff/COATS/CIC officers working at the headquarters.

6. “Caps” are used with acronyms (e.g. CAF, CFB, CIC/COATS), but be aware that while the spelled-out version is usually a proper noun (e.g. Canadian Forces Base Borden), the situation will likely change if used in plural or generic forms. For example, “CFB” wouldn’t be used to capture a plural and generic reference to several Canadian Forces bases across Canada, although the Canadian (Armed) Forces part would still be capped up. And it could be different again if referring to Canadian forces (i.e. forces that are Canadian, as opposed to another nationality) rather than the proper noun “Canadian (Armed) Forces”, which is a singular entity (organization).

Realizing that points 1-2 above are pretty straight forward, and that it can start to get complicated with point 6, perhaps focus on points 3-5 in order to reduce the tendency to use unnecessary upper-case lettering (capitals). Doing so, will often make an important product or document more easily digestible and, therefore, increase the likelihood of it being read and understood.

CHAPLAIN'S CORNER

Resources available from the chaplain

By Capt (the Rev'd) Dave Fowler, RCSU-Central Padre



Self -Care

A fast-moving, 80-minute online virtual presentation that includes fun and educational Kahoots, informative videos, responsive feedback chats and practical group exercises focused on real-life things you can do to stay mentally fit and balanced during difficult times. A 20-minute mini-version is also available. Suitable for cadet corps/squadrons and adult staff. When conditions allow, an onsite in-person version may also be available.

Self-Leadership and Time Management

A fast moving, 80-minute online presentation that includes fun and educational Kahoots, informative videos, responsive feedback chats and practical group exercises focused on real and practical steps you can take to lead yourself and manage your time effectively. Suitable for cadets and adult staff. When conditions allow, an onsite in-person version may also be available.

PO513 Stress Management & PO513 Time Management

Following the Formation curriculum, these presentations also include additional Kahoots, videos, practical group exercises, inspirational elements and demonstrations to create a practical and engaging learning experience. Can be delivered either virtually or in-person when conditions permit.

Other-Care

A 90-minute follow up program to Self-Care. Other Care is a peer-support program that focuses on practical steps and tools for helping others find the support and resources they may need. Participants will practice using the free downloadable tools provided so that you know what to do and when you need to do it. Pre-session preparation includes completion of a free online personality tool, used by the Canadian School of Public Service, to help participants understand their inherent strengths in Other-Care and in helping to understand and support others. Can be delivered virtually or in-person when conditions permit. Designed as professional development for COATS officers, cadet corps/squadron, and adult staff teams.

Mental Health Mondays

A quarterly 60-minute live online discussion on a Monday night led by the unit chaplain around submitted mental health questions. Additional research, tools and resources including subject matter experts will be a part of the discussion. Designed as a follow-up program for those that have taken the Other Care training.

Positive Space

Positive Space training is approximately three hours and is intended to create and identify respectful, supportive and safe learning and working environments for member of the LBGT+ community and their allies. Participants in the training are not expected to provide counselling but, rather, general support. The training will assist participants to become familiar with issues impacting the LBGT+ communities and how to help find local resources and support. Designed as professional development for COATS officers/cadet unit adult staff teams. A CAF certificate is provided at the conclusion of the training. For further information or to inquire about arranging for a training event for your cadet corps/squadron or staff team contact the unit chaplain at david.fowler@forces.gc.ca, david.fowler@cadets.gc.ca or dcfowler@rogers.com

SEND US YOUR IMAGERY



Your Submissions Make a BIG Difference!

Whether you're participating in virtual CTC or in-person CAP this summer, we want to share your experiences. All you have to do is capture that "action shot" that really shows what's going on.

Send in your photos or short videos (10-25 secs.) to Ontario Cadets by shooting us a DM on Facebook and Instagram, or emailing us at NewMediaRCSUCentral@gmail.com.

Let us know what you're up to in the photo/video, where you're from, and why you're enjoying the summer, for a chance to have your photos and video featured on our social media channels.

You know what they say.... a picture is worth 1,000 words!

WE ARE ALWAYS LOOKING FOR COVER PHOTOS

Every 6 - 8 weeks, we try to update our cover photos on Facebook and Instagram – and we need your help! If you would like your photo featured, please submit to NewMediaRCSUCentral@gmail.com.

Ensure that the photo is the required size (820 px by 360 px) and that the words “Ontario Cadets” can easily fit without blocking anything. You can check out our past cover photos for examples.

*Size requirements for a good social media cover photo



Are you a cadet alumnus or alumna? How has cadets shaped you into the person you are today? Let us know for your chance to be our next [#CadetAlumni](#) story.

Send us a direct message to our page or email anthony.vukojevic@cadets.gc.ca and share your story with us of how you continue to be [#CadetProud!](#)



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