Air Cadet League of Canada

Alberta Provincial Committee

Scholarship Review Boards

Preparation Package for Cadets

2018

Acknowledgments

This manual was originally prepared and by Kevin Robinson in his role as Vice Chair of the Alberta Provincial Committee. It has been subsequently revised as lessons have been learned and feedback received. Other sources used in this manual include:

- Air Cadet National Course Application, RCSU (A) Narrative Instructions and Guide
- Scholarship Review Board Preparation Package 2015 from the Manitoba Air Cadet League, with special acknowledgement to Capt. Judy Undiks, 220 Red River Squadron
- The Air Cadet League of Canada Ontario Provincial Committee 2016 National Courses Cadet and Parent Handbook.

Introduction

In accordance with national policy, cadets who apply for certain Scholarship Courses are required to sit for a personal interview, called the *Scholarship Review Board (Boards).* The Air Cadet League of Canada (ACL) and the Department of National Defence (DND) are jointly responsible for the identification of Air Cadets to participate in National Summer Training Courses (NSTC). The NSTC that utilize all or portions of this selection process are as follows:

- Advanced Aerospace Course (AAS)
- Glider Pilot (GPS)
- Power Pilot (PPS)
- Exchange (IACE) International Air Cadet

Subject to the discretion of DND, this selection process may also be used for:

- Advanced Aviation Technology Course - Airport Operations (AO)
- Advanced Aviation Technology Course - Aircraft Maintenance (AM)

For the 2017/2018 year, AO and AM will follow the Scholarship Review Board process.

These Boards are organized and staffed by ACL personnel with military officers and will be held on February 17, 2018, in Innisfail Alberta. All candidates are expected to attend the announced date. Should there be extenuating circumstances; an alternative arrangement can be made. Those requests must be made through the Squadron Commanding Officer to the Selection Board Coordinator as soon as possible and no later than February 1, 2018. Pre-board interviews will be determined by the Selection Board Coordinator at their discretion.

A cadet may only apply for one of IACE, PPS or GPS. If recommended by their Squadron, they may also Board for AAS, AO, or AM. The number of billets available to Alberta for 2018 will be announced when it becomes available.

Purpose and Principles

The purpose of this document is to provide a general guide for Air Cadets to prepare for Boards.

The processes of the ACL were developed to meet two goals:

1) To provide a consistent and fair method of selecting cadets; and

2) To deliver the maximum objective scoring system to reduce or eliminate inconsistencies.

Selection of Air Cadets to participate in NSTC is a complex process that involves all levels of the ACL and national, regional and local involvement by the Canadian Armed Forces. The process, despite its complexity, is cooperative and all involved agree to these fundamental principles:

1. An Air Cadet must earn the opportunity to participate on the NSTC;
2. Selection of Air Cadets for participation in the NSTC is based on the individual merit of the Air Cadet; and
3. Excepting instances in which the safety or welfare of the individual Air Cadet, or other Air Cadets might be jeopardized and instances where a medical condition would preclude third party licensing upon graduation from a NSTC, every Air Cadet has the opportunity to earn selection to the NSTC that he or she may wish to attend.

Notwithstanding the above mentioned, it is understood that in a country as diverse as Canada, it is neither reasonable nor possible to establish one absolute criteria or formula that can be applied to administer the Selection Process. The critical requirements are that the process be equitable, as it applies to each geographic sub-division of the provincial establishment for each NSTC, and that everyone involved be aware of the process and how it is applied. This manual outlines the Alberta Provincial League process only.

Evaluation Criteria

The six criteria that are utilized in the various portions of the Selection Process are:

1) Attitude, Motivation, Knowledge and Interest in Air Cadets

This portion of the evaluation criteria considers the effort demonstrated by an Air Cadet in participating in Air Cadet activities and the commitment of the Air Cadet to the overall objectives of the organization. The specific items which will be considered in establishing a ranking for an Air Cadet in this element of the evaluation are:

a) Length of cadet service;
b) Training level achieved;
c) Rank achieved;
d) Summer training attended; and
e) Participation in support of his or her home squadron

2) Attitude, Motivation, Knowledge and Interest in Subject Matter

This portion of the evaluation considers the effort of the cadet to prepare for the subject matter of the desired NSTC and the Air Cadet's overall level of interest in the subject. The assessment is based upon a narrative that is prepared by the cadet and through the Board.

In the narrative, it is intended that Air Cadets demonstrate their level of interest and commitment to the NSTC subject matter. Candidates are expected to present a thoughtful and individual statement expressing their interest in the NSTC, their effort to prepare for it and the manner in which the NSTC will contribute to their future plans. See **Appendix A and B** for instructions on the specific criteria of the narrative.

3) Education

To fairly and consistently assess school grades at the Boards, the following procedure is followed. All applications must include the Cadet's last **full year**

final school report card. A committee consisting of Alberta Provincial Committee (APC) League members and military (ZTO's) meet to apply a consistent approach to the assignment of school marks.

There is no weighting of marks based on the level of academics a cadet is taking. Grades for the core subjects: English or French; Social Studies; Math and the Sciences (including biology, physics, and chemistry), are used. Most Cadets take these subjects within a given year. If not, then the second level of courses included is physical education and music, as these are part of the Cadet program. Should there still not be sufficient course to fairly apply marks, the Cadet's report card will be reviewed by the committee and a fair mark will be applied to the Cadet's application.

When sufficient core courses are provided, grades are assessed by choosing the highest three of the four cores subjects and averaging them together to form the school mark.

> For example: If a Cadet is taking Social Studies 20(70%); Math 23 (85%); English 20(80%); and Biology 20 (65%), Then 70+80+85= 235. Divided by 3 = 78.3. Their mark out of 10 is 7.8.

Not all schools use a percentage system. If this is the case and letter grading system is use the following will be applied.

a+=95%	b+=80%	c+= 60%
a =90%	b =75%	c = 55%
a- =85%	b-=70%	c- = 50%

Where grades are provided as "Meets expectations" or "Exceeds expectations", the committee reviews the definition provided by the school to explain what this means, and will provide an average numeric percentage.

The overall goal is to apply a consistent approach to all grades. All Cadets will be marked fairly and mark calculations are reviewed at least two times in the Selection Board process to ensure accuracy.

If a Cadet is in post-secondary education their grade 12 high school marks will be used.

If a cadet is home schooled the committee requires the evaluation marks that the program uses to assess the students grade level.

The APC Selection Board Chair may ask for more information should a Cadet's report card not meet the parameters set out in this manual. It is the Cadet's responsibility to supply the school information required. Education marks are a requirement under the National Directive of the selection process and must be provided to ensure assessment is fair for all Cadets. Overall, school marks make up 20% of the Cadet's total score.

4) General Knowledge

The General Knowledge portion assesses an Air Cadet's awareness of the Air Cadet program, current affairs and the respective roles of the ACL and the DND in the Air Cadet movement. The specific items considered in establishing a ranking for an Air Cadet in this element of the evaluation are:

a) Current affairs – the cadet must be able to describe a current event; talk about the issues or argument in that event; and have an opinion about it. That opinion could be what they think should be done; what a party in the issue is doing, or any other relevant area that shows their ability to assess the situation and have thoughts about it.
b) ACL organization- what is the role and responsibilities at all levels of the ACL – national, provincial and local.
c) DND organization- what is their role and responsibility at all levels – National, regional and local.

5) Dress, Deportment and Self Expression

All Air Cadets who apply for and are nominated for a NSTC are expected to maintain very high standards of dress and deportment. At the squadron level, this assessment is based on long term performance. When cadets are interviewed for a NSTC their appearance is marked at the time of the Board. The specific items which will be considered in establishing a mark for the Air Cadet in this element of the evaluation are:

a) Dress in accordance with CATO 55-04, Air Dress Instructions - A uniform inspection will be conducted by individual/s separate from the interview to ensure consistency for all cadets. Attached as **Appendix C** are the dress instructions and badge placement, in accordance with CATO 55-04, that are required.

b) Deportment and self-expression - This portion of the evaluation will be completed at the time of the Board with the Air Cadet.

6) Qualifying Examination

Air Cadets who wish to participate in the Power Pilot Scholarship (PPS) and Glider Pilot Scholarship (GPS) are required to sit for and pass a national qualification examination that is prepared annually by the Directorate of Cadets. The APC has determined that a pass mark for our scholarship process is 60%. An Air Cadet must achieve this mark in order to proceed to the Board interview.

An Air Cadet can write the exam for both gliding and power, but may only apply for one of these scholarships. The examination mark is 30% of the overall scoring.

Overall Evaluation Mark

An Air Cadet must achieve a combined mark of 60% in the evaluation phase of his or her application for a National Summer Training Course (NSTC). No Air Cadet who has failed to achieve a mark of 60% during the evaluation process may be nominated for an NSTC.

Scoring

The score sheets are derived from the National Directive. See **Appendix E.**

A Selection Board will review the complete application and the standardized results of the Interview Board marks, and arrive at a total score out of 100, which will determine the Cadet's position on the Merit List.

Note: Cadets who are selected for courses must continue good attendance and performance at their Squadron, prior to leaving for summer training. COs may recommend that a Cadet's application be withdrawn, if his or her performance deteriorates to the point that they are undeserving of the opportunity.

The Process

The ACL places considerable emphasis on the interview process as a positive developmental experience for the cadet. The Scholarship Selection Board usually consists of three members, two of which are appointed from ACL personnel or other volunteers together with one military officer. The interview usually last for 15-20 minutes (IACE is 30 minutes), and since the awarding of the course is at stake, the process can be very stressful for the cadet.

To prepare the cadet for the board, the ACL recommends each Sponsoring Committee organizes several opportunities for "dress rehearsal", referred to as Mock Boards or Pre-Boards. These are intended to replicate the atmosphere the cadet will experience in the actual Board, thereby lowering the stress felt throughout the interview by helping the Air Cadet to feel

prepared. They are not intended to "teach" cadets the subject matter of the questions, but rather the way in which the questions are asked, and the procedure to expect.

Some of the points considered by the panel are:

a) Does the Cadet really want this course?
b) Does the Cadet understand the course and the mental and physical commitment required if selected?
c) Course graduates have a responsibility to their Squadron to set an example for junior Cadets, and to provide leadership and instruction. Is the Cadet aware of this obligation?

Interview Board Questions

Board Chairpersons ensure that the Cadet candidates are asked questions specific to the course(s) desired. Each year a specific list of questions is established for each Board and every candidate is asked the same questions. Each Board member is usually assigned a specific number of these questions. Each interview is about 15-20 minutes, followed by discussion among Board members before scoring.

After the Air Cadet leaves the interview, the Board members will confer and assign marks for: general knowledge, course knowledge, attitude, motivation, ability to express themselves, squadron contributions, uniform appearance, and bearing. The Selection Board will review the complete application and the standardized results of the Interview Board marks, and arrive at a total score out of 100, which will determine the Air Cadet's position on the Merit List.

It is <u>critical</u> that Air Cadets supplement this guide with further preparation, as only studying the questions attached will <u>not</u> adequately prepare them for their interview. The questions will be related to general knowledge and appropriate level training that a cadet should have taken.

Available National Training Cadet Scholarship (NTCS)

International Air Cadet Exchange (IACE)

IACE is an annual program designed to promote character, good-will, and cooperation among the world's civilian auxiliary aviation programs. Participants come from organizations such as the Air Training Corps, Girls Venture Corps Air Cadets, Australian Air Force Cadets, United States Civil Air Patrol, German Society for Aeronautics and Astronautics, Royal Canadian Air Cadets, Turkish Aeronautical Association, Hong Kong Air Cadet Corps, Singapore National Cadet Corps, along with fifteen other equivalent groups in other nations.

The IACE tour is coordinated through the IACE Association (IACEA) which is a separate organization from the ACL. Canada is a founding partner with the UK of this organization. The aim of IACEA is to foster international understanding, goodwill and friendship among young people who have an interest in aviation. It endeavors to realize this aim by organizing an annual exchange of air cadets between participating organizations.

The mission of IACEA is to serve member nations, organizations, and participating cadets by conducting top quality exchanges of aerospace-minded young people that:

- Fosters international understanding, goodwill, and friendship among those involved
- Promotes an interest in aviation and space, including highlighting career opportunities
- Introduces cadets to the global nature of aerospace manufacturing
- Provides cadets an insight into the essential interdependence of nations; and
- Shares the values of cultural diversity, character development, and the potential of all young people to better themselves.

Cadets spend approximately two weeks every July/August with their foreign counterparts. The first exchange occurred in 1947, between the United

Kingdom and Canada. Cadets from Canada spend a week prior to their journey in Ottawa, ON preparing for their trip.

During the exchange, cadets are provided housing by volunteer families and on military installations in their host nation. Scheduled activities vary depending on the host nation, but include tours of famous landmarks and cultural institutions, tours of local aviation facilities or factories, lectures with local aviation figures and visits to military units. Financially, each nation is responsible for its own cadets, and funding comes from governments, civilian aviation enthusiasts, or aerospace industry.

Duration: 2 to 3 weeks, depending on country visited; Maximum number of candidates: One per sqn; Minimum age: MUST BE 17 years old during the exchange. Sqn proficiency level: Level 5 successfully completed by the application date. One-Time Participation: An air cadet can only participate in the IACE once.

For more information see:
https://en.wikipedia.org/wiki/International_Air_Cadet_Exchange and
http://www.iacea.com

Power Pilot Scholarship (PPS) and Glider Pilot Scholarship (GPS)

PPS and GPS candidates must meet all established requirements, including age, medical standards and Canadian Armed Forces (CAF) qualifying exam. Candidates must demonstrate a sincere motivation and interest in learning to fly and that they are prepared to commit to the demanding study time required to become a pilot.

Duration: PPS: 7 weeks, and GPS: 6 or 7 weeks; Location: GPS - Gimli CFTC, Gimli, MB, PPS – TBD. Minimum age: PPS: Must be 17 years old by September 1st of the year the course is taken, and GPS: 16 years old by September 1st of the year the course is taken; Sqn proficiency level: PPS: level 4 successfully completed by the end of the current training year, and GPS: level 3 successfully completed by the end of the current training year; Must attain a minimum of 60% CAF Qualifying Exam. Education: PPS: Grade

10 or equivalent completed by nomination deadline, and GPS: Grade 9 or equivalent completed by nomination deadline; Minimum medical standards: Applicant must provide a valid Category 3 Medical Certificate from Transport Canada by 1 June of the application year.

Physical limitations: Air cadet gliders and training aircraft used for PPS impose certain physical limitations in regard to weight and size of the pilot. A person's size must be such that one can sit, comfortably positioned, with good visibility in all directions as well as being able to reach the controls for full movement. The mandatory physical limitations are: Glider: Minimum: height 152.4 cm (no shoes/boots, socks only), weight 40.82 kg, and Maximum: height 190.5 cm, weight 90.72 kg; Power: Maximum Weight: 111.13 kg,

NOTE: Previous licences - GPS: Cadets who hold **any** Transport Canada pilot licence or permit are **not** eligible for GPS; PPS: Cadets who hold any Transport Canada pilot licence or permit other than a glider pilot licence are **not** eligible for the PPS;

NOTE: Applicants may apply for only one of IACE, PPS or GPS

Advanced Aerospace Course (AASC)

The aim of the AASC training is to develop a specialist with the skills and subject matter knowledge required to be an instructor and team leader for aerospace activities within the Air cadet program.

Duration: 6 weeks; Location: St-Jean CFTC, St-Jean, QC; Maximum number of candidates: One per squadron. Proficiency level: Level 3 successfully completed by the end of the current training year.

Regional Cadet Summer Training Courses Requiring a Selection Board

Advanced Aviation Technology Course-Airport Operations (AATC-AO):

The aim of AO is to introduce cadets to programming specific to airport operations. The aim will be accomplished through practical, hands-on learning

modules that will reinforce theoretical notions. By establishing a dynamic learning environment and exposing the cadets to a variety of airport operations, they will be inspired to further pursue learning in this program area.

Duration: 6 weeks; Location: Canadore College, North Bay, ON; Maximum number of candidates: One per sqn; Sqn proficiency level: Level 3 successfully completed by the end of the current training year.

Advanced Aviation Technology Course-Aircraft Maintenance (AATC-AM)

The aim of AM is to introduce cadets to aircraft construction and maintenance. The aim will be accomplished through practical, hands-on learning modules that will reinforce theoretical notions. By establishing a dynamic learning environment and exposing the cadets to a variety of aircraft construction and maintenance functions, they will be inspired to further pursue learning in this program area.

Duration: 6 weeks; Location: Canadore College, North Bay, ON; Maximum number of candidates: One per sqn; Sqn proficiency level: Level 3 successfully completed by the end of the current training year.

Frequently Asked Questions

What do I wear to the Review Boards?

Unless otherwise instructed, cadets wear C-2 uniform, as shown in Section 5 and appendix C.

Procedure for the actual interview

Unless given other instructions, you will enter facing the Board, wearing headdress, and salute. Announce yourself by rank, name and squadron to the Board. You will be invited to come into the room and have a seat. Walk smartly to the side of the single chair sitting in front of the Board and sit down. Remove your wedge and hold it on your lap, sit on it, or tuck it under a leg. Sit patiently until addressed by a member of the Board. There is a video

describing and showing the process, found at: https://www.youtube.com/watch?v=vRxqKpnO5pI, and on the APC website

The members of the Board want you to feel comfortable and relaxed. Try to be so, while maintaining respect and decorum. Be prepared to say some initial words about yourself.

You will be asked general knowledge questions about current events, Air Cadets, the Air Cadet League and the Canadian Armed Forces. If you are applying for PPS or GPS, you may be asked about aviation and flight theory, and for the other scholarships you will asked level appropriate question that relate to those specific scholarships. You will be asked questions to assess your knowledge, interest, motivation and attitude towards the course(s) for which you have applied. Examples of questions that may or may not be asked are attached.

Often at the end of the interview the Board Chair will ask the cadet if they have any questions. If the cadet does then they should ask it. Please do not ask when they will know who is successful as that is not up to the Board. All cadets will be notified of their success within 8 weeks of selection boards.

When the interview is finished, the Air Cadet stands, replaces head dress, advances to the door, faces the Board members and salutes, and smartly depart the room. Some cadets like to shake hands with the Board members and thank them. This is optional and can be done if the cadet feels comfortable doing so.

Summary of Conduct during the Interview

1. **Entering the Room:**
   a) Come to Attention at the door;
   b) Salute;
   c) Announce yourself;

d) Walk sharply to the chair; and
e) Wait for permission to be seated.

2. Seating:

a) Remove your wedge and place on your lap;
b) Sit straight with both feet flat on floor;
c) Do not slouch or fidget; and
d) Relax and smile.

3. During the Interview:

a) The chairperson will introduce the board to you, give a short preamble and then begin with the questions;
b) Answer in complete sentences, giving plenty of information;
c) Avoid using slang terms;
d) Avoid playing with your uniform;
e) Speak to all members of the board, maintain eye contact;
f) Try to use a few seconds after each question to gather your thoughts for an answer;
g) Try to project an image of maturity and composure;
h) If you do not understand a question ask "Could you please repeat or rephrase the question, Sir/Ma'am?";
i) If you don't know the answer to the question, avoid stalling or make up an answer. Simply state "I'm sorry, I don't know";
j) You can also ask to come back to a question at the end if you remembered more detail on an answer;
k) Usually at the end of the interview, you will be asked if you have any questions for the board; and
l) Always use Sir or Ma'am when answering the Board members questions.

4. Leaving the Room

a) Stand at attention facing the review board;

b) Replace headdress;
c) Thank the Board Members for the interview. If you wish you may shake hands with the Board members but it is not a requirement;
d) Go to the door;
e) Salute; and
f) Walk sharply out of room.

What do I do if I don't know the answer to a question?

Simple! If you don't know, then state that you don't know. Don't fumble around or beat around the bush. The Board will always appreciate an honest statement. "I do not know the answer to that question." You may also request the Board go back to that question at the end of the interview in case you have thought of the response. Do not be disturbed when the Board does not reveal the correct answer as they are not permitted to do so.

Why does the Board want me to answer all these questions?

Remember that the Board is interviewing you. They are looking for suitability for a particular course. The Board interview is merely a way of assessing how well you have learned the subjects involved in your cadet career. The answering of questions is also a way of seeing how well you prepared for this interview and if you are truly serious about working hard and putting your "all" into the course you have applied for. Sample Board questions are attached in **Appendix D**

Conclusion

Remember that members sitting on the Board are impressed by individuals who display confidence and self-assurance. Relax and try to enjoy the experience. Don't forget that you have earned the right to appear before this Board by being an outstanding individual. You have accomplished many things during your cadet career. You are already successful in your own right!

A Scholarship Board Interview Training Video can be found at:
https://www.youtube.com/watch?v=vRxqKpnO5pI

It is our intention to also have a video on what to think about when preparing for questions from the selection board. The estimated date for this to be on the website is mid-December 2017.

APPENDIX A – Narrative Instructions

A Cadet's narrative is an important part of the Air Cadet National Training Course Selection Process. The content of the narrative helps selection board members assess a Cadet's suitability for selection on the scholarship course. In addition, it serves as an introduction of the cadet to the board members who will be conducting the interview phase of the selection process. It is therefore very important that, early in the application process, Squadron personnel assist their cadets with their narrative and ensure they follow the guidelines set out below.

Supervisors should ask the Cadet to provide a draft narrative so that they may give suggestions as to how the narrative could be more successful. The cadet may then edit the narrative prior to producing the final copy to include with their Air Cadet National Training Course Application. Supervisors are cautioned that, in providing assistance, the narrative must still be a product that accurately reflects the cadet's own ability to express themselves.

Content:

The narrative shall be structured in the following manner:

- Introduction - A brief summary of the cadet to allow the board members to clearly understand who the cadet is. Note: Do not write a list of accomplishments, awards, or other information that is easily found in the cadet's file.
- ***Using the Air Cadet Motto as a guide***, inform the board:
  - what they have done to prepare themselves for the course.
  - why they believe that they should be chosen.
  - why they are interested in the course.
- Conclusion - The cadet should "sell" themselves to the Selection Board one last time without repeating what has already been written and thank the board for their time in reviewing their application.

Formatting:

- The narrative should match the format as set out in the Military Writing Guide and should be no longer than 2 letter sized pages. In following the Writing Guide, the following key points shall also be adhered to:
    - The letter should follow the format for a letter to a non-DND addressee or "the Public"
    - DND letterhead shall not be used
    - The letter shall be addressed to:
        - Alberta Provincial Committee
          Air Cadet League of Canada
          P.O. Box 38120
          #725, 500 Country Hills Blvd. NE
          Calgary, AB T3K 5G9
    - No Annexes, Appendices or Enclosures shall be used.

APPENDIX B – Military Writing Guide

The following is excerpted from the Canadian Forces School of Administration and Logistics (CFSAL) Military Writing Guide

RULES FOR FORMATTING

Font and Font Size

1. Times New Roman size 12 point shall be the standard font for all administrative correspondence.

2. Text. The style and tone of the text is at the discretion of the originator. It is the originator's responsibility to ensure the text indicates clearly to the reader: who sent the document and to whom, the date and subject of the document, what action is required from the recipient, and how and when that person is to achieve it.

3. Spelling. The most recent edition of the "Canadian Oxford or Gage Canadian Dictionary", in accordance with reference Q, is the authority for spelling.

4. Gender-Inclusive Language. Language can both reflect and shape the way people are treated. Bias-free language is effective language and shall be used whenever possible.

   Example: The Duty MCpl will wear his uniform while on duty.
   The Duty MCpls shall wear their uniform while on duty.

Use of Bold

5. The use of bold is not permitted unless a particular word or thought in the text must be emphasized or highlighted to get the message across to the reader.

Left Justified

6. The format for administrative correspondence is left justification, with minimum punctuation. All lines begin flush with the left margin.

Margins

7. Letterhead. A left-hand margin of inch and half (1.5") inches to allow the text to line up with the script of the letterhead, with one inch margins for the top, bottom and right margins. These same margins shall apply for subsequent pages of the letter.

8. Other Correspondence. All other correspondence shall utilize a one inch (1") margin for the left margin as well as for the top, bottom and right margins.

Paragraphs and Sub-Paragraphs

9. DND/CF Addressees. Paragraphs in correspondence to DND/CF addressees shall be numbered in sequence (i.e. 1., 2., 3., etc.). However, if the body contains only one paragraph, the paragraph is not numbered and begins flush with the left margin, but any sub-paragraphs are numbered. Sub-paragraphs shall be identified by alternating letters and numbers (i.e. a., b., c., etc. and (1), (2), (3), etc.).

10. Public Addressees. Paragraphs in correspondence to public addressees shall not be numbered and shall begin flush with the left margin. Sub-paragraphs are indented so that the statement is easily identified. Second and subsequent sub-paragraphs should maintain the same format and be separated from each other by one blank line.

11. Indentation. The degree of indentation is a half inch tab after each paragraph or sub- paragraph number.

12. Punctuation. A single space shall follow colons (:), question marks (?), exclamation marks (!) and periods (.) at the end of a sentence. When using a commas (,) and semi-colons (;) in a sentence it shall be followed by one space. Sub-paragraphs shall end with a semi-colon, with the second to last sub-paragraph ending with a semi-colon plus the word "and" or "or". The last sub-paragraph shall end with a period. Sub-sub-paragraphs shall follow the same principles, except that a comma is used vice a semi-colon.

Headings

13. Generally, headings should stand alone and not form part of the text. The use of headings is optional, but once started, they should be continued until the next superior division is reached. The use of headings does not change the paragraph numbering sequence, which continues throughout the whole document.

Capitalization

14. The first word in a sub-paragraph shall not be capitalized unless it is a word that requires natural capitalization. Capital letters have three basic uses: to give emphasis, to distinguish proper nouns and adjectives; and to highlight words in headings and captions. The following are examples of proper capitalization within DND correspondence:
    a. Governments and Government Bodies;
        i. the Government of Canada, and
        ii. the House of Commons.
    b. Titles of Office or Rank;
        i. The Right Honourable Stephen Harper, Prime Minister of Canada, and
        ii. Colonel Theriault.
    c. Languages and People;

i. Francophone, and

ii. English.

d. Military Terms;

i. the Canadian Force,

ii. Canadian Forces Base Borden,

iii. the Canadian Decoration,

iv. EXERCISE RAPIER THRUST,

v. A Boeing 747, and

vi. Her Majesty's Canadian Ship (HMCS) HALIFAX.

e. The Salutation and Complimentary Close:

i. Dear Madam, and

ii. Yours truly.

Numbering

15. Numbers within DND/CF correspondence are governed by the following regulations;

a. Numbers:

i. numbers from 0 - 9 are written in full (e.g.. zero, one, two), and

ii. numbers with two or more digits are to be expressed in figures (e.g.. 10, 649).

b. Ordinals should be treated in the same way as cardinal numbers;

i. Ordinals; First, Second, Third, and

ii. Cardinals One, two, three.

c. Initial numbers. Spell out a number or the word number when it occurs at the **beginning of a sentence**. This also includes the related numbers that closely follow it;

i. Three hundred persons were expected, but only twenty-three showed up,

ii. Number 16 was the last in the series; there was no number 17, and

iii. Sixteen RMS Clks were tasked for the exercise and six remained at the unit.

d. Time of Day;

i. 0815 hours (full format), and

ii. 2030 hrs (abbreviated format).

CONVENTION AND LAYOUT

Date

16. The date contains the day, month and year, in that order, including in correspondence to the public. The month and year shall be spelled out in full for all letters and shall be abbreviated in memoranda. As a rule, if the month is spelled out in full, the year shall be as well. The month is never indicated by a number. The cipher shall not be used with the dates 1 to 9.

Examples: 1 January 2011
1 Jan 11

Salutation

17. The **close** contains all material below the last line of the body of the communication, including the signature block, authority line, and annex listing and distribution list.

18. The **originator** is the individual whose signature block is on a document.

Abbreviations and Acronyms

19. An abbreviation is usually a shortened form of a word, and an acronym is usually created from the initial letters of a group of words. The use of abbreviations and acronyms is encouraged in correspondence to DND/CF addressees, but care should be exercised to avoid possible ambiguity. Consistency throughout the document must be maintained.

20. In letters addressed to the public, the use of abbreviations and acronyms should be kept to a minimum. Unless common abbreviations or acronyms are used three or more times in a document, they should be written in full each time. If an abbreviation is used, the word or words represented shall be written in full on the first appearance, followed by the appropriate abbreviation or acronym in brackets.

Examples: National Defense Headquarters (NDHQ)
Department of National Defense (DND) Canadian Forces (CF)

Signature Block

21. Generally, all correspondence shall include a signature block. Signature blocks are discretionary on correspondence such as reports, papers, etc.

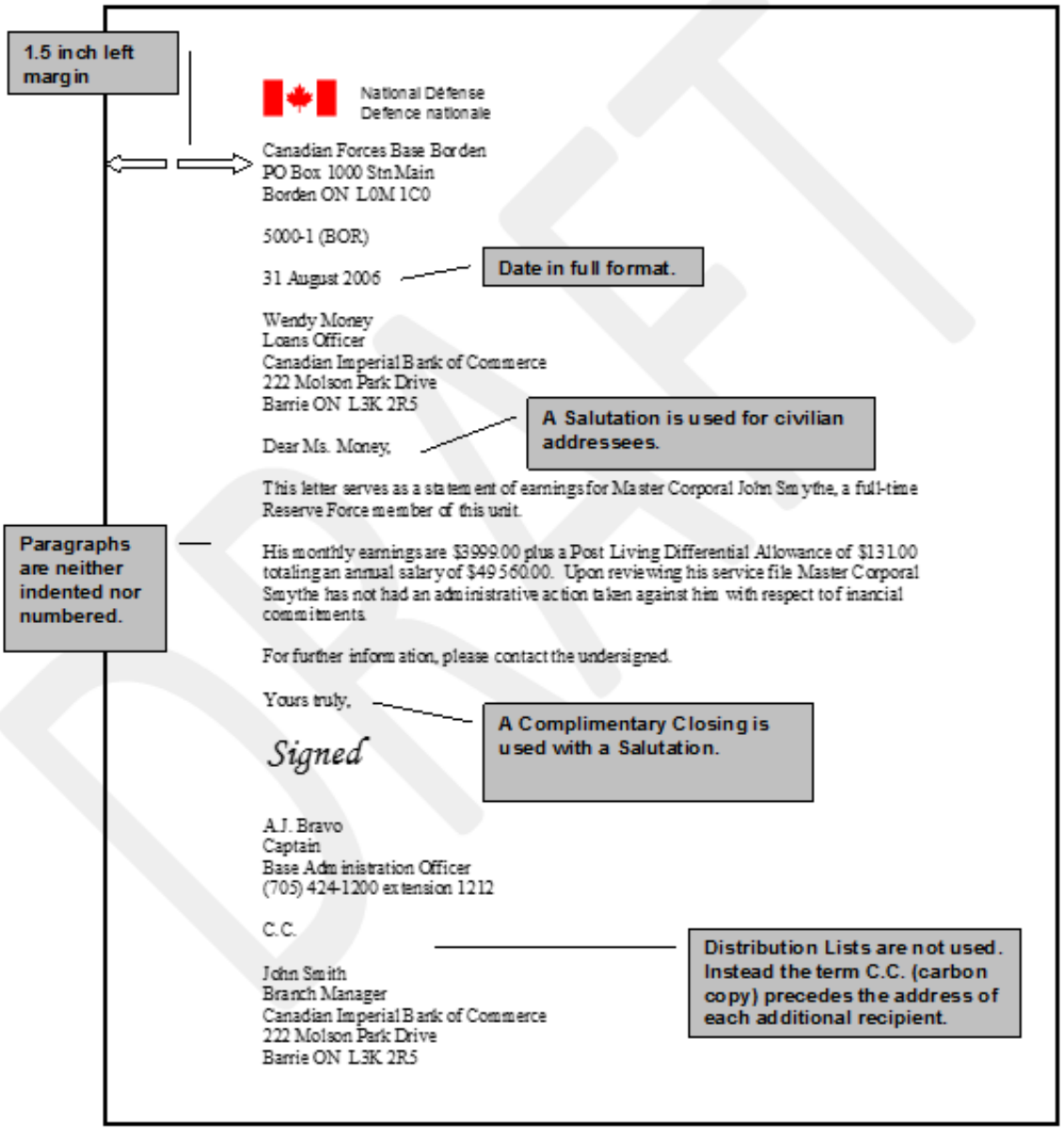
22. The signature block shall follow the last line of text in the body of the document and shall be preceded by five blank lines, thus allowing sufficient space for signing. In multiple page documents, a minimum of two lines of text shall precede the signature block so that the signature block does not appear at the start of a page.

23. A handwritten signature must always appear on the original document.

Page Number

24. All pages shall be numbered in sequence using Arabic numerals. The number shall appear at the bottom left of each page.

Sample Letter To Non-DND/CF Addressees

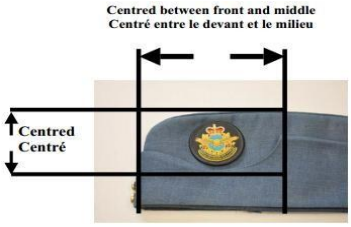


APPENDIX C – Air Cadet Dress Instructions

Required dress is per CATO 55-04, Air Cadet Dress Instructions, Order of Dress: C2, per CATO 55-04 Annex A

The Air Cadet Uniform Consists of the following items:

WEDGE

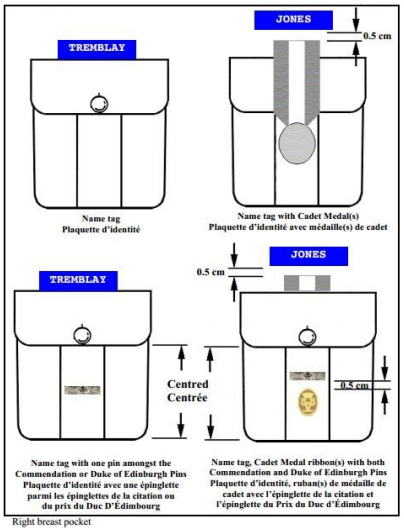


- The wedge shall be worn on the right side of the head, lower point of the front crease in the centre 0f the forehead and with the front edge of the cap 2.5-cm above the right eyebrow. Two Air Force buttons must be attached in pre-cut holes at the front; or
- Wedge – hat badge. A new woven insignia has replaced the metal insignia previously used. The woven insignia shall be sewn on the left side of the wedge by the manufacturing company;

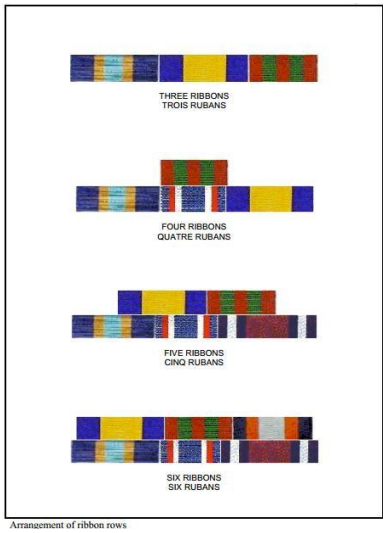
TUNIC

- Tunic with name tag and ribbons. The jacket with cloth belt shall be worn fully buttoned with the exception of the top button.
- The sleeves of the jacket shall be roll-pressed with no creases.
- Only those plastic blue buttons distributed with the uniform jacket may be worn;
- Jacket belt. Shall be worn so as the excess of the belt, once attached, is on the left side of the buckle.
- The buckle shall be adjusted so that the excess of the belt on the left side is not more than 8 cm;

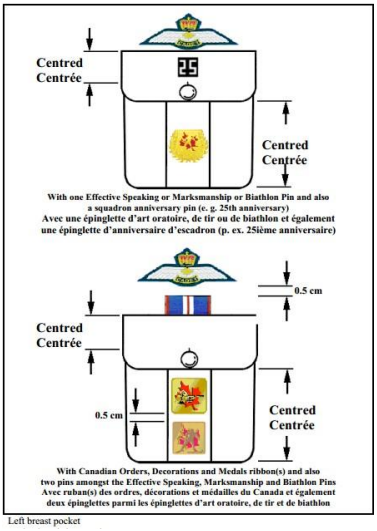
TUNIC BADGES



Right breast pocket

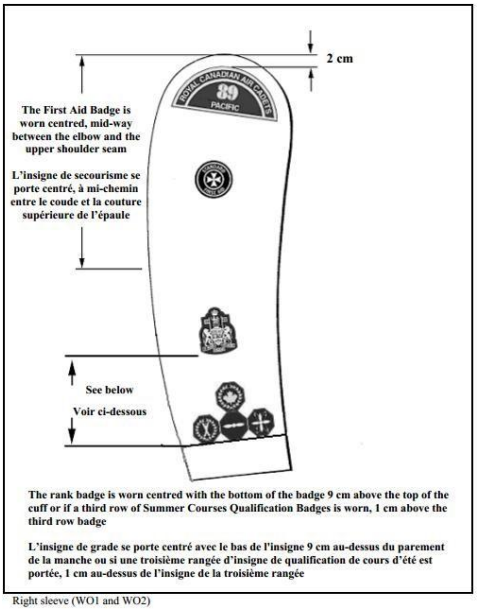


Arrangement of ribbon rows

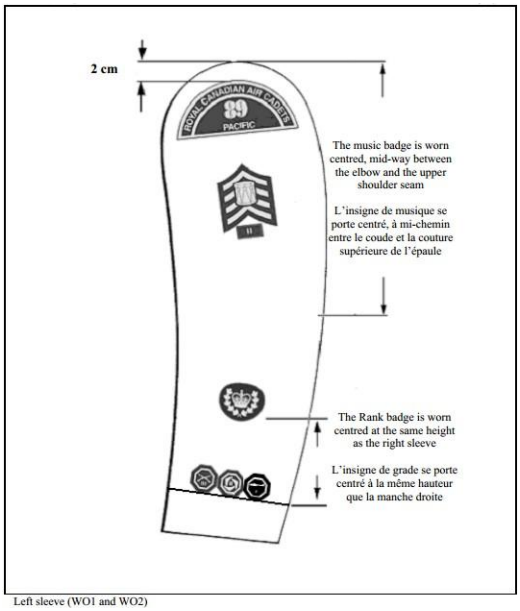


Left breast pocket

TUNIC SLEEVE (WARRANT OFFICER FIRST AND SECOND CLASS)

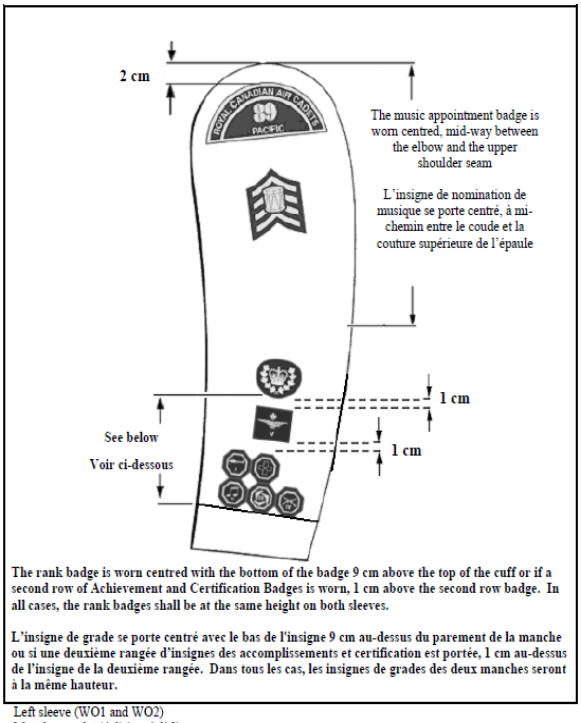


Right sleeve (WO1 and WO2)



Left sleeve (WO1 and WO2)

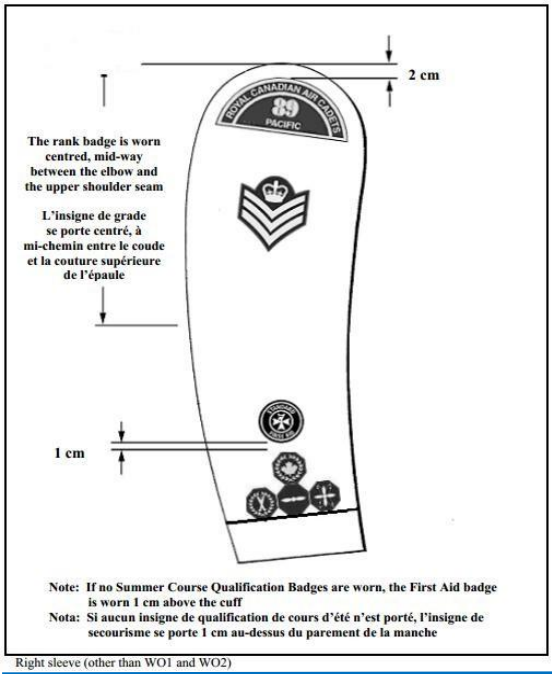
TUNIC SLEEVES FLIGHT SERGEANT AND BELOW



The rank badge is worn centred with the bottom of the badge 9 cm above the top of the cuff or if a second row of Achievement and Certification Badges is worn, 1 cm above the second row badge. In all cases, the rank badges shall be at the same height on both sleeves.

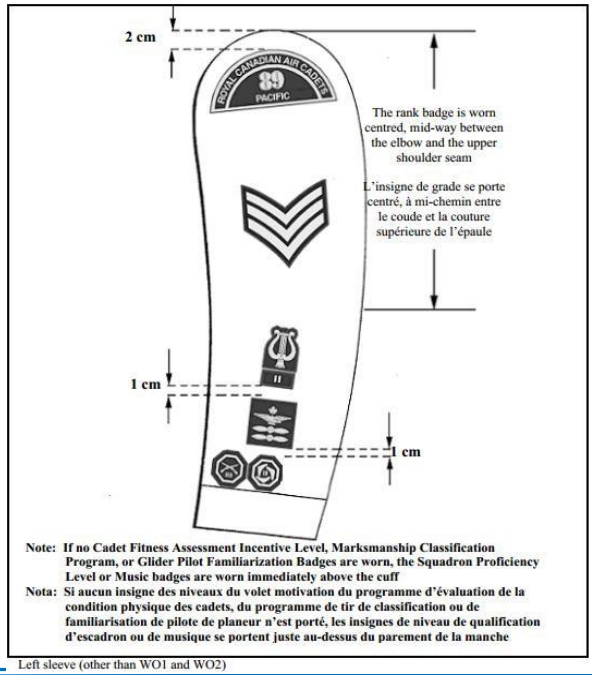
L'insigne de grade se porte centré avec le bas de l'insigne 9 cm au-dessus du parement de la manche ou si une deuxième rangée d'insignes des accomplissements et certification est portée, 1 cm au-dessus de l'insigne de la deuxième rangée. Dans tous les cas, les insignes de grades des deux manches seront à la même hauteur.

Left sleeve (WO1 and WO2)
Manche gauche (Adj 1 et Adj 2)



Note: If no Summer Course Qualification Badges are worn, the First Aid badge is worn 1 cm above the cuff
Nota: Si aucun insigne de qualification de cours d'été n'est porté, l'insigne de secourisme se porte 1 cm au-dessus du parement de la manche

Right sleeve (other than WO1 and WO2)



Note: If no Cadet Fitness Assessment Incentive Level, Marksmanship Classification Program, or Glider Pilot Familiarization Badges are worn, the Squadron Proficiency Level or Music badges are worn immediately above the cuff
Nota: Si aucun insigne des niveaux du volet motivation du programme d'évaluation de la condition physique des cadets, du programme de tir de classification ou de familiarisation de pilote de planeur n'est porté, les insignes de niveau de qualification d'escadron ou de musique se portent juste au-dessus du parement de la manche

Left sleeve (other than WO1 and WO2)

DRESS SHIRT WITH RANK SLIP-ONS

- Short sleeve shirt for the purposes of the Air Cadet Selection board is to be worn with the tie and with the tunic; also;
- Rank slip-ons. Shall be worn on both shoulders with the short-sleeve shirt.

TIE

- Shall be knotted neatly using a Windsor or four- in-hand knot and shall be kept tight.
- Plain gold colour tie clips or pins may be used.
- When jacket is removed, the tie shall not be tucked into the shirt except for safety reasons.

Note: *Half Windsor is <u>not</u> to be used*.

TROUSERS/SLACKS

- The trousers/slacks shall be steam pressed without starch so as to have creases down the centre of each leg in the front and back.
- Creases shall extend from the top of the leg to the bottom; they shall not be sewn or glued.
- The length should extend to the 3rd eyelet of the ankle boot.

BELT

- Belt and buckle with Air cadet badge for trousers/slacks. A narrow black web belt with silver buckle.
- Only those buckles with the Air cadet badge or without any badge are allowed with the uniform

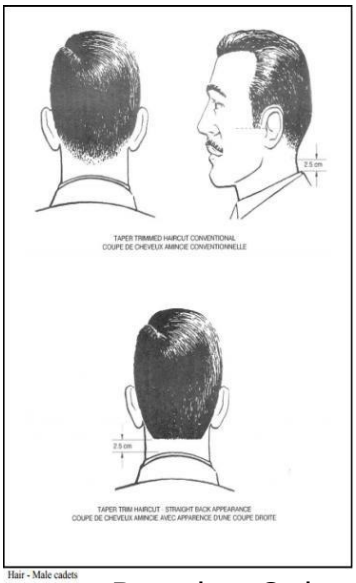
GREY SOCKS

- Grey wool socks. Shall be worn with boots.
- A cadet may elect to wear his own personal socks, grey or black, wool, cotton or nylon, in lieu of the grey wool socks received.

BOOTS

- Boots shall be laced across horizontally from side to side.
- Boots shall not be modified with any type of metal cleats, hobnails or other metal attachments to heel or sole.
- No varnish other than shoe polish can be used to shine the boots

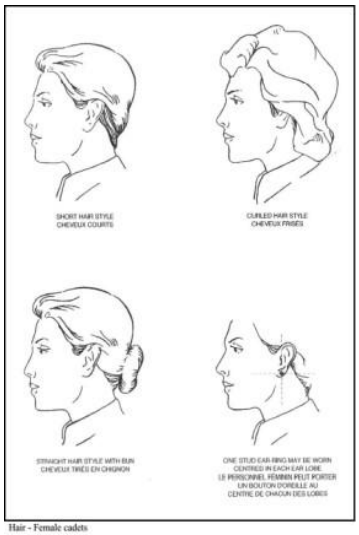
HAIR



Hair - Male cadets

- Male cadets must always be clean-shaven when attending cadet activities, even when wearing civvies.
- Their hairstyle should reflect the occasion as well as the clothes being worn.
- Moustaches. When moustaches are worn alone, the unshaven portion of the face shall not extend outwards beyond the corners of the mouth.
- Moustaches shall be kept neatly trimmed; not be greater than 2 cm (3/4 in.) in bulk; not extend below the corners of the mouth and not protrude beyond the width of the mouth.
- Beards: Only cadets' adherent of the Sikh religion or experiencing recognized medical conditions preventing them from shaving may wear a beard. In the latter case, a note from a medical practitioner is required.

- Female cadet hair must be put in a bun or braid when in uniform.
- It must be gathered in a way that prevents it from falling over the face.
- The following additional details apply to female cadets. Hair shall not extend below the lower edge of the shirt collar (see exception below). Exaggerated styles, including those with excessive fullness or extreme height, are not authorized.



Hair - Female cadets

- Braids, if worn, shall be styled conservatively and tied tightly; secured at the end by a knot or a small-unadorned fastener.
- A single braid shall be worn in the centre of the back.
- Double braids shall be worn behind the shoulders.
- Hair shall be a maximum length when gathered behind the head and braided which does not extend below the top of the armpit.
- Multiple braids and/or cornrows shall be directed toward the back of the head, pulled tight to the head and secured at the end by a knot or a small-unadorned fastener.

- Multiple braids extending below the lower edge of the collar are to be gathered in a bun. With the permission of the Squadron CO, a reasonable period may be authorized in order to transition from short to long hairstyles during which time hair may extend below the lower edge of the shirt collar.

Hair - Female cadets (Braids)

JEWELERY

- Cadets are not permitted to wear body jewellery, including nose or lip piercings, while at cadet activities, whether in or out of uniform.
- The only jewellery that may be worn in uniform shall be a wristwatch, a medical alert bracelet and a maximum of two rings, which are not of a costume jewellery nature.
- In addition, female cadets in uniform may wear a single pair of plain gold, silver stud or white pearl earrings in pierced ears. The single stud earring, worn in the centre of each earlobe, shall be spherical in shape and not exceed 0.6 cm in diameter.
- No other type of earring shall be worn except for a gold or silver-healing device of similar shape and size, which may be worn while ears are healing after piercing. Only a single earring or healing device, worn in the centre of each ear lobe, may be worn at a time.
- Male cadets are not authorized to wear an earring or earrings.
- Cadets shall not acquire visible tattoos that could be deemed to be offensive (e.g. pornographic, blasphemous, racist, etc.) or otherwise reflect discredit on the CCO.
- Cadets in uniform shall not wear visible body piercing adornments (tongue included), with the exception of female cadets earrings.
- Covering the unauthorized piercing with an adhesive bandage (band-aid™) is not acceptable.

OVERALL APPEARANCE

- Cadets in uniform shall be well groomed with footwear cleaned and shone.
- Cadet uniforms shall be clean and properly pressed at all times. Buttons, fasteners and zippers shall be kept closed.

- Pockets shall not be bulged; items such as glasses, sun-glasses, glasses cases, pens, pencils, key-rings or paper shall not be visibly extended nor protrude from pockets or be suspended from waist belts or pockets.
- Headsets from a radio receiver, tape/CD player or other personal entertainment device shall not be worn.

DEPORTMENT

- Chewing gum, slouching, sauntering, placing hands in pockets, smoking or eating on the street, walking hand in hand, and similar deportment which detracts from a proud and orderly appearance in the eyes of the public is unacceptable for cadets in uniform

Appendix D – Sample Questions

General Questions

The following are the type of questions that you can expect during Boards. ***These questions are representative only; the board will likely have different questions not on this list.***

For General Knowledge of the Air Cadet Program, the Cadet may be asked any of the following questions:

1. In what year was the Air Cadet League formed?
   April 1941.
2. What are the aims of the Air Cadet movement?
   a. *To develop in youth the attributes of good citizenship and leadership;*
   b. *To promote physical fitness; and*
   c. *To stimulate the interest of youth in the air element of the Canadian Armed Forces*

3. What is the motto of the Royal Canadian Air Cadets?
   To Learn, To Serve, To Advance

4. What is the age limit for Air Cadets?
   12 – 19th birthday

5. Tell the board about a current event you have been studying. Why is it of interest? What is it about? Do you have an opinion about the issue?

(There will always be a question about current events; make sure you are prepared for this question)

6. The Air Cadet Service Medal is awarded to cadets who successfully complete 4 years in the program. Who are the providers of these medals?

   Air Cadet League

7. Who owns the gliders that are used when your Squadron goes on a Gliding day?

   The provincial Air Cadet League

8. In addition to regular weekly parades, what activities are you involved in with as a cadet within your squadron and also outside cadets?
9. What skills and abilities have you acquired as a result of belonging to Air Cadets?
10. What do you see as being the greatest advantage of joining Air Cadets for a young person?
11. What has been your biggest challenge you have faced as a result of joining Air Cadets?
12. What has been your greatest accomplishment in Air Cadets?

To assess the cadet's attitude and motivation towards the course applied for, the cadet should be prepared to answer any of the following questions:

1. Why did you apply for this course?
2. What have you done to improve your chances of being selected for this course?
3. If you were successful in obtaining this Scholarship course, how will you apply the skills learned on this course to when you return to your squadron? (Cadet may answer how to apply skills within the squadron and their personal life)

4. What skills have you acquired through the Air Cadet Program that would make you a good candidate for this course?

Citizenship

1. How would you define a good citizen?
2. What attributes would you think a good citizen should have?
3. What makes you a good citizen?
4. What achievements are you involved with outside of the cadet corps/squadron setting? (e.g. at school, in the community, sports teams, extracurricular activities, etc.)
5. How does the community benefit from a good citizen?

Leadership

1. How would you define leadership? How would you display leadership?
2. Explain previous positions of leadership you have held (at cadets, school, etc.) and how they performed in related situations
3. What will you bring to you unit if given this scholarship? Yourself?
4. Have you created any leadership goals for yourself? As a cadet leader, do you have any unit goals at your Squadron?
5. Why should your subordinates respect you? What have you done to earn their respect?
6. As a leader, how do you prioritize tasks at hand?
7. Why do you deserve this position, over the other candidates?
8. Do you have someone you think is a good leader? Why do you think this individual is a good leader?

Roles and Responsibilities ACL and DND

1. What are the three levels of the Air Cadet League?
    a. *National Level*
    b. *Provincial Level*
    c. *Local Level (Squadron Sponsoring Committees)*

2. Which two partners work together to support the Air Cadet program?
    i. *Department of National Defence (DND); and*
    ii. *The Air Cadet League (ACL)*
3. Name two sources of funds that support your Squadron?

4. *(Cadet fundraising, DND, public donations, sponsoring committee)*

5. Name 3 of the responsibilities of your Sponsoring Committee?
6. See list below

7. Who is the Sponsor of your Squadron?

8. Who owns the gliders that are used when you Squadron go on a gliding day?

9. What are the responsibilities of the DND to the Air Cadet program?
    See list below

Overall Responsibilities of the Canadian Armed Forces (DND)

The Canadian Armed Forces through the National Defence Headquarters and Regional Commanders is responsible for the:

a. supervision and administration of Cadet Squadrons;
b. uniforms, boots and other apparel Cadet Squadrons, in accordance with the scales of issue;
c. training, pay and allowances for Cadet Instructors;
d. transportation for mandatory training activities;
e. facilities and staff for summer training centres and courses approved by the Minister;
f. syllabi and training aids, in accordance with mandatory training;
g. medical care as needed;
h. liaison with cadet squadrons;

i. Officers or appropriate civilians to carry out formal functions at annual reviews;
j. policy on the enrolment, appointment, promotion, transfer and
k. release of Officers of the Cadet Instructor Cadre {CIC);
l. policy respecting agreements for the employment of Civilian Instructors and the terms of their employment; and
m. policy on enrolment requirements for Cadets, appointment to Cadet ranks and transfers of cadets between Cadet Squadrons.

What are the responsibilities of the Air Cadet League to the Air Cadet Program?

Overall Responsibilities of the Air Cadet League

The Air Cadet League of Canada through its League Headquarters, Provincial Committees and sponsoring committees is responsible for:

a. making recommendations to the Chief of the Defence Staff for the formation, organization or disbandment of Cadet Squadrons;
b. providing names of possible candidates for enrolment in the Canadian Forces as Cadet Instructor Cadre (CIC) Officers, or for employment as Civilian Instructors;
c. making recommendations to the appropriate Region Commander regarding the appointment, promotion, transfer or release of CIC officers and Civilian Instructors;
d. providing financial support as required;
e. providing and supervising Squadron Sponsors and Squadron
f. Sponsoring Committees;
g. providing advice, training and assistance to Squadron Sponsoring Committees;
h. overseeing, in cooperation with the DND, the effective operations of the Air Cadet Squadrons and their Squadron Sponsoring Committees;
i. administering trust accounts set up for awards to outstanding Cadets;

j. identifying and providing other appropriate awards to recognize commendable Cadets' and volunteers' performances;
k. participating in the Cadet selection process for national courses and exchange programs;
l. establishing policies and procedure for the registration and screening of civilian volunteers; and
m. Holds the National Effective Speaking competition

Provincial Committee

In addition to all the above responsibilities the Alberta Provincial Committee also:

a. owns and operates gliding and tow aircraft (these are maintained by
b. DND through a maintenance agreement);
c. own and operate Netook Gliding centre;
d. manages two camps – Camp Worthington and Camp Wright, for cadet use throughout the year;
e. holds wing and provincial effective speaking competitions; and
f. holds Selection Boards for National Scholarship training opportunities

The Squadron Sponsor

A Sponsor (distinguished from an SSC) can be a local organization, service club, parent association or group of people that agrees to provide essential resources (people for the SSC; storage and administration facilities; money in the form of donations; gifts in kind) needed to create and/or support a squadron.

Responsibilities of the Squadron Sponsoring Committee (SSC)

The Squadron Sponsoring Committee of an Air Cadet Squadron shall be responsible for:

a. assisting in recruiting suitable persons to be Cadets in their Squadron;
b. making comments through their Provincial Committee to the appropriate Region Commander regarding the appointment, promotion, transfer or release of Cadet Instructor Cadre (CIC) Officers for their Cadet Squadron;
c. assisting in providing names of possible candidates for replacement Officers and for positions as Civilian Instructors or volunteers;
d. inviting suitable persons to be members of the Squadron Sponsoring Committee;
e. liaison with other Cadet unit Squadron Sponsoring Committees;
f. providing appropriate accommodation for their Squadron's training, administration and stores when it is not provided by the DND; (see role of sponsor)
g. providing training aids and equipment, including band instruments not supplied by the DND;
h. in collaboration with the commanding officer, arranging Cadet recreational programs;
i. providing transportation when not available from the DND, for local training exercises;
j. providing for the financial and administrative needs of the Squadron;
k. supporting Provincial Committee activities
l. providing input to Cadets' applications for summer training;
m. providing such other facilities or assistance as may be mutually agreed between the Squadron Sponsor, the Squadron Sponsoring Committee, and the DND; and
n. Registering and Screening all volunteers in accordance with League policies

The following questions may or may not be asked that are course related, <u>in addition to</u> general Air Cadet Knowledge, current events, attitude and motivation questions.

For the technical courses (AASC, AO, AM) cadets should study all relevant information for that course up to and including the completion of level 3 training.

Questions relating to <u>AASC</u> may include:

1. Name the organization responsible for Canada's space program?
2. Name the first Canadian astronaut in space
3. Name the first Canadian woman in space.
4. On December 19, 2012, which Canadian astronaut launched aboard a Soyuz spacecraft to the International Space Station (ISS) and became the first Canadian commander of the ISS?
5. Which 2 locations have the Canadian Space Agency been researching for possible sites for the CSA?
6. What is a satellite?
7. What are constellations?
8. Name five of Canada astronauts? (Current or retired)?

Questions relating to <u>AATC-AO</u> may include:

1. What is the difference between a MAYDAY call and a PAN PAN call?

2. Basic operations at a civilian aerodrome are generally divided into three categories, what are they?
3. What is one instances where it is mandatory for a pilot to file a flight plan?
4. What to the numbers on a runway indicate?
5. Name two physical weather instruments that are found/used at an aerodrome?

Questions relating to <u>AATC-AM</u> may include:

1. Define maintenance?
2. Name the five major components of an airplane
3. Name two aircraft manufactures of light aircraft?
4. Describe three metals used in Aircraft construction?
5. What does the acronym CARs mean in Canadian aviation?
6. A maintenance release signed by an AME (aircraft maintenance engineer) is required for activities such as?

Questions relating to <u>PPS & GPS</u> may include:

1. Are Air Cadet Pilots allowed to carry Air Cadet passengers, if they get the proper training?

2. When a cadet pilot is in their uniform, how can you tell whether they are glider or power pilots?

3. If you are awarded a Scholarship, name three subjects you will study in ground school while on course?

4. If you are awarded this Scholarship and pass the course, what licence will you be given?

5. What federal government department will examine your knowledge prior to granting your licence?

6. What agency operates Air Traffic Control towers?

7. Where is your Squadron's local Gliding Site?

8. What does ACGP stand for?

9. What type of glider does the ACGP fly?

Questions relating to <u>IACE</u> may include:

**Cadets applying for IACE should be familiar with the lACE program (see IACE website) and its member nations, in addition to the following questions:

1. Have you undertaken any research to prepare for this course, such as culture, geography, demographics of the country that you are interested in visiting?

2. Name a country that participates in the lACE program other than the UK and the United States.

3. How would you describe your country, Canada, to a cadet from another lACE-participating country?

4. What would be an issue that you would like to discuss with Air Cadets from other countries participating in the lACE program?

5. How would this International Exchange challenge you?

6. How will you be an ambassador for the Air Cadet Program and your country?

7. What are some of the Air Force RCAF bases in Canada?

8. What are some of the current aircraft that our Canadian Air Force flies? Name some of the current aircraft currently flown by the RCAF.

9. Where is the RCAF deployed around the world? What kind of missions are they on?

APPENDIX E - Scoring Sheets

Scoring and Merit Listing

Cadets who meet all of the course pre-requisites and who complete all required elements of the selection process will be merit listed with all other qualified applicants from Alberta. Ranking on this merit list is determined on the basis of a numerical score out of 100 points. In order to be merit listed, you ***must have a combined total score of 60 points or higher***.

The merit list score consists of the following components:

Qualifying Exam Mark (for PPS & GPS)	30 points
Education (School Marks)	20 points
Self-Expression (Narrative)	5 points
Attitude & Motivation towards Air Cadets (from Board) possible	20 points
Attitude & Motivation towards the Course (from Board) possible	15 points
General Knowledge (from Board) possible	5 points
Dress and Deportment (from Board) possible	5 points
Total Possible Score	100 points possible

APPENDIX F - Resources & Links

Read the newspaper, watch television news, and listen to the radio to gain as much knowledge about your current event.
A review of your drill manual and cadet level books will aid you in answering some questions asked by the Board.

Air Cadet League of Canada: http://aircadetleague.com/

Canadian Cadet Organizations: http://www.cadets.ca/

Notes: