

2022

NL Midshipman Training Package

NL 530



Date of amendment:	Specific amendment:	Authorized by:

Amendments to this publication are the responsibility of the National Navy League Cadet Chairperson. Suggested amendments shall be forwarded through the Division to the National Office of the NLOC.

Navy League Officer Training and Development Program

Midshipman Training

Training Prerequisites

You must have successfully completed Training Packages OTS 510 and 520

Introduction

To the Candidate:

Joining the Navy League of Canada as a Midshipman is the first step into the world of the warranted Officer Corps. As you move up in the Navy League of Canada you will find that working more in-depth with youth starts to get into your blood. Because you have gotten this far, I think it has started.

You will find information that will assist you in completing this package. Some sections of it are closely related to the Cadet Training Standards. It is important that you read and understand what is being presented. If you have questions – ask. Your senior officers (your instructors), will take the time to patiently teach you this knowledge and to make sure you progress appropriately.

This package contains the National mandatory portion of the training requirements to be recommended for promotion to the next rank. All requirements as stated for promotion in NL Cadet Regulations must be fulfilled. Divisional Staff validation of this package is required

As part of this phase of your training, your Commanding Officer may include other documentation for you to read, which may amplify the subjects within this package, or subject matter unique to your unit.

To the Commanding Officer:

This package is designed to assist you, the Commanding Officer, in training a Cadet Instructor to become a new Midshipman on your staff. You will need to assign instructor(s) to teach the material. Information in this booklet is written in non-specific terms to allow Divisions and Corps to accommodate ongoing practices with those provided here.

Corps are not authorized to add or modify this package.

It is incumbent upon your staff to remain current with the material provided in this booklet, as ultimately, you are responsible for your officer's learning this material. You are also required to guide the candidate through the material if requested, and you must verify the completion of certain tasks once they have met the standards of the Navy League of Canada requirements. The more care that you place in the development of your officer; the more satisfied you will be their performance.

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Section 1 – Officer Duties and Responsibilities (OTS 531)

1. Duties and Responsibilities of a Divisional Officer (DO)

Being appointed as a Divisional Officer within a Navy League Cadet Corps comes with several important responsibilities. As a Divisional Officer, you will be the first Officer within the Chain of Command a Cadet will deal with regularly. You have the ability to ensure the cadet is safe, learning, being treated fairly and above all else, having fun. Some will find the level of authority and responsibility that comes with being in charge of a division daunting but the weight of that duty will strengthen your character and make you a better leader.

You are responsible for the well-being of the cadets in your division. This means that you ensure they are in attendance and where they are required to be for each activity. You are sort of a parental figure for them while you are their Divisional Officer.

The Cadet Instructor and Midshipman Training packages give some of the duties and responsibilities of the Divisional Officer.

Specific duties and responsibilities are outlined in the Divisional Officer Package.

2. Assume the duties of the Divisional Officer (DO)

Under supervision, you will assume the duties of the Divisional Officer as defined by the Commanding Officers' Standing Orders.

There are no test questions concerning the assumption of DO.

3. Public Speaking within the Corps as a Divisional Officer

Speaking in front of a group of people regardless of age can be quite challenging to some people. There is no simple way to put you at ease with this task. The one thing to remember however is to make sure that you know what you are going to say before you say it. Rehearse it in your mind before speaking.

Public speaking as a Divisional Officer is usually easier than speaking to people who are not members of your corps. By this time, you should be fairly comfortable having social discussions with the other members of your corps. Talking to cadets should be easier to do as most often you are giving pre-set instructions/orders that "have been around for many years".

As a Divisional Officer, make sure that you know what commands you are going to use and ensure that you understand what the result of the command is to be. Giving a wrong command confuses both you and the members of the division you are in charge of. However, be assured that you will not be the first to inadvertently give a wrong command nor will you be the last. When this happens, correct your mistake and carry on with what you had planned.

Speaking to individual cadets is not the same as public speaking therefore will not be covered here.

To assist you with the topic, refer to the Public Speaking segment supplied by the Alberta Division. It is located on the National Web Site and also in Google classroom.

Section 2 - Leadership (OTS 532)

1. Definition and Meaning of Leadership (CTS 8.5.1)

You will learn about the definition and meaning of leadership. This information will provide you with a basic introduction to leadership that you will be able to apply when placed in a leadership position.

You will be expected to be able to take charge of a group of cadets through a task using the proper leadership tasks.

What is leadership?

Activity

Allow the cadets to brainstorm and to come up with people they feel are good leaders. You may have to make a few suggestions to get them going. Have the cadet's state why they think that their leaders are good leaders.

Definition of a Leader – A person who rules, guides, or inspires others.

Definition of Leadership – The art of influencing others to complete a task in the desired manner of the leader.

- a. Obviously, getting a group of people to work together to complete a job requires leadership.
- b. Getting that group to complete the job in the way the leader wants it done requires effective leadership.

EXAMPLE

Your cadet corps is on a camping trip, and you have been put in charge of cleaning up after lunch. You have 5 cadets to help you. Instead of just telling them to clean up and supervising them, you split up the duties fairly and assist in the clean-up effort. Either way, you are acting as a leader.

In the first method, the cadets in your group will run around cleaning the area without a plan. In the second method, each person knows exactly what they have to do and they participate and that the job gets done quickly and without any fuss.

It is easy to see that the more you (as the leader) plan how you want a job to be completed, the more effective you will be as a leader.

What is the meaning of Leadership?

Leadership is the art of influencing others to complete a task by providing purpose, direction and motivations. This is different from Command which is when a person in authority tells the subordinates to do a task based on the virtue of their rank and assignment or both.

An important part of leadership is to accomplish the task while ensuring the welfare of the personnel under their command.

Leadership Skills - Principles Every Leader Should Know

- Great leadership begins with the person, not the position. ...
- Great leadership is about your level of influence, not your level of authority. ...
- Great leaders are as good at **listening** as they are at communicating. ...
- Great leadership is about wisdom, not intelligence. ...
- Before you can lead, you must first learn to follow.

2. Styles of Leadership (CTS 8.5.2)

You will learn about the different styles of leadership required to become an effective leader. This information should assist you when placed in a leadership position.

Different types of situations require different styles. An effective leader will assess the situations and choose a style that will best get the job done.

Styles of Leadership

Different types of situations require different styles.

An effective leader will assess the situations and choose a style that will best get the job done.

- a. Boss
- b. Educator
- c. Persuader

BOSS – The leader takes control of the situation and gives directions and orders without input from the group. Used when giving drill commands or and during emergencies.

Examples:

a. **Marching a large division (60 + cadets) from one place to another**

In this example, the task is relatively easy, but is made more difficult by the number of people. The solution in this case is to use the “Boss” method, because you are giving direct orders (drill commands) to a large group.

b. **Evacuating a building during a fire**

Another example, but this one made more important because safety is a factor. The leader must make decisions quickly, and there is no time for discussion.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• More control over a group• Easy to control a large group• Saves time• Orders travel quickly	<ul style="list-style-type: none">• No leadership development• No input from followers• Commanding rather than leading• No exchange of ideas

EDUCATOR – The leader uses questions and promotes discussion with the group. If the group needs information or training, the leader takes the time to ensure that they understand all they need to know to understand the situation. The “Educator” allows the members of the group to assume leadership positions whenever possible.

Examples:

a. **Teaching a class**

It is worth noting that teaching is a form of leadership, and it certainly falls under the “Educator” method. While teaching, the leader is passing on knowledge or a skill.

b. Camping in the woods

In this instance, the leader will show cadets how to set up a tent, build a fire, and cook. The leader will then stand back and supervise the cadets, providing assistance when needed.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> • leader sets an example for group to follow • leader guides and assists by answering questions • follower skills are improved 	<ul style="list-style-type: none"> • requires more time • only works with smaller groups • may involve plenty of new information for group to learn

PERSUADER – The leader develops a relationship with the individual or group in order to motivate them through encouragement and their needs and wants. The “Persuader” uses an individual or group need to motivate people to complete a task. This method is generally used when you are dealing with people you won’t see again.

Examples:

a. Counseling a cadet

There will be times that a leader must sit down with a cadet to discuss problems and answer questions. It is best to use the “Persuader” method to re-motivate a cadet.

b. Problem solving

When a leader is presented with a problem, it is suggested that he/she seek out the opinion of the group, especially if there is someone with expertise to deal with the situation. This is part of the “Persuader” method.

ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none"> • develop trust with followers • easy to motivate • 2-way communication 	<ul style="list-style-type: none"> • requires much time • risk being too “friendly” • only works with smaller groups

Section 3 – Instructional Technique (OTS 533)

1. Methods of Teaching (CTS 08.5.6.2)

There are two main methods of teaching: knowledge and skill.

The main differences between a knowledge lesson and a skill lesson are how the cadets participate during the lesson and how the instructor confirms learning at the end of a teaching point or lesson.

In a knowledge lesson, the cadets participate by asking and responding to questions and discussing lesson content. The instructor confirms learning by posing questions to the class or conducting an activity.

In a skill lesson, the cadets participate by practicing and performing a skill while the instructor observes the cadets' performance to confirm learning.

KNOWLEDGE LESSON

A knowledge lesson gives the cadets the theoretical aspects of a subject. The instructor presents basic information about a topic, typically following the who, what, where, when and why (5 Ws) format. Delivering an effective knowledge lesson requires the instructor to:

- a. select an instructional method;
- b. research the lesson information thoroughly;
- c. summarize the information;
- d. prepare questions to encourage class participation;
- e. prepare questions for confirmation; and
- f. prepare training aids.

All lessons require the instructor to create and maintain interest. It is especially important that instructors ensure that knowledge lessons are interesting because they are not hands on.

SKILL LESSON

A skill lesson demonstrates the skill to be learned in a step-by-step sequence. Conducting an effective demonstration requires the instructor to:

- a. plan carefully;
- b. breakdown the skill to be taught into sequential steps;
- c. rehearse the sequence to ensure that it is accurate and clear;
- d. prepare a written lesson plan;
- e. prepare and/or obtain all material needed to demonstrate and practice the skill in advance;
- f. organize the class so the demonstration can be seen;
- g. allow the cadets to practice the steps under supervision;
- h. provide assistance or re-demonstrate as necessary; and
- i. allow the cadets to continue to practice under supervision until all have achieved the skill.

Mastery of a particular skill may require practice beyond class time depending upon the learners and difficulty of the skill.

Learning is a combination of knowledge, attitudes and skills that promote the development of a cadet.

2. Develop and present a basic Lesson Plan

Each lesson developed at the National Level has information that is required for testing. This information may be re-arranged to suit individual instructors. The lesson plans are designed to allow anyone to just pick up the document and start instructing however this is not the best practice. Whoever is selected to instruct the lesson should have had time to review the topic and ensure that they understand the material before entering the classroom.

a. Duration

The duration of the class has been decided through years of instruction. Each class should not exceed 45 minutes as this is the maximum time that anyone can concentrate and retain information.

b. Method

The teaching method selected should reflect the type of lesson being taught. These are defined in the Cadet Training Standards.

c. Materials

The materials listed are the minimum required to instruct.

d. Introduction

Explains what, why and the expectations of the lesson.

e. Teaching points

This is the actual part that the instructor uses.

f. Conclusion

This sets out what the cadets should have learned from the lesson.

g. Testing

This informs the instructor what testing will take place. Some lessons do not require testing for promotion.

This is a sample Lesson Plan explaining each block that is required.

LESSON PLAN	
Lesson Title Block Denotes the subject And specific lesson	CTS 01 Corps Organization and Ship's Routine1.1 – Navy League Cadet and Officer Rank Structure
	Time Block Time required to teach
WHAT TEACHING METHOD IS SUITABLE FOR THIS PERIOD	
Teaching Method Block The suggested method of instruction	
WHAT MATERIAL DO I NEED	
Materials Block Denotes the items required to teach the topic	
INTRODUCTION	
Performance Block Lists the what, why and expectations of the lesson	What? Cadets will learn about the purpose of the cadet and officer rank structures, and how to use them during training activities.
	Why? This material is important as it allows cadets and officers to interact with one another in a naval environment.
	Expectations The cadet will be able to visually identify the rank of all members of the corps. Cadets are expected to use proper salutations when dealing with all members of their corps.
TEACHING POINTS	
Teaching Points Block Lists the main points to be taught in the lesson. Lesson plans will include more detailed information on each point.	
CONCLUSION	
Conclusion Block Extra information included for the instructor. Tips, tricks, hints and notes are included here.	
TESTING	
Testing Block Lists the tasks that must be performed before a cadet can request promotion.	

The lesson plan format is presented in Cadet Training Standards. All the required information is labelled so that you should be able to use the Explanation of CTS format (Fig 1-1) to build your lesson plan.

Your first lesson plan should be developed on something that you are familiar with regardless if it is Navy League related or not. It should be easy to present and also must be developed so that someone else could use it in case you are not available to do so.

3. Working with cadets having behaviour issues

In the Pre-Enrollment Package, you were introduced to “Understanding Youth Issues”. In this section, we will talk about how you might work with a cadet who may have one of the issues discussed. **Remember that you are not a professional child behavioral specialist.**

Within the corps, it is fairly easy to correct bullying. We can move the cadet, either one, to a different division which may or may not correct the problem however both parents must be informed of the issues. This should be handled by the Commanding Officer after you have given a detailed description of the problem.

Learning Disabilities can be a challenge. With patience and understanding, we can usually work with the cadet. If the parent wishes to assist during training, ensure that this has been cleared through the Commanding Officer before allowing it. Anyone working directly with cadets **MUST** be screened even if that parent is only working with their own child they may be interacting with others.

If you have cadets who are misbehaving during training you need to comment to all that this cannot be allowed to happen as others are not getting the benefit of the training being presented. If the cadet continues to misbehave, they must be spoken to away from the hearing of other cadets. This shall be done with another officer present.

There is no simple set of rules for handling cadets with behaviour issues. Sometimes it can get beyond you and there is no rule that says you cannot reach out to a more senior Officer for assistance.

Section 4 – Drill (OTS 534)

You will be expected to take charge of people and start giving drill orders. You will have to learn how to give the drill orders in a clear voice that carries as far as required without yelling.

Sometimes the personnel will be mere feet away and at other times may be across the parade deck, however far that might be.

1. Drill at the Halt (refer to OTS 4.1.1)

The drill required will be the same as that learned while completing the Cadet Instructor Package:

- a. the position of attention,
- b. attention to stand at ease,
- c. stand at ease to stand easy, and
- d. stand at ease to attention.

2. Drill on the March (Refer to OTS 4.2.1)

The drill required will be the same as that learned while completing the Cadet Instructor Package:

- a. marching in quick time,
- b. halting from quick march,
- c. mark time from quick march, and
- d. stepping off from quick mark time.

Section 5 – Forms and Manuals (OTS 535)

For a clear copy of the following forms, download a copy from the Navy League Web Site.

1. NL Cadet Corps Request Form

This form is used by the cadet’s requesting assignment within the corps, specialized training and even new parts to uniforms. The specifics of what this is used for is up to each corps.

The sections in red are to be filled in by the cadet and the section in blue by the Divisional Officer.



REQUEST FORM

(All requests shall be passed on to your Divisional Officers through your Divisional Petty Officer)

Last Name Anderson		First Name Stuart	
Rank Leading Cadet		Division Mackenzie	
Request Request to become the Quartermaster			
Signature <i>Stuart Anderson</i>		Date 24-Oct-2020	
Remarks of Divisional Officer LC Anderson has shown great potential towards leadership and his attention to detail has be exceptional. I highly recommend this request			
Signature of Officer <i>William Johnstone</i>		Rank A/SLt(NL)	Date 24-Oct-2020
Forwarded for Action by: <input type="checkbox"/> CO <input type="checkbox"/> XO <input type="checkbox"/> TrgO <input type="checkbox"/> AdminO <input type="checkbox"/> SupO <input type="checkbox"/> Other _____			
Administration Officer Signature _____		Date _____	
Commanding Officer Signature _____		Date _____	

2. NL Cadet Corps Ship's Log

The ship's log is used to document the activities that occur during cadet activities. It is required for normal and special parade nights. It can be used for other activities such as overnights or mass camps. The log is always filled in using a pencil.

One thought is that we keep the ship's log in pencil was to keep our tongues from going blue with the ink when you licked the end trying to think of something sensible to write. However, the reason is much more scientific, you cannot legibly write on a wet piece of paper with a pen but can with a pencil.

If required for more information, use the second page as many times as required.



SHIP'S LOG / CARNET DE BORD



Date 17 Jun 2021 NLCC / CCLN National at / a Ottawa

Activity / Activité: Annual Inspection (Normal / Sports / etc.)

DUTY PERSONNEL / PERSONNEL EN DEVOIR	HOURS HEURES	ROUTINE/SERVICE COURANT	ATTENDANCE/PRESENCE	P R E S E N T	A B S E N T	T O T A L
OOD/OED <u>A/Slt(NL) W Johnstone</u>	<u>1400</u>	<u>Reviewing Officer's party arrives</u>				
POOD/CMED <u>PO2 Smith</u>	<u>1430</u>	<u>Annual Inspection starts</u>				
QM <u>AC Jones</u>	<u>1435</u>	<u>Reviewing party is called</u>				
MESSENGER/MESSAGER <u>AC Sheppard</u>	<u>1436</u>	<u>Reviewing party on dias</u>	CADETS	67	13	80
DUTY WATCH ON / DIVISION EN DEVOIR <u>Mackenzie</u>			OFFICERS / OFFICIERS	5	1	6
PERSONEL ON BOARD / PERSONEL À BORD			CIV INSTR / INST. DE CADETS	4	0	4
<u>Lt(NL) J Anderson</u>			TOG / NOUVEAU MEMBRES	0		
<u>Mid(NL) S Johnstone</u>			SOS / LIBERE	21		
<u>other staff members</u>			TOTAL STRENGTH / EFFECTIF TOTAL	90		
<u>other staff members</u>			ROUNDS / TOURNÉE D'INSPECTION			
<u>other staff members</u>			AT DIVISIONS / AU RASSEMBLEMENT		complete	
<u>other staff members</u>			AT EVENING QUARTERS / AUX QUARTIERS DU SOIR		complete	
<u>other staff members</u>			AT PIPE DOWN / A L'EXTINCTION DES FEUX		complete	
<u>other staff members</u>			BOATS / OUTSIDE EQUIPMENT SECURED BATEAUX / ÉQUIPEMENT EXTÉRIEUR SÉCURISÉS		INITIALS <u>WJ</u>	
<u>other staff members</u>			OOD COMMENTS / COMMENTAIRES OED			
<u>other staff members</u>			<u>No incidents. Hall cleaned. Noticed that</u>			
<u>other staff members</u>			<u>there is a leak in the male heads near</u>			
<u>other staff members</u>			<u>the far sink.</u>			
<u>other staff members</u>						
<u>other staff members</u>						
<u>other staff members</u>						
			ALL CADETS HAVE LEFT THE BUILDING TOUS LES CADETS ONT QUITTÉ LE BÂTIMENT		INITIALS <u>WJ</u>	
<u>Commander Archibald</u>	<u>Mrs Sherry Janson</u>	<u>Parents</u>	LOG APPROVED / APPROBATION DU CARNET DE BORD			
<u>Reviewing Party</u>	<u>Branch Members</u>	<u>Parents</u>	OOD / OED <u>A/Slt(NL) W Johnstone</u>			
<u>Reviewing Party</u>	<u>Branch Members</u>	<u>Parents</u>				
<u>Reviewing Party</u>	<u>Branch Members</u>	<u>Parents</u>	OOD / CMDT <u>Lt(NL) J Anderson</u>			

The example shown is laid out with different colours to designate who fills in each section.

NL Cadet Corps Ship's Log (cont'd)

As the Officer of the Day, you should fill in all the sections shown in red. You may have to get the information from either the Administration Officer or the Training Officer as to who is the Petty Officer of the Day (POOD), the Quartermaster (QM), the Messenger and the Duty Watch Division. You will have to get the information concerning the attendance from the Administration Officer.

It is your duty to conduct rounds (inspection) of the facilities and grounds as detailed by the Commanding Officer's Ship's Standing orders. As the day/night time progresses, you may have to make comments.

Ensure that each section is filled in by the appropriate personnel.

The section in the centre, Hours and Routine, is to be filled in by the Quartermaster (shown in green)

The section for Personnel Aboard is designated for the Officers and Staff of your corps. (shown in purple)

The section for Visitors is designated for any guests/visitors to the corps. (shown in blue)

It is your responsibility to ensure that the log is properly filled out and maintained.

3. NL Incident Report



NAVY LEAGUE INCIDENT REPORT

Report Procedure – Report must be presented as soon as possible after the incident. Please answer all questions in full and submit completed form to your Commanding Officer. Completed forms must be forwarded to Division within 30 days of the incident. A copy of this report should be included in your activity file

PERSONAL DETAILS					
Status: Check One	Cadet <input checked="" type="checkbox"/>	Officer <input type="checkbox"/>	Volunteer <input type="checkbox"/>	Gender: Check One	Male <input checked="" type="checkbox"/> Female <input type="checkbox"/>
Date of Birth: (DD-MMM-YYYY)	22-Jan-2012				
Name:	First: James	Last: Smith			
Home Address:	125 Willy Cres	City:	Toronto	Province:	Ont
Contact Number:	Home: (903) 555-3363	Cell: same	Postal Code:	V9C 2X0	
DETAILS OF INCIDENT					
Please explain circumstance/details: (Use additional paper as required)					
The cadet was playing basketball and the net (which is a free standing one) collapsed pinching his finger on his right hand. He was bandaged up and taken to the emergency clinic. His parents were contacted and meeting at the clinic. A/SLT(NL) William Johnstone accompanied the cadet.					
Location of the Incident:	Cadet hall parking lot		Did the Individual Seek Medical Attention? (Check One)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Incident Date: (DD-MMM-YYYY)	28-Feb-2020		Incident Time:	1:00:00 Approx	
Signature of Parent/Guardian (if applicable)	Print Name	Signature			
WITNESS STATEMENTS (Use additional paper as required)					
Cadets were playing basketball and after a shot on the net, the pole collapsed. LC Smith was standing by it when it did and tried to stop it.					
Signed:	Print Name: William Johnstone	Signature: <i>William Johnstone</i>			
OFFICE USE ONLY					
Approved Activity: (Check One)	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Attach LOI, as required		
Officer in Charge:	Rank: A/SLT(NL)	Print Name: William Johnstone	Signature: <i>William Johnstone</i>		
Branch President (or Representative)	Print Name: Sherry Janson		Signature: <i>Sherry Marie Janson</i>		

NL(339)E – 1 Jun 2020

NL Incident Report (cont'd)

In the unfortunate circumstance that an incident happens, quite often the Officer of the Day is the person that is required to fill out the incident report. This is not always the case however it is best to know how the form should be filled out and which sections are whose responsibility.

This report is only used for incidents involving injury.

The sections in red are the responsibility of the Corps Officer. This may be you!

The section in green is the responsibility of the witness and again it may be you.

The section in blue is the responsibility of the Officer in Charge and yet again it may be you.

The section in orange is the responsibility of the Branch President and that is definitely not you.

4. Navy League Cadet Regulations

Cadet Regulations consist of all of the regulations made with the authority of the National Board of Directors and promulgated through the National Office as directed by the National Cadet Committee.

The National Cadet Committee is responsible for keeping these regulations up to date to reflect current Navy League policies and practices. The National Board of Directors must approve substantive changes.

This manual is the one that is our main document as a Navy League Officer. Within it, there are references to most other documents that pertain to you.

5. Navy League Cadet Dress Regulations

Dress Regulations for Navy League Cadets and Officers are issued to provide members with the policy and instructions for wearing NL Cadet and NL Officer uniforms.

To ensure uniformity and the maintenance of a high standard of dress and deportment, this regulation details policy, authorized items, their method of wear and standards of personal appearance.

6. NL Cadet Drill Manual

This publication provides instructions on procedures for ceremonies involving Navy League Cadets. It also provides direction and establishes uniformity for drill and ceremonial specific to Navy League Cadets. This will allow all NL Cadet Corps to perform in accordance with the customs and finest traditions of the Navy League of Canada.

The aim of drill and ceremonial is to contribute to efficiency and to maintain a high degree of excellence that cadets shall demonstrate during the execution of drill and ceremonial ensuring that the Cadets efficiently march and manoeuvre together as one; and promoting self-discipline, alertness, precision, pride, steadiness and the cohesion necessary for success.