



OE 2.0

Organizational Excellence Program Handbook



National Headquarters, Civil Air Patrol
Maxwell Air Force Base, Alabama

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Preface

This handbook outlines the philosophy and structure of the Organizational Excellence program. Progression in “OE 2.0” is mostly self-paced and intended to take place on-the-job and through self-study. However, in all cases and at all levels, candidates will be guided by a mentor. This handbook guides senior members through that process. Credit for time-in-service, time-in-grade, performance requirements, and rank are retroactive.

Feedback on the contents of this handbook should be directed to NHQ Professional Development (NHQ/PD) at prodev@capnhq.gov.

For the most up-to-date publications and forms, please refer to the forms and publications page at <http://www.capmembers.com>. Before reading further in this handbook, candidates, mentors, and other key members should take a moment now to review the lists of publications and forms on the website.

Please note that many education and training requirements in this handbook are available online at the CAP University website (http://www.capmembers.com/cap_university).

Introduction

Civil Air Patrol is a premier public service organization in America today – saving lives, and shaping lives. We fly more than 90% of the inland search and rescue missions tasked by the Air Force. We fly critical search and rescue, drug reconnaissance and disaster relief missions for the US Air Force, FEMA, law enforcement, and other agencies at the local, state, and national levels. We save, on average, 100 lives per year.

Our members also touch America's youth through both the Cadet Program and Aerospace Education programs, reaching into more than a thousand school districts. Our 23,000-plus cadets learn about Integrity, Excellence, Volunteer Service, and Respect through their own specially-developed curriculums and experiences in the unit, and through their service helping their neighbors through community service projects and in search and rescue missions. Teachers from across the country use our nationally-accredited lesson plans and supplemental materials to instill in their students an appreciation for, and comprehension of, the aerospace environment. Through their efforts, thousands of children are introduced to science and math... made fun.

Integral to Civil Air Patrol maintaining its preeminence in community service is the education and preparation of the unpaid professionals that constitute its membership. As emerging leaders in this endeavor, members entering the Organizational Excellence program will move beyond technical expertise and the quantitative measures of success in leadership. Their task, their challenge, their goal is to add to their skills and also master the qualitative measures of success in leadership.

Transactional and transformational leadership share dedication to mission, Core Values, and CAP's long-standing traditions as the Air Force Auxiliary – the important difference is one of focus. Where the quantitative measure of success is tactical and transactional – measured in terms of response to regulatory necessity, the boss-subordinate relationship, or the bestowment of awards –, the qualitative is strategic and transformative – measured in response to the missions' need, the organization's need, and the success of the unit. This is the purpose of Organizational Excellence 2.0.

Philosophy of OE 2.0

The Organizational Excellence (OE) 2.0 curriculum is designed to empower the organization in helping its members achieve inner growth, better discernment and greater leadership skills, benefiting both individual members and the organization itself. It is oriented towards fostering excellence through mentoring, reward, and peer acceptance. It will validate the living concept that ethics and personal transparency are at the root of CAP's Core Values.

Mentors will be selected on the basis of the mentor's own genuine personal values, embodying what is best in Civil Air Patrol. The Core Values of Integrity, Respect and Excellence are fundamental to the program's overall success, while Volunteer Service will show whether the candidate has taken the other three to

heart. The OE 2.0 opportunity is open to all CAP senior members, offering all a way of attaining personal preparation for servant leadership, volunteer service, and inner growth, to the benefit of all members, the unit and the organization.

Progressing through the OE 2.0 program will take time, but it won't be an impossible goal. Ideally, all eligible CAP members will enter the program, whose studies can have a lasting influence on each candidate, and even change the culture of Civil Air Patrol for the better, promoting Core Values, servant leadership, ethics, and personal responsibility. OE 2.0's ultimate purpose is to develop better leaders at all levels and in all positions, encouraging graduates to become capable managers of member talents, mission requirements, and CAP's physical assets, enabling them to discharge staff duties and lead subordinates successfully and harmoniously.

Personal growth and better leadership skills will be a tangible benefit to all successful candidates, as they apply them at their work and home. Leadership will be taught as a personal duty of guiding and mentoring primacy among peers. These skills will be applicable to a variety of Civil Air Patrol disciplines and life situations, including theory and practice of mission accomplishment, staff work and command responsibilities.

Implementation of OE 2.0

OE 2.0 is CAP's leadership development program to provide its members with the *Knowledge, Skills, and Abilities (KSAs)* required to enable those whom they supervise, lead or command to succeed with their volunteer interests in CAP. OE 2.0 is the tool of choice for Process Improvement, Organizational Management, and Staff Leadership Development (the three pillars of OE). OE 2.0 represents the essential leadership curriculum component, developing the KSAs for all members who wish to fill leadership and staff roles in this premier volunteer organization.

What does this mean? Beyond personal development and individual skills, the OE 2.0 program is designed to be a pathway towards grooming the leadership and enhancing the staff development skill sets that members bring to Civil Air Patrol through their personal, professional, and existing CAP experiences. Rather than replacing Professional Development, it uses CAP's professional development program as a starting point from which to strengthen the necessary skill sets for members wishing to move into staff, leadership, policy-making/shaping, or committee roles. Members entering the OE program want to understand the workings of CAP at its deepest levels, work to improve CAP for its members and those whom CAP serves across the spectrum of services it provides; and personally challenge themselves to attain peak performance as they exercise servant leadership and mentor those placed under them.

OE 2.0 is a program for leaders at all levels, including commanders and those preparing to serve in any leadership position. For instance, a squadron staff officer would train for the management level and would consider progressing to the corporate level if he or she were interested in serving at the wing level.

Do you think this might interest and challenge you?

Chapter 1: Organizational Excellence Program Structure

Organizational Excellence is an optional program that works in conjunction with and in parallel to CAP's Professional Development Program for senior members. As candidates progress through the OE program, they will acquire greater leadership skills, delve into the ethics of leadership, learn more about the inner workings of CAP as an organization, their place within that structure, the challenges and opportunities open to CAP for them to grasp, and their own potential to effect lasting change within the organization.

The candidates' success will be measured by how ethically and effectively they enable others to succeed and use common goals as a gateway to success. This program does not guarantee that everyone will achieve the Executive level. But this program does guarantee that all entering the program will be given the opportunity to go as far as their talent, skills, and determination take them.

The 3 Pillars of OE

The OE program consists of three pillars, each sharing equal weight and emphasis when developing the skill sets required for CAP's future leaders and staff officers.



Staff Leadership Development

As one of the premier member-based organizations in America, CAP is especially dependent on its people's leadership skills. All that we are and do in service to our neighbors and communities hinges on the ability of our members to build relationships with one another and influence one another to solve problems, take on new challenges, build and sustain an ethical culture, and grow. Members must form teams, create a division of labor, balance the needs of their units with those of higher echelons and the national CAP organization, and gain and retain members while successfully accomplishing our three Congressionally mandated missions. They must do this consistently, confidently, and with mutual cooperation and respect. Strong and effective leadership is at the core of making this happen.

There is no substitute for leadership within CAP. Members' ability to influence other members to do what is necessary or move beyond their comfort zones into new tasks is an acquired skill. Leadership has no title or position. It is a skill set composed of, but not limited to, talent, imagination, respect, practice, and knowledge.

As a pillar of the OE program, the development of leadership skills among staff officers and leaders (including commanders), crew members, mentors and teachers is recognized as critical to the success of CAP. This is intuitive, yet until now not so well defined. Members embarking on the OE program can expect a healthy dose of leadership development education beyond what is found in the standard PD program. Emphasis of leadership development in OE centers on the candidates' ability to successfully take on progressively more challenging leadership roles, both formal and informal, assigned and situational, as they move beyond the unit to group, wing, region, and even national-level positions of responsibility.

Organizational Management

Simply stated, organizational management entails all the activities that focus on and combine...

- CAP's missions
- The vision of the commander(s)
- Adherence to the Core Values
- The policy and procedures to accomplish the missions
- The physical resources
- The members

...into programs and events directed to getting the job done and running the CAP Corporation, while fulfilling CAP's role as the Auxiliary of the United States Air Force.

Organizational management takes place at all levels of CAP and within all activities: small group leadership, staff positions, incident commands, geographical commands, disaster relief events, education and training, policy-making, and administration. It is a partnership between members, senior leadership, CAP-USAFAF, and the NHQ staff, united in accomplishing the mission and serving the community, state and nation.

Within the OE context, organizational management refers to acquiring, maintaining, and honing the knowledge, skills, and abilities to effectively combine these often disparate activities and strengthen the partnerships between all parties involved. They will learn how to get everyone and everything moving in the right direction, as well as how to judge how healthy their piece of the organization is.

Process Improvement

Organizational excellence requires members at all levels and with all skills to examine the environment around them with an eye toward improving CAP

operations... from the unit to National HQ, from Cadet Programs to Flight Operations, from the unit classroom to the school library, from the unit commander's office to the corporate boardroom. Process Improvement involves the following steps:

- Examining the internal environment
- Identifying and working to complete the critical tasks at hand
- Managing risk
- Reducing friction and resistance
- Managing change

OE never assumes that a process fails; rather, it recognizes that processes can be modified and improved. Furthermore, it is always focused on improvement of mission accomplishment as well as the development of CAP's members.

The 3 Levels of OE 2.0

In OE 2.0, the number of levels within the program is reduced from the original four to three. In addition, the titles and focus of the three levels have been refined to better define the expectations of the candidates training at each level, as well as provide them with an enhanced set of skills tailored to their level of service within the organization

Management Level

The management level of the OE program brings the candidate to competence for leadership roles at the squadron and group level. These leadership positions are not limited to command or deputy command, but also include committee and selection board chair assignments, committee or board member assignments at the wing level, staff lead duty assignments, team leads and branch directorships in ES, and mentoring junior members at the unit level or at sister units.

While the focus is still primarily a tactical one, candidates training at the Management level are expected to look beyond their unit and fully understand the relationships that exist between the unit, group, and wing. They are expected to think critically about the level, quality, and consistency of their unit's performance in all areas. They are expected to identify, work with their unit to approve, implement, and measure the success of ways to improve unit performance in areas they work in. And, they are expected to help their unit improve their contribution to the group and wing.

Corporate Level

The Corporate level of the OE program brings the candidate to competence for leadership roles at the wing level. Again, these leadership roles are not limited to command, wing vice command, or Chief of Staff roles, but include lead staff assignments, agency liaison roles, wing-level chairmanships, activity directors (such as encampment), incident command, and other areas.

At the Corporate level, the focus is on the operational level of CAP – the place between the policy-making function at the Board of Governor's level, the advisory functions at the CAP Senior Advisory Group (CSAG) and CAP Command Council levels and the implementation of policy at the lower echelons. Candidates at the Corporate level are expected to fully understand CAP policies and procedures and be able to translate those policies and procedures into methods, guidance, and training for the unit level.

They are expected to think critically about the level, quality, and consistency of their wing's performance in all areas. They are expected to identify, work with their wing to approve, implement, and measure the success of ways to improve performance in areas they work in. They are expected to help their wing improve their contribution to the region. Finally, they are expected to recommend policy changes to solve problems or improve mission performance to the governing bodies through their wing commander.

Executive Level

The Executive level of the OE program brings the candidate to competence for leadership roles at the region and national levels. Candidates at this level are expected to acquire a strategic view of Civil Air Patrol. Their task is to command and make wing and region policy, develop and recommend policy as region staff (who may serve on one or more national committees), as national team leads in their own area of expertise, serve as directors of national-level schools and activities, or serve on the CSAG or Command Council.

Candidates at this level are expected to do more than fully understand and translate policy that has already been approved. They are expected to forecast how a proposed policy will affect CAP, how it will impact mission effectiveness, resources, and the relationships between CAP and its customers (USAF, Congress, agencies, local and state governments, the public, and the members). They will be expected to evaluate policy recommendations from the various CAP constituencies and advise the governing bodies on the best way to move ahead.

To do this, candidates must be able to look beyond the interest of unit or wing, and be prepared to focus their efforts on improving Civil Air Patrol as a national entity even if the efforts might not be advantageous to their home wing in the short-term. This is called "The Senator's Dilemma," and while it doesn't happen often, it is a critical measure of the mettle of any member who aspires to region- and national-level service.

Knowledge, Skills, and Abilities

Integral to the OE program is identifying the skill sets required for candidate success at each level. Candidates will be evaluated in great part on their acquisition and demonstration of these skill sets. This is how the OE mentors, committees and their commanders will judge their progress, and their potential for future success.

We refer to these skill sets as Knowledge, Skills, and Abilities, which are usually demonstrated through experience, education, or performance.

Knowledge

Knowledge refers to the “body of information applied to the performance of a function.” Generally, it’s the product of education and training, and speaks to the ability to understand, internalize, synthesize, and apply information in order to complete a task, solve a problem, or analyze a situation.

Skills

Skills refer to the ability to act, to perform a task, and also takes into account the level of competence displayed while performing the given act or task. Usually, it is also the product of education and training, although it may also have a natural aptitude component.

Abilities

Abilities refer to behaviors and talents. These may or may not be learned and speaks to the level of competence that the candidate demonstrates in performing the behavior, such as patience, initiative, stability, curiosity, and so on. Note that these are behaviors, not emotions or personality traits. Abilities, in the context of OE, define the discernment of knowing when to apply the knowledge and skills appropriate to the given circumstance.

Taken together, KSAs should provide a set of expectations for the given level that the OE candidate ought to achieve. Mentors, committees and commanders should use KSAs as their measuring stick. However, meeting the KSAs should be the minimum standard for measuring performance, as other human factors should also be evaluated, such as the ability to get along with peers and subordinates.

Groups and Tools within OE 2.0

The Organizational Excellence program comes complete with its own support and evaluation system, in the form of different groups and tools for candidates and groups to use. These groups are composed of mentors, committees, program managers, and commanders.

Groups

Mentors

OE is not a “do-it-yourself” program. Mentors are absolutely essential to the OE program, because it is through them that the OE candidates will gain counsel, perspective, and guidance as they move through the program.

Mentors are special people willing to take on the roles of coach and teacher. They must be strong, patient, knowledgeable, and personable to the candidate. They must have the highest level of Integrity. In this context, they are not the candidate’s boss (since the candidate’s commander is still the boss). They too have an acquired skill set provided in part by CAPP 50-8, *Civil Air Patrol Mentor’s Guide*, as well as other training provided inside and outside of CAP. More

information on mentors can be found in Chapter 2, under the subhead “Setting up a Mentoring Program.”

Committees

OE Committees are formed at the wing, region, and national levels, and are chaired by the OE Program Manager (described below). Their task is two-fold:

1. Evaluate OE candidates and mentors while advising the commander on whether to grant Management, Corporate, or Executive level status to the candidates (as appropriate).
2. Advise and assist the OE Program Manager with an eye towards strengthening the program. More information on committees may be found in Chapter 2, under the subhead, “Setting up an OE Committee.”

OE Program Manager

OE Program Managers (OEPMs) are at the heart of the program at the wing, region and national levels. They advise the commander on all OE matters, administer the OE program for their echelon, may serve as members of higher-echelon OE committees (recommended), serve as Chair and ex-officio on their echelon’s OE Committee (but will cast the deciding vote should the OE Committee have a tie when voting on candidate recommendations).

While Professional Development and OE should have a strong partnership and the DPDs should serve as advisors or perhaps member on the OEC, the OEPM should not serve concurrently as the Director of Professional Development, for two reasons.

1. There’s simply too much work between the two assignments for one person to handle.
2. While the programs complement each other and are mutually supportive in objectives, they are different programs with different structures, awards, and outcomes.

Commanders

Commanders are ultimately responsible for the quality of their OE programs, and they are the decision-makers when it comes to awarding OE levels. In addition, they appoint the OEPMs and Committee members. Their high level of interest in the program is key to the OE Program’s success.

Tools

OE 2.0 Handbook

This OE 2.0 Handbook (CAPH 50-9) is CAP’s primary reference for administering or participating in the Organizational Excellence program. It contains the OE program’s intent, narrative, structure, resource list, forms, and additional guidance.

CAPP 50-8, *Civil Air Patrol Mentor's Guide*

The Mentor's Guide provides detailed guidance on how to be an effective mentor within Civil Air Patrol.

Forms

FORM 1, Organizational Excellence Candidate Biography

The Form 1, besides being used to apply for admission to the OE program, is the biographical information form for members entering the program for each level, and must be completed before the member becomes an official candidate for an OE level. This form becomes a part of the candidate's application package when it comes time to ask for a rating at the Management, Corporate, or Executive Level. Once a member reaches a level, and a new Form 1 is completed to enter the next training phase, the old Form 1 is discarded.

FORM 1a, Request for Award of Organizational Excellence Program Level

This form does what it says, requests award of a level, and is submitted to the OE Committee along with a copy of the Form 1 for the level as well as the Form 40(s) (described below). The committee evaluates the application package and submits its recommendation along with the package to the commander for final disposition.

FORM 1b, Application for Organizational Excellence Mentor Appointment

This form gives members who are interested in becoming mentors a way to self-nominate. The form asks for information about the prospective mentor's education and experiences inside and outside of Civil Air Patrol, so that the OE Committee and the OEPM can effectively evaluate the applicant and, if selected, match the mentor to the appropriate candidate.

FORM 40, CAP Performance Feedback Form

The Form 40 is the tool used by the mentor to record a candidate's progression through the OE track as well as in the candidate's overall CAP service as seen through the eyes of the mentor. This feedback is critical to the candidate in getting the most out of the OE training process, as well as to the OE Committee's evaluation of the candidate's progress and potential for higher-level service. For the Form 40 to be truly effective, the feedback must be candid, honest, fair, and offered with an eye towards improvement, rather than the identification of failures. This form is part of the package submitted when applying for an OE program level and is returned to the candidate for inclusion into the candidate's personnel record after the candidate is awarded the level.

CAP Professional Development Library Catalog

This publication lists the many DVDs with lesson plans available to CAP educators and OEPMs looking for ways to enhance the leadership/management education of their members. These DVDs and lesson plans are available for temporary loan through NHQ/PD. The catalog can be downloaded from the Resources page at CAP University.

Conclusion

It's time to move on to the details. Chapter 2 will describe the mechanics of setting up an OE Program within the wing, including selection of OEPMs, committees, mentors, and training opportunities. Chapter 3 will describe the KSAs for each of the three levels within the OE Program. Chapter 4 will describe the approval and award process in greater detail. Finally, the forms for use within the OE Program are included as attachments at the end of this document.

Chapter 2: Setting up the Organizational Excellence Program

Organizational Excellence programs are set up at wing, region, and national levels. Groups and squadrons are consumers only, and do not have OEPMs or committees.

- Wing-level programs make recommendations on the approval of Management Level designations to the wing commander and recommend Corporate and Executive Level designation award applications to region.
- Region programs make recommendations on the approval of Management Level designation to the region commander for candidates assigned to Region HQ as well as for wing-level OEPMs and the Corporate Level designations for all candidates assigned within their region.
- The National level program makes recommendations on the approval of Management and Corporate Level designations to the national commander for candidates assigned to any of the National Headquarters units as well as for region-level OEPMs and the Executive Level for all candidates applying for award of the Executive Level designation.

The Organizational Excellence Program Manager (OEPM)

The basic role of OEPMs is to administer the Organizational Excellence program for their commander. This includes administration of program training, chair of the OE Committee (including making recommendations for Committee members to the Commander), coordinating the recruitment, nomination and selection of mentors, and the recruitment of potential OE program candidates.

Wing OE programs with more than 50 members participating as candidates will have an OEPM plus an assistant assigned for each additional 50 enrollees or portion thereof.

Selection

Naturally, wing commanders select the OEPM for the wing level, region commanders select the OEPM for the region level, and the National Commander selects the OEPM for the National level. Selection should be based on the member's integrity, level of professional development achievement within CAP, breadth of knowledge of CAP's programs and missions, ability to work both as a member of a team and as a leader, and the ability to take on and successfully complete multiple tasks within a short period of time.

- Ideally, wing OEPMs will have completed through the Senior level in the old OE program or the Management level in OE 2.0, otherwise must commit to achieving this minimum level of program achievement within 18 months of appointment.
- Region OEPMs should have completed through the Master level in the old OE program or the Corporate level in OE 2.0, otherwise must commit to achieving this minimum level of program achievement within 18 months.

- The National OEPM shall have completed through the Executive level in old OE program, or the Executive level in OE 2.0, otherwise not must commit to achieving this level of program achievement within 24 months.

Responsibilities

Specifically, the OEPMs basic duties are as follows:

- Conduct the administrative program management of OE at their echelon.
- Act as Chair, and ex-officio (normally non-voting) of the echelon's OE Committee.
- Recommend to their commander members for the OE committee (wing level).
- Recruit and recommend to the OE committee mentor nominees.
- Assign candidates to the appropriate level mentor or request a mentor assignment from higher headquarters. Periodically evaluate the quality of the mentoring relationship to ensure that both mentor and candidate are achieving their objectives.
- Recruit members into the OE program as candidates and provide guidance/assistance to candidates as required.
- Provide training opportunities to members within their echelon and provide training and logistical support to the OE program.
- Provide informational and motivational seminars about the OE program during conference and other professional development activities.
- Serve as a member of the OE Committee at the next higher echelon.

The Organizational Excellence Committee (OEC)

Wing, Region, and National Organization Excellence Committees (OECs) will be established to help implement the OE program within their echelon.

Composition

At the wing level, OE Committees will be comprised of four voting members, with the OEPM additionally chairing the committee as the fifth member who is normally non-voting (see exception to this rule in Chapter 4). Region OECs will be composed of the OEPMs of the wing programs within the region (region OEPM is Chair), and the National OEC will be composed of the region OEPMs (national OEPM is Chair).

Wing-level committee members must have completed through the Senior level in the old OE program or the Management level in OE 2.0, otherwise, they must commit to achieving this minimum level of program achievement within 18 months. Since region and national-level committee members are comprised of OEPMs, they will meet the criteria established for OEPMs above.

Responsibilities

The primary responsibilities for the OE Committee include the following:

- Evaluate the OE award applications presented by candidates and recommending to the commander approval/disapproval/endorsement (Wing = Management level, Region = Corporate level, National = Executive level).
- Evaluate OE mentor applications and recommend to the OEPM the level of assignment, if any, of the mentor candidate.
- Recommend, through their OEPM, improvements/enhancements to the OE program through channels for consideration by the national OEC.
- Work with the OEPM to encourage participation in the OE program.

Organizational Excellence Mentors

As described in chapter 1, mentors have an essential role within the OE program. Without them, candidates *will not progress*.

Mentors help candidates (mentees) gather knowledge, develop skills, and hone their ability to lead within the complex living organization that is Civil Air Patrol. They are tasked with coaching, teaching, pushing, and helping their mentees prepare for new challenges. Mentors use their personal experiences, ability to teach, and love for CAP to help candidates succeed.

The wing, region and national OEPMs will assign mentors for candidates training at the Management, Corporate and Executive levels, respectively.

Selection

CAP members (and others) wishing to become mentors within the OE program may self-nominate on a CAPF 1B, *Application for Organizational Excellence Mentor Appointment*, see Attachment 3. This form is designed to furnish OE Committees and OEPMs with a complete picture of the applicant's background, and includes information about the member's education and detailed experience outside of Civil Air Patrol.

More specifically, the mentor for the Management level must have a strong record of successful staff or command experience at least at the squadron and preferably the group level. Mentors for the Corporate level must have a successful record of staff or command experience at least at the wing level and preferably the region level. Finally, the mentor for the Executive level must have a successful record of staff or command experience at the region level and preferably the national level.

The OEC reviews the Form 1b and recommends to the appropriate OEPM whether the member should be assigned as a mentor and, if recommended, designates the level of assignment. If the applicant is approved as a mentor and a level is assigned, the OEPM then carefully matches the mentor with the OE candidate to ensure that the mentor/mentee relationship is professional, amicable, and comfortable. This is a critical step because the key to a good and

productive mentor/mentee relationship is the establishment of trust between mentor and mentee.

Responsibilities

A mentor/mentee relationship is not a command relationship, nor is it a friendship. It's an official guidance and teaching relationship where the mentor helps focus the mentee's learning and personal growth through a series of formal interactions. These can be weekly meetings, lunches, phone calls, seminars, or any combination of these. Specifically, mentor's responsibilities include the following:

- Provide advice, guidance, and assistance to OE candidates as they progress through the OE program level assigned.
- Seek out and solicit Subject Matter Experts (SME) to provide training/educational opportunities to the mentees.
- Plan training exercises and encourage/facilitate enrollment in CAP or other professional development opportunities for the mentees.
- Provide regularly-scheduled and impromptu feedback to the mentees about their performance/progression.
- Serve as a non-judgmental, yet honest sounding board for the mentees so that they can reflect on their experiences while learning.
- Provide feedback to the mentees and the OEC through the use of the CAPF 40, *CAP Performance Feedback Form*, see Attachment 4, as prescribed (see form instructions on the form's reverse side as well as usage guidance in Chapter 3).

Mentors have several tools at their disposal, including CAPP 50-8, *Civil Air Patrol Mentor's Guide*, (their primary reference), *The CAP Professional Development Library Catalog* (order materials from catalog through own OEPM), CAPP 50-7, *Mentoring: Building Our Members*, as well as the many other publications and development opportunities available through CAP.

Squadron Role

The role of the squadron is to encourage involvement in the OE program and use the squadron routine to find opportunities for members to grow. Unit members can participate in OE as candidates, mentors, or nominees for OE Committee assignment.

Key to success is for the squadron's leadership to educate themselves about the OE program to see how:

1. Participation in the program can increase the effectiveness of their unit through their senior members' professional development,
2. The networking that naturally occurs when members seek training and experiences outside of the home unit, and

3. The enthusiasm displayed by candidates as they progress and achieve.

Conclusion

Now that the OE program's administrative structure has been described, it's time to turn to what the prospective candidate wants to know: the prerequisites and procedures for entry into the Organizational Excellence Program and the requirements for progression. This is the subject of the chapter that follows.

Chapter 3: The Three Levels of Organizational Excellence 2.0

OE 2.0 has evolved from a specialty track originally envisioned as having four levels to a leadership training program meant to build members with the requisite leadership education and training, as well as the broadening experiences necessary, for members to cross staff and command boundaries to become more effective leaders as they move CAP into and through the 21st Century.

Potential OE candidates need to understand that progression through this program does not happen overnight. There are minimum time-in-service and time-as-candidate requirements which are designed to pace the candidate's development. As such, while mentees will find the program challenging, the minimum pace set for them is simply a suggested timetable. It would be best to take longer and get more out of the OE program than rush through it. After all, *Excellence* does take time.

Note: See Chapter 4 for information on transferring and translating the old OE specialty track levels into the new OE 2.0 level designations.

Prerequisites to Entering OE 2.0

As in the first generation of OE, there are prerequisites to applying as a candidate in OE 2.0:

- **Be a senior member on the active CAP rolls.**
- **Complete Level II of the Senior Member Professional Development program.**
- **Perform 1 year of successful duty performance in CAP in any senior member duty position outlined in CAPR 20-1, *Organization of Civil Air Patrol*.**
- **Be dedicated to learning, personal growth, and CAP.** The pursuit of excellence is a life-long endeavor.
- **Be courageous.** Not all may complete the OE program through the Executive level, but all will be encouraged to develop to their fullest personal potential.
- **Be self-aware and self-critical.** Recognize the opportunities that present themselves at each level of CAP and find the best fit – not just the “highest fit.”
- **Be approved for initial enrollment by one’s immediate commander**, using the procedures outlined in Chapter 4.
- **Request an OE mentor.** The candidate may suggest a mentor for consideration; however, the mentor must have a successful record of staff or command experience at the squadron level (at a minimum). A higher level of experience is preferable.

Requirements for Completing the Management Level

Following are the *minimum* requirements for completion of the OE 2.0 Management Level. Sole approving authority is the wing commander.

Knowledge:

- 1. Describe to the mentor methods of tactical thinking and planning in the context of a unit staff member or commander.** Description must include concrete examples, as well as a discussion of the role the candidate played in the process in the context of the candidate's actual assignment within the unit. At the end of the training period, the candidate and the mentor will assess the candidate's participation in and contributions to the planning process.
- 2. Describe to the mentor how the candidate would improve the integration/balance of CAP's three mission elements into unit planning and operations.** The discussion will include identification of weak areas, plans for improvement, and specific ideas for maintaining balance. At the end of the training period, the mentor will assess the progress achieved and the candidate's role in that progress.
- 3. Comprehend CAP customs and courtesies.** Demonstrate comprehension by explaining the history and purpose of C&C, as well as perform selected C&C actions as requested by the mentor and vouched for by the candidate's commander.
- 4. Demonstrate proper wear of CAP uniforms.** Explain the purpose and wear of dress and utility uniforms, as well as the use of uniforms as symbols.
- 5. Explain the basic principles of the unit safety program including components, philosophy, and procedures.** Discussion will include Operational Risk Management, safety culture, hazard reporting, prevention techniques, unit-level education and training of cadets and seniors, and identification of areas for, and candidate's suggestions for, improvement of own unit's program. At the end of the training period, the candidate will provide a self-assessment to the mentor about the candidate's role in improving the unit's safety program.
- 6. Synthesize leadership education learned by summarizing another's work.** Read one leadership/management book from CAP's Read to Lead program. Explain to the mentor what the book is about, outline its content, and describe specifically what lessons the candidate expects to use in the candidate's personal CAP leadership development.
- 7. Explain unit financial planning and reporting.** Include description of wing participation.
- 8. Identify all wing regulatory supplements.** Show the mentor where the supplements can be obtained. Explain the process for having a wing supplement approved.
- 9. Ethics and Core Values.** Discuss with the mentor the meaning and value of assigned readings on ethics and the Core Values, as they apply to the candidate and the candidate's environment.

Skills:

1. **Public Speaking:** Demonstrate to the mentor a comprehension of basic public speaking skills, including topic selection, speech preparation, use of verbal and nonverbal cues, and feedback on audience understanding. Candidate will demonstrate to the mentor the candidate's emerging public speaking skills in two ways:
 - Provide a 10-minute speech on a CAP topic of the mentor's choosing, delivered to the mentor and three other members of the candidate's unit. The speech will be informational, not persuasive, and the method will be a prepared manuscript.
 - Provide to the mentor a 60-second "elevator speech" describing CAP in general and the candidate's unit in particular. The mentor will then ask one or two follow-up questions (not known to the candidate in advance) based on that elevator speech. The candidate must answer the questions. In both cases, the candidate will be evaluated on structure, content, confidence, and projection.
2. **Teaching:** Demonstrate basic proficiency in giving a lecture with visual aids to a group of CAP members using pre-prepared materials (such as those for SLS, CLC, UCC, TLC, RSC, the Professional Development Library, ES training tasks, or others). The mentor will approve the lesson to be taught and evaluate the quality of instruction. A live audience will be used.
3. **Mission Application:** Demonstrate to the mentor a personal understanding of the role each of CAP's three missions play in CAP, and specifically in the candidate's unit. Explain to the mentor how the candidate has personally participated in elements of each of CAP's missions. If the candidate has not yet been able to participate, the candidate will present a plan of personal participation to the mentor. Meaningful exposure to all three missions must be completed by the end of the training period.
4. **Inspections:** Demonstrate the ability to use the directives and subordinate unit inspection guidance to identify violations and potential problem areas. Discuss with the mentor the candidate's personal experience with the CAP inspections program (not the complaints program).
5. **Finances:** The candidate will prepare a notional unit budget, to include the generation of revenue as well as a spending plan. The candidate will defend to the mentor the revenue and spending choices. The mentor will act as the "unit commander" for the exercise and will "approve" or "disapprove" the spending plan. Should it be disapproved, the mentor will provide additional guidance to the candidate before the financial plan's resubmission to the mentor.
6. **Regulations:** Demonstrate the ability to clearly explain a CAP regulation to new members in response to given situations. The mentor will assign either new members or will ask experienced members to role-play as "new members." The candidate will explain a minimum of 10 CAP regulations (in whole or in chapter) to the members throughout the training period. The mentor will give the candidate one week to study for each selected regulation, but will not provide the question(s) that the "new members" will ask. Both the member to whom the candidate is making the explanation and the mentor will determine whether the candidate has clearly explained the directive. This will be accomplished throughout the candidate's training period.

7. **Safety:** In conjunction with the unit SE the candidate will take on an active role in implementing a basic safety training program for unit activities (see Management Knowledge requirement #5, above). The candidate's mentor and unit commander must agree on the member's performance.

Abilities:

NOTE: Mentors will evaluate the candidate's development of the abilities outlined below as they observe the candidate's performance throughout the rating period. Some of this will be observed through the candidate's mastery of the knowledge and skills requirements, but it will also be measured through the candidate's overall performance.

1. **Effectively communicate basic concepts orally and in writing.**
2. **Enable others to succeed.** Demonstrate to your mentor specific actions you have taken as manager of a group of volunteers that enabled them to succeed at their assigned tasks. Relate to your mentor specifically how those actions did enable others, whether they succeeded or not. Try to remember what actions others took that have enabled you to succeed in the past and discuss those with your mentor. Discuss with your mentor how leaders must enable others in order for an organization to succeed. Write and retain a brief synopsis paper on your discussions.
3. **Plan and implement a unit activity of at least 8 hours (could be over a series of meetings) encompassing at least half the unit's members.**
4. **Model and mentor others on meeting uniform wear standards at the unit level.**
5. **Relate CAP regulations to given management scenarios.**
6. **Enforce pre-set safety limits when appropriate.**
7. **Identify areas for improvement in given areas.**
8. **Relate finances to unit goals.**
9. **Apply ethics and Core Values to given CAP situations.**

Service Requirements:

1. **Must be a candidate for the Management Level designation for at least 12 months.**
2. **Complete Level III of the Senior Member Professional Development Program.**
3. **Complete the mission service requirement for the Management Level as shown in Attachment 5, *Organizational Excellence Mission Requirements Table*, row 1.**
4. **Complete AEPSM.**

5. **Attend one wing conference.** Candidates will provide a written report to their mentor outlining their experiences, seminars attended (with their thoughts on these seminars), and their idea for a new seminar for the coming year.
6. **At least 1 year of effective command at the squadron level or higher OR a minimum of 2 years' supervisory experience gained outside of CAP** (this experience **MUST** be documented).
7. **At least 2 years of effective command or staff experience at any level of CAP as an active senior member.**
8. **At least 4 years' service as an active senior member.**
9. **Recommendation of the candidate's mentor.**

Requirements for Completing the Corporate Level

Following are the *minimum* requirements for completion of the Corporate Level of OE 2.0. Sole approving authority is the region commander.

Knowledge:

1. **Describe to the mentor methods of operational planning in the context of a wing commander or wing staff member.** Description must include an explanation of the three levels of planning used within CAP (tactical, operational, and strategic), as well as description of how those levels interact. Candidate will provide concrete examples of operational planning taking place within the wing; as well as a discussion of the role the candidate plays in the process in the context of the candidate's actual assignment within the wing. The candidate is expected to comprehend and be able to describe the role of operational planning at the wing level, even if the candidate is assigned to a squadron or group. The candidate is also expected to participate in the operational planning process within the wing. At the end of the training period, the candidate and the mentor will assess the candidate's participation in and contributions to the planning process. If the candidate is a member of region staff, the region will substitute.
2. **Describe to the mentor methods of strategic planning in the context of a wing commander or wing staff member.** Description must include concrete examples and a discussion of the role the candidate plays in the process in the context of the candidate's actual assignment within the wing. The candidate will also fully describe the relationship between policy-making by the BoG, the advisory role of the CSAG and Command Council and strategic planning at the wing level in the context of a wing staff member or the wing commander. At the end of the training period, the candidate and mentor will assess the candidate's participation in and contributions to the planning process.
3. **Synthesize leadership education learned by summarizing another's work.** In agreement with the mentor, the candidate will submit a comprehensive summary of 2 additional books which may be taken from Read to Lead, the USAF Chief of Staff's Professional Reading List, or any other nonfiction title that directly relates to the KSAs being mastered at the Corporate Level. The summaries will use the form of an

Air Force Talking Paper as described in Tongue and Quill. The summaries will contain remarks on the applicability of the referenced work to CAP.

4. **Explain the CAP wing commander's authority.** Explanation must include a discussion of the dual-role the wing commander plays as a corporate officer-policy advising participant in the CAP Command Council and the command authority he or she holds as the commander of a state-wide CAP body. Explanation must include definition of a commander's fiduciary responsibility. Discussion must also include explanation of the "senator's dilemma" in which the wing commander must reconcile the wing's interest with CAP's interests, the importance of the latter, and the issues that can emerge.
5. **Discuss the CAP Constitution and Bylaws (CBL).** Discussion will include the legal foundation of the CBL, its power as a document, what it obligates CAP to do, and the protections that it affords CAP members. Discussion must also include a full description of how the CBL can be changed.
6. **Explain the principles and goals of the wing safety program.** Discussion will include Risk Management, oversight of lower level unit programs, development of education and training programs, development and maintenance of a wing-wide safety culture, trend analysis and its use to enhance the program, and identification of and candidate's suggestions for improvement of the candidate's wing program. At the end of the training period, the candidate will provide a self-assessment to the mentor about the candidate's role in improving the wing safety program.
7. **Describe the Wing Banker program.** Description will include a summary of the program and procedures, as well as explanation of benefits that the wing banker program has in contributing to an unqualified audit. Explanation will further describe the benefits to CAP and the wing of having an unqualified audit.
8. **Demonstrate the basics of Robert's Rules of Order.** Describe the purpose of using Robert's Rules, and briefly describe its process in the context of a meeting. Using a topic, policy, or directive agreed upon by the candidate and mentor, develop a hypothetical item for consideration by the Command Council. Item must use the accepted format and include costs, regulations affected, and supporting documentation.
9. **Understand and practice Ethics and the Core Values.** Describe the need for ethics and briefly describe their applicability in conflict resolution, handling complaints, and dealing with issues affecting higher and lower HQ. Using a topic, policy, or directive agreed upon by the candidate and mentor, develop an approach designed to deal with ethical dilemmas, applying the Core Values. Candidate will defend to the mentor the candidate's chosen solution.

Skills:

1. **Public Speaking:** Demonstrate to the mentor mastery of intermediate public speaking skills, including the use of persuasive arguments, audio/visual aids, and handouts or supplemental materials. The candidate will demonstrate to the mentor the candidate's emerging public speaking skills in two ways:
 - Provide a 30-minute official briefing on a CAP topic agreed to by the candidate and mentor, delivered to the mentor and at least five other members of the

candidate's wing. Briefing will be persuasive in nature, and will include audio/visual aids and at least a 1-page supporting document (this will NOT be a copy or outline of the a/v presentation, meaning a copy of the slides). Candidate will be evaluated on the candidate's ability to use logic and supporting facts to make a persuasive case, but will not be graded on whether the audience is persuaded.

- Provide to the mentor a 50-minute presentation on a CAP topic of the candidate's choosing, suitable for presentation at a wing/region conference or a commander's call. Presentation will be informational in nature, will not be produced as a lesson plan, and won't be counted towards the teaching requirement. Presentation will include an a/v presentation and at least a 1-page handout (not an outline or copy of the slides). Candidate will not be required to speak, only prepare the presentation for review.
2. **Teaching:** Develop a 30-minute lesson, which may be either a lecture or a demonstration/performance, on a topic agreed to by the candidate and mentor. Candidate will research the requirements for developing a lesson using the CAP and USAF methods of instruction, and may use other lesson plans as guides. As part of the preparation, the candidate will explain to the mentor the concepts of cognitive, behavioral, and psychomotor domains of learning. Lesson must be developed as an original work and include at a minimum:
- Lesson title
 - Lesson objective (one cognitive)
 - Desired Learning Outcomes (at least three but not more than four)
 - Outline to include main points (derived from Desired Learning Outcomes) as well as lesson plan (as if intending it to be taught by someone else) and student materials
 - Attention, motivation, and transition to main points, narrative, summary, and conclusion
 - Five or more PowerPoint slides (optional)
 - At least two questions and suggested answers to be asked of students during the presentation

If the lesson is a demonstration/performance, all students must participate in learning/using the skill being taught, and must demonstrate basic proficiency as defined in the lesson plan. The mentor will approve the lesson to be taught, assist the candidate in researching methods of instruction (but not the topic to be taught), and evaluate the quality of instruction. A live audience consisting of at least five students will be used.

3. **Mission Application:** Demonstrate to the mentor a personal comprehension of the integration of CAP's missions at the wing level. Candidate must describe to the mentor the assistance and oversight the wing provides to subordinate units to ensure that units actively participate in each of CAP's missions. Candidate will also provide

to the mentor specific suggestions for improving the wing's support of units in achieving mission balance. At the end of the training period, the mentor will evaluate the candidate's ability to enhance mission balance at the wing and its support to units.

4. Inspections: Demonstrate the ability to use directives and SUI and CI guidance to identify areas for improvement as well as identify exceptional areas to be benchmarked at the wing level. Candidate will demonstrate to the mentor a full understanding of the duties of an augmentee on a CI or SUI team, to include the use of the Staff Assistance Visit (SAV) and previous inspection reports in preparing for inspecting a subordinate unit.

5. Finance: Develop a notional financial plan for a wing encampment. Fin plan should include capital purchases, training, administration, contingency, operations, and maintenance using the guidelines in the CAPR 173-series.

- Assume wing seed money of \$1,000 and a 6-night, 7-day schedule. Students and staff will remain overnight. Fin plan will include registration fee for students/staff (candidate decides what, if anything, staff pays and will decide the student fee).
- Fin plan will include planning down to the third level. This means that if an encampment is planned, expenses/revenue should be broken down into major categories, with sub-expenditures. For example: 2011 Encampment budget: \$20,000, Category: Admin expenses: \$2,000, Expenditures: Office supplies: \$350. Fin plan will be developed on a computerized spreadsheet.
- Candidate will be evaluated on candidate's ability to provide a budget for an encampment meeting the criteria outlined by Cadet Programs as well as the candidate's ability to remain within budget.

6. Regulations: Demonstrate the ability to write a clear and concise wing supplement to a CAP regulation or manual (one that does not already exist within the candidate's wing). Proposed supplement must meet the requirements for wing supplements as outlined in CAPR 5-4, *Publications and Forms Management*. Candidate will write two notional wing supplements for evaluation: one pertaining to the candidate's core specialty and one from a specialty or area with which the candidate is not familiar. While the notional supplements may not be used by the wing, the candidate's mentor will evaluate the supplements for compliance with the provisions outlined in CAPR 5-4 (and the host regulation), as well as for conciseness and clarity. In addition, the candidate will explain to the mentor why the supplements are necessary/desirable to the wing.

7. Safety: The candidate will complete the ORM process for any activity hosted by the wing. The candidate will be evaluated on use of the ORM matrix, completeness of evaluation, and quality of suggestions to mitigate risks while maintaining the integrity of the activity.

8. Ethics and Core Values: The candidate will develop a plan to resolve conflict while identifying ethical problems, individual rights, privacy act issues, unit interests, and the good of Civil Air Patrol. The plan must include ethical considerations and the practical application of Core Values. The candidate will be evaluated on the use of learned ethical teachings and the Core Values, expected outcome of the plan as

proposed, and ability to foresee consequences to the individuals, the unit, higher and lower HQ, and Civil Air Patrol. The candidate will defend the plan to the mentor.

Abilities:

NOTE: Mentors will evaluate the candidate's development of the abilities outlined below as they observe the candidate's performance throughout the rating period. Some of this will be observed through the candidate's mastery of the knowledge and skills requirements, but it will also be measured through the candidate's overall performance.

1. **Clearly and concisely express persuasive arguments orally and in writing.**
2. **Relate strategic wing goals to tactical training needs.**
3. **Communicate common vision to key staff.**
4. **Draft changes to or new regulations to meet changing needs.**
5. **Anticipate safety requirements for changing circumstances.**
6. **Identify links between inspections and performance.**
7. **Practice fiscal and corporate fiduciary responsibility** The fiscal area is management of numbers, budgets, and just doing responsible math with appropriate audits or oversight. The fiduciary responsibility is the duty to act in the best interests of the beneficiary (CAP), such as paying debts on time, not incurring in unreasonable debt, not raising funds under false pretense, and so on.
8. **Solve problems thoughtfully and logically.**
9. **Apply ethical principles and the Core Values in conflict resolution.**

Service Requirements:

1. **Complete Level V of the Senior Member Professional Development Program.**
2. **Attain the Management Level designation in OE 2.0.**
3. **Must be a candidate at the Corporate level for at least 18 months.**
4. **Complete the mission service requirement for the Corporate Level as shown in Attachment 5, *Organizational Excellence Mission Requirements Table*, row 2.**
5. **Complete at least 2 additional years of effective command at the squadron level or higher *OR* a minimum of five total years' supervisory experience gained outside of CAP** (this experience must be documented. In addition, the option of using outside experience for this level is only open to chaplains or legal officers holding office in that position – who are prohibited from holding command).
6. **Complete at least 2 years of successful service as a primary wing or region staff member** (not service as an assistant). This service is in addition to the 2 years outlined for the Management Level designation.

- 7. Serve successfully as an OEPM or member of a wing or region OE Committee for at least 1 year.**
- 8. Observe a Command Council or CSAG business meeting** (either in person or through streaming video) **for at least one full meeting period** (one business day). The candidate will prepare a written report to the mentor outlining the issues discussed and decisions reached, processes used, thoughts on the processes and discussions, and the candidate's overall impression of the event. (Candidate will use the agenda for the meeting which is made public before the meeting as a guide).
- 9. Successfully complete CAP's National Staff College.** No schools will be substituted for this requirement.
- 10. Complete at least 6 years' service as an active senior member.**
- 11. Receive the recommendation of the candidate's mentor.**

Requirements for Completing the Executive Level

Following are the *minimum* requirements for completion of the Executive Level of OE 2.0. Sole approving authority is the national commander.

Knowledge:

- 1. Discuss CAP Mission, Vision, and Long-Term Objectives (LTO).** State to the mentor CAP's mission, vision, and long-term objectives. Explain their relationship to each other and to the development of CAP policy at the national level. Describe how its effects can be felt at the wing and local levels through the **application of BoG policy**. Describe the relationship and responsibilities the echelons (region, wing, group, squadron) have towards implementing the mission, vision, and LTOs.
- 2. Discuss basic USAF doctrine (AFPD 10-13).** Candidates will provide the mentor with a basic definition of "military doctrine," and will briefly explain the basic doctrine of the USAF. The candidate will also discuss CAP's contribution to the USAF's fulfillment of its basic doctrine through CAP's three basic missions. All three CAP missions must be discussed.
- 3. Explain the main Federal statutes affecting CAP.** The candidate may present these to the mentor either orally or in writing. The candidate must include financial oversight, congressional mandates, *posse comitatus*, and other issues and/or aspects proposed by the mentor.
- 4. Express familiarity with the Office of Management and Budget (OMB) circulars and DODGARS regulations affecting CAP.** Demonstrate to the mentor a basic knowledge of the intent and effects of the circulars and DODGARS to the CAP funding process.
- 5. Discuss CAP's Cooperative Agreement with the USAF and the Statement of Work.** Demonstrate to the mentor a full understanding of the intent and effect of these documents. Describe their influence on the LTOs and CAP policy. Defend to

the mentor the position that CAP and the USAF have responsibilities to each other, and define those responsibilities.

6. Synthesize leadership education learned by summarizing another's work. In agreement with the mentor, submit a comprehensive assessment for each of an additional 2 leadership/management books in which the author of the book advocates a given management theory, technique, or approach. Center on answering the question "Do I or do I not agree with the author's theory/approach?" The purpose of this assessment will be for the candidate to present a logical case as to why the candidate agrees or disagrees with the author's premise and argument. The paper will devote a minimum of two but not more than four pages to each assessment. One-inch margins and 12-point font must be used, single-spaced. The assessments will be shared among all Executive-Level candidates.

7. Demonstrate an advanced understanding of Robert's Rules of Order.

Demonstrate to the mentor the ability to apply the following parliamentary procedures: making amendments, using "point of order," choosing methods of balloting, and running the meeting. Ideally, this will be done in a "mock meeting" setting.

8. Demonstrate an advanced understanding of Ethics and the Core Values.

Discuss the Core Values implications in response to a given strategic situation that has the potential for greatly harming Civil Air Patrol at its highest level.

Skills:

1. Public speaking: Demonstrate to the mentor a grasp of advanced public speaking skills, including the ability to speak impromptu for at least 10-minutes on a given subject related to CAP as well as the ability to communicate effectively with a partner in front of a large group. Skills will include the ability to undertake and control a question-and-answer period during the presentation. The candidate will demonstrate to the mentor the candidate's mastery of public speaking in two ways:

- By providing a 10-minute impromptu talk delivered to the mentor and two other members on a topic discussed or learned as part of the OE program. Candidate will not know the topic in advance. Candidate will be evaluated on the candidate's ability to communicate the candidate's idea clearly within the prescribed time, without the use of pre-made a/v aids or handouts.
- By providing a 30-minute extemporaneous, informational speech on a topic agreed to by the candidate, another Executive-level candidate and the mentor.
This speech will be developed as a partnership between two Executive-level candidates and delivered as a team. The speech will contain a/v aids (handouts optional) and will include a question-and-answer period that will not be part of the timed speech. The speech will be given in a formal setting and there will be an audience consisting of at least 15 people (a wing conference seminar would do). It is preferred, though, that the speech be given to an actual (not generated) audience, and that it be delivered to an outside organization or group. The mentor will have at least two questions ready to ask the candidate in the Q&A to begin the questioning. The candidate will be evaluated on all phases of the candidate's preparation, presentation, and audience control skills.

2. **Teaching:** The candidate will mentor another member through the lesson development process on a topic of the candidate's choosing. The candidate must demonstrate to the candidate's own mentor the ability to guide the member through the lesson development process and clearly communicate the candidate's expectations for what the member is to learn. The candidate will be evaluated on (1) the candidate's ability to communicate the candidate's desires without actually doing the member's work for the member as well as (2) the member's evaluation of the candidate's teaching skill.
3. **Mission Application:** Demonstrate to the mentor a comprehensive understanding of the integration of CAP's three missions at the national level. Discuss some of the issues, challenges, and opportunities present today in further bolstering CAP's missions at the national level. Discuss a CAP Executive Leader's role in balancing the need to maintain each of CAP's missions with the urgent real-world requirements that compete for CAP's time and resources.
4. **Inspections:** Demonstrate to the mentor the ability to identify critical national-level program deficiencies, using the IG program as a tool in that identification process. Discuss how the IG program can also be used to monitor the progress of addressing program deficiencies and in monitoring at-risk and high-risk programs. Discuss its impact on policy. Confine the discussion to the national level.
5. **Finance:** Demonstrate to the mentor a full understanding of how to build a 3-year hypothetical national corporate and appropriated fin plan using the materials provided in BoG agenda minutes as guides. This includes a discussion of the likely challenges to implementing a 3-year plan and the development of contingencies for the challenges the candidate identifies. Two or three Executive-level candidates may work together on this assignment.
6. **Regulations:** Demonstrate to the mentor a full understanding of how to use the mission, vision, and LTOs, as well as the Cooperative Agreement and Statement of Work as tools to (1) measure the effectiveness of existing policy as well as (2) develop new policies. Using a previous BoG, CSAG or Command Council agenda, evaluate the policy changes recommended against these documents and explain their relationship to, and impact on, the suggested policy.
7. **Safety:** Demonstrate to the mentor and to the NHQ/SE a full understanding of the relationship between safety metrics/trends and the development of a positive safety culture. Discuss how these can be used to create safe practices and prevent poor safety behaviors/practices rather than reacting to trouble. Develop a national-level safety management and culture plan which the candidate would implement. Mentor will evaluate the plan's quality, use of tools available, suggestions on use of new tools, use of positive versus negative reinforcement, and the plan's practicality. If practical, two or three Executive-level candidates may team up to develop the plan.
8. **Ethics:** Demonstrate to the mentor a full understanding of ethical problems involving a high-level conflict or situation, weighing the needs and rights of the individual, the unit, and Civil Air Patrol. Explain how ethical principles and Core Values can be applied to the resolution, the benefits that would accrue to all parties, the likely consequences of implementation, and the possibility that harm to at least one of the parties might be unavoidable. Justify a solution that does not result in an outcome free of harm to all parties.

Abilities:

NOTE: Mentors will evaluate the candidate's development of the abilities outlined below as they observe the candidate's performance throughout the rating period. Some of this will be observed through the candidate's mastery of the knowledge and skills requirements, but it will also be measured through the candidate's overall performance.

1. Speak persuasively as part of a group.
2. Develop national-level strategic plans and implement them through development of policy.
3. Develop and use inspection programs to promote and achieve desired performance goals.
4. Lead in financial responsibility and accountability.
5. Administer and enforce a broad safety program.
6. Participate in and/or conduct complex multi-agency meetings.
7. Identify, discuss and suggest resolution of a complex situation that could harm National HQ, applying the Core Values; while achieving harmony or at least minimizing harm.

Service Requirements:

1. Attain a Corporate Level designation in OE 2.0.
2. Must be a candidate at the Executive Level for at least 24 months.
3. Complete the mission service requirement for the Executive Level as shown in Attachment 5, *Organizational Excellence Mission Requirements Table*, row 3.
4. Serve successfully for at least 1 year in one of the following positions (command service must be in addition to the service documented for the Corporate Level designation):
 - Wing commander
 - Region Commander
 - Region Vice-Commander
 - Region Chief of Staff
 - DCS for Emergency Services, Cadet Programs, or Aerospace Education. (Document service with an attached job description, chronology of projects in assignment and the recommendation of the region commander.)
 - Region Chaplain or member of the Chaplain Corps Advisory Council.
 - Member of a standing national committee, council, or review board, or service as a national team lead, or service as a member of the CAP Board of Governors, National Cadet Special Activity director, or director of National

Staff College, National Legal Officer College, or Inspector General College.

(This service must have occurred as a senior member and must be documented by official orders published by NHQ).

5. **Region commanders, region vice commanders, and wing commanders MUST have completed the Wing Commanders Course.**
6. **Present at least two briefings on CAP capabilities to a local, state, or federal agency.** The briefing will target specifically CAP's value to the agency solicited. Prior to presentation, a copy of the briefing must be approved by the candidate's mentor and coordinated through the candidate's commander.
7. **Successfully mentor a candidate through to the Management or Corporate Level designation.**
8. **Complete at least 9 years' service as an active senior member.**
9. **Receive the recommendation of the candidate's mentor.**

Additional Developmental Opportunities

Candidates in OE 2.0 should take advantage of additional developmental opportunities beyond the minimum required. These are available within and outside of CAP. Candidates should work with their mentor to discover and complete these developmental opportunities. Just a few suggestions for additional development include:

- **Use the PD Library.** Contains DVDs on a variety of topics and has companion lesson plans. Candidates should use this for additional growth at all levels.
- **Complete the Unit Commanders Course or Training Leaders of Cadets Course.** Even if the candidate doesn't wish to become a unit commander or direct a cadet program or activity, this training will teach a lot about the issues, challenges, and opportunities involved in these endeavors, and the candidate will learn much about how CAP works on the ground (Management)
- **Enrollment in the American Society of Association Executives, or ASAE** (cost applies). ASAE's purpose is to assist in the development of nonprofits' professional staff. Choosing the "Association Professional Staff" level is recommended. ASAE membership includes a subscription to its monthly publication as well as many other benefits (especially useful at the Executive level).
- **Seek approval to visit CAP's National Headquarters and receive briefings from the directors and staff, or visit the National Technology Center** (especially useful at Corporate and Executive levels).
- **Take a college-level course on leadership, management, ethics, finance, or other subject that supports the KSAs in OE 2.0** (useful at any level).

- **Take a FEMA independent study course.** These are available online at <http://www.fema.gov> (useful at any level).
- **Enroll in Squadron Officer School, Air Command and Staff College, or Air War College.** These PME courses provide world-class education on subjects such as communications, leadership, management, and joint-operations. It's also a good way to really learn about our parent organization, the USAF (useful at any level)
- **Enroll and document in participation of leadership developmental education which may be offered in the workplace.** Be prepared to discuss how the lessons learned will be used in CAP.

Specific Guidance for Mentor Use of the Form 40: Performance Feedback

Note: When the candidate and mentor discuss the CAPF 40, *CAP Performance Feedback Form*, requirements as explained below, they should also review the contents of the CAPF 1, *Organizational Excellence Candidate Biography*, see Attachment 1, and the CAPF 1A, *Request for Award of Organizational Excellence Program Level*, see Attachment 2. The CAPFs 40 will be attached to the CAPFs 1a to request approval of applicable level designations and for overall reporting purposes. See Chapter 4 for details.

At the start of the OE Management level training process, wing commanders or OE level mentors will review the contents of the CAPF 40 with the candidate. At the start of the Corporate level, region commanders or OE level mentors are required to do likewise. At the start of the Executive level, the National Commander or the OE track mentor will do likewise. Special emphasis will be placed on the eight strategic performance factors in Part IV of the form. After discussion with the candidate, the mentor will assign an education, training, or duty assignment in each of the eight performance factors. Understandably, these tasks will vary depending on the needs of the candidate's assigned squadron, group (if applicable), wing, region and/or National. **Mentors must provide qualitative comments on each rating given in Sections IV and V. N/As and blank comment lines will not be accepted.**

At the end of every 6-month period of training, and upon completion of each OE level, the mentor will assess the candidate's progress and provide feedback via the CAPF 40. After the initial OE CAPF 40, the mentor is required to complete section "VI Narrative" to document the candidate's progress since the previous review and make suggestions for future goals and recommendations for concentration and/or improvement.

The candidate will not be allowed to progress to a higher level of the OE level until the candidate meets or exceeds all **Knowledge, Skills and Abilities Requirements** as well as the **Service Requirements** specified for the OE level designation the candidate is pursuing. Under normal conditions, no one other than the wing commander can certify a candidate's completion of the Management level. No one other than the region commander can certify a candidate's completion of the Corporate level. No one other than the National Commander can certify completion

of the Executive level. The exception is when a candidate's unit of record is at a higher echelon than the approving authority of the level requested.

Wing commanders will monitor and review all actions concerning candidates in the Management level for compliance and fairness. Any CAPF 40 rated well above or well below the norm will be sent to the region commander for review to ensure fair and equitable treatment and to promote standardization within the program. The region commander will monitor and review all actions for those enrolled in the Corporate level and implement remedial actions if necessary. The National Commander will do likewise for reports submitted at the Executive level.

Each OE CAPF 40 will be filed in the candidate's training file. Upon completion of each level, the member's professional development records (CAPF 45, *Senior Member Master Record*, and the member's National Headquarters personnel/training records) will be updated. Each OE CAPF 40 will be given to the candidate for inclusion in the candidate's personal records. Upon withdrawal from the program, every OE CAPF 40 will be given to the member for inclusion in the member's personal records.

Note on Normal Performance Feedback for Command Positions

For command and staff members at all levels of CAP, there may be performance feedback channels that are used strictly between superiors and subordinates. The Organizational Excellence program is not meant to replace or have access to this feedback.

- The superior/subordinate feedback is separate, specific to an assignment, and execution-based.
- The OE candidate/mentor feedback is forward-looking and training-based.

Chapter 4: Approval and Reporting Process

Candidate progression within the Organizational Excellence program relies on mentor feedback, documentation of achievement of KSAs, and peer review. The final step is the award/declination of award by the responsible commander.

Initial Application to Enter OE Program

Members desiring to enter the Organizational Excellence program must meet all prerequisites and have their commander's approval to enter.

Members who wish to enroll in the OE Program do so by filling out the CAPF 1, *Organizational Excellence Candidate Biography*. This form outlines the member's CAP, personal, and professional experience. The member signs the application and gives it to the member's immediate commander for approval. Once the commander approves the form, it is sent to the wing OEC and the member enters the program as a candidate. Members complete additional Forms 1 when they enter training for the next higher level designation (however, the commander only signs off on initial entry into the program or if the member transfers from one unit to another).

Request and Approval of OE 2.0 Level Designations

Candidates completing the requirements for the Management designation apply for the award on the CAPF 1A, *Request for Award of Organizational Excellence Program Level*. The application package must include:

- The CAPF 1 (should be retained by OEC at time of initial application into the program).
- The CAPF 1A requesting the Award level designation desired.
- The Level Training Checklist (attachments 6-8) for the designation desired.
- All CAPFs 40, *CAP Performance Feedback Form*, completed by the candidate's mentor during the training period (must be at least one completed for every 6 months during the training period).

In addition, the OEC may ask to see any work completed as part of the package. The completed package is routed through the candidate's commander to the candidate's OEC. Typically, this will be the wing OEC (region for region staff, and national for national staff). For example purposes, the wing OEC will be used in the descriptions that follow.

Management Level designation

The wing OEC evaluates the candidate's application package and votes on a recommendation to the wing commander. For a four-member plus a chair committee, the candidate must receive three votes for approval. If the four primary members of the committee are tied, the Wing OEPM (committee chair) casts the deciding vote. If

the Committee recommends disapproval, the OEC will outline areas for improvement for the candidate and mentor to work on before reapplying.

The Committee's recommendation (for or against) is then sent to the wing commander, who makes the final decision. *If the commander acts contrary to the OEC's recommendation, that commander must provide the reasons in writing to the OEC and the candidate.*

If the candidate's application for a Management Level designation is approved, the wing commander forwards a copy of the CAPF 1A (only) to NHQ/PD for processing. Once the Management designation is listed on the member's master record in the database, he or she can automatically begin working on the Corporate designation if desired once the candidate files a new Form 1 with the region OEC.

Corporate Level designation

The region OEC evaluates the candidate's application package and votes on a recommendation to the region commander. For a four-member and one chair committee, the candidate must receive three votes to approve. If the four primary members of the committee are tied, the Region OEPM (committee chair) casts the deciding vote. (The region OEC's recommendation requires a simple majority of 1 vote.)

The Committee's recommendation (for or against endorsement to the region CC) is then sent to the region commander, who makes the final decision concerning endorsement. *If the commander acts contrary to the OEC's recommendation, that commander must provide the reasons in writing to the OEC, the candidate's wing commander, and the candidate.*

If the candidate's application for a Corporate Level designation is approved, the region commander forwards a copy of the CAPF 1A (only) to NHQ/PD for processing. Once the Corporate designation is listed on the member's master record in the database, the candidate can automatically begin working on the Executive designation if desired once the candidate files a new Form 1 with the national OEC.

Executive Level designation

Application for the Executive Level designation is handled similarly to the procedures outlined above. The wing and region follows the process and forwards a recommendation to the National OEC, which recommends approval/disapproval to the National Commander. To recommend a candidate for an Executive Level designation, the national OEC must approve with a simple majority of 1 vote.

The recommendation for approval/disapproval of the Executive Level designation is then forwarded to the National Commander for disposition. *If the National Commander acts contrary to the OEC's recommendation, the National Commander must provide the reasons in writing to the national OEC, the candidate's region and wing commanders, and the candidate.*

If the candidate's application for an Executive Level designation is approved, the national commander forwards a copy of the CAPF 1A (only) to NHQ/PD for processing.

Procedure for re-application for a disapproved designation

If a candidate's application for an OE designation is disapproved, the candidate can reapply after 6 months for the Management Level, and 12 months for either the Corporate Level or the Executive Level. During that time, the mentor should work closely with the candidate to build strength in any identified areas of weakness. Once the waiting period has ended, additional Form 40s will be completed and attached to the original application package, along with a new Form 1a when the candidate and mentor agree that it is time to reapply.

When the candidate reapplies, the application package will be evaluated according to the procedures outlined above.

Translating Ratings under the Old OE Program to OE 2.0

Members who received OE ratings under the old program may transfer their credits as follows.

Management Level Designation

Candidates who have the old OE Technician Rating and who have:

- Complete the *Management Level Mission Performance Requirements* in Attachment 5, row 1.
- At least 1 year of effective command at the squadron level or higher OR a minimum of 2 years' supervisory experience gained outside of CAP (this experience MUST be documented).
- At least 2 years of effective staff or command experience at any level within CAP.
- At least 4 years' service as an active senior member.

Corporate Level Designation

Candidates who have the old OE Master Rating OR who have the OE Senior Rating (to include all the requirements for the old Tech ratings), and who have:

- Completed Level V of the Senior Member Professional Development Program (must include completion of National Staff College).
- At least 2 additional years of effective command at the squadron level or higher OR a minimum of 5 total years' supervisory experience gained outside of CAP (this experience must be documented.)
- Complete 2 years of successful service as a PRIMARY wing or region staff member (NOT service as an assistant). This service is an addition to the 2 years of staff or command experience outlined for the Management Level designation.
- At least 6 years' service as an active senior member.

Executive Level Designation

Only those who have the old Executive Rating will automatically qualify for the new Executive Level designation.

Withdrawal

On occasion, a candidate might wish to withdraw from enrollment in the OE program. Below are the procedures for disenrollment and the conditions for re-enrollment in OE 2.0.

Candidates may withdraw their enrollment in the Organizational Excellence program by submitting a letter through their mentor to the OE Committee. A candidate will automatically be withdrawn if the candidate's membership is allowed to lapse for more than 90 days. However, it will be treated as a voluntary withdrawal for the purpose of allowing re-enrollment. When the mentor receives a request for withdrawal from the candidate, the mentor will complete and submit the Form 40s previously completed, a new Form 40 to show how the candidate has progressed up until the time of withdrawal, as well as the progression checklist for the level designation being pursued. Thus, the candidate won't lose credit for work completed.

Members who withdraw will be allowed to re-enroll after 6 months. There is no other penalty.

Attachment 1**Organizational Excellence Candidate Biography**

1. Application for (select one) <input type="checkbox"/> Management <input type="checkbox"/> Corporate <input type="checkbox"/> Executive Initial Entry into Organizational Excellence (OE) Program			
2. Last Name, First, Middle Initial		3. CAP Grade	4. CAPID
5. Charter Number	6. Unit Name		
7. Member's Address (Include No., St., City, State, Zip) 		8. Telephone (Include Area Code) Cell _____ Home _____ Work _____ E-mail _____	
9. Date Joined CAP	10. Current CAP Duty Assignment		
11. Educational Background <input type="checkbox"/> High School <input type="checkbox"/> Associates Degree <input type="checkbox"/> Undergraduate Degree & Type _____ <input type="checkbox"/> Masters Degree & Type _____ <input type="checkbox"/> Doctorates Degree & Type _____ <input type="checkbox"/> Terminal Degree in Your Field <input type="checkbox"/> Yes <input type="checkbox"/> No Other Professional Designations or Certifications (continue in Remarks section) _____ _____ _____			
12. Organizational Experience Outside CAP (continue in Remarks section) Professional Association <input type="checkbox"/> Fund Raising <input type="checkbox"/> Board Member <input type="checkbox"/> Executive Leadership <input type="checkbox"/> Member Name and Purpose _____ Civic Association <input type="checkbox"/> Fund Raising <input type="checkbox"/> Board Member <input type="checkbox"/> Executive Leadership <input type="checkbox"/> Member Name and Purpose _____ Other Association <input type="checkbox"/> Fund Raising <input type="checkbox"/> Board Member <input type="checkbox"/> Executive Leadership <input type="checkbox"/> Member Name and Purpose _____			
13. Specialties and Rating Completed Specialty _____ Rating _____ _____ _____			
Continue in Remarks Section			
14. Highest CAPR 50-17 PD Level attained. <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV <input type="checkbox"/> Level V			
15. Any fund raising initiatives by you or your organization this reporting period? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, please explain in "Remarks" below.			

CAP FORM 1, JUNE 11 CONTINUED ON REVERSE PREVIOUS EDITION WILL NOT BE USED OPR/ROUTING: PD

16. Remarks (attach additional sheet if necessary)

17. Outline personal and professional goals in CAP after completion of the OE rating applied for (attach additional sheet if necessary)

18. Applicant: I certify that all information contained herein is accurate.

Signature	Date	
Management Level Unit commander approves and forwards CAPF 1 and attachments to Organizational Excellence Committee at the <u>wing</u> level. Wing OEC retains Form 1 through the training process.	Corporate Level Unit commander approves and forwards CAPF 1 and attachments to Organizational Excellence Committee at the <u>region</u> level through the wing OEC. Region OEC retains Form 1 through the training process.	Executive Level Unit commander approves and forwards CAPF 1 and attachments to Organizational Excellence Committee at the <u>National</u> level through the wing and region OEC. National OEC retains Form 1 through the training process.

19. Unit Commander's Action: Approve Disapprove

Remarks (attach separate sheet if necessary)

Grade, Name & Signature

Date

Attachment 2

Request for Award of Organizational Excellence Program Level

1. Request (select one) <input type="checkbox"/> Management <input type="checkbox"/> Corporate <input type="checkbox"/> Executive Level Designation in the Organizational Excellence (OE) Program			
2. Last Name, First, Middle Initial		3. CAP Grade	4. CAPID
5. Charter Number	6. Unit Name		
7. Remarks (Attach all CAPFs 40) Explain completion of: (1) Knowledge, Skills, and Abilities (KSA) Requirements; (2) Reading Requirements; and (3) Service Requirements for the applicable OE level designation applied for. Continue on reverse or attach additional sheet if necessary.			

7. Remarks (Continued) Attach additional sheet if necessary			
8. Candidate and Mentor: All requirements for this level designation have been completed.			
<table border="1"> <tr> <td>Candidate (Grade, Name and Date)</td> <td>Mentor (Grade, Name and Date)</td> </tr> </table>		Candidate (Grade, Name and Date)	Mentor (Grade, Name and Date)
Candidate (Grade, Name and Date)	Mentor (Grade, Name and Date)		
<u>Management Level</u> Forward CAPF 1A and attachments to Organizational Excellence Committee at the <u>wing</u> level. Attach all CAPFs 40.	<u>Corporate Level</u> Forward CAPF 1A and attachments through Wing to Organizational Excellence Committee at the <u>region</u> level. Attach all CAPFs 40.	<u>Executive Level</u> Forward CAPF 1A and attachments through wing and region to Organizational Excellence Committee at the <u>National</u> level. Attach all CAPFs 40.	
9. Recommendation of		Wing OEC: <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Region OEC: <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove
		National OEC: <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	
Grade and Name		Date	
10. Wing Commander's Action:		<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Region Commander's Action: <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove
		National Commander's Action: <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	
Remarks (attach separate sheet if necessary)			
Grade and Name		Date	

Attachment 3

Application for Organizational Excellence Mentor Appointment

1. Last Name, First, Middle Initial		2. CAP Grade	3. CAPID
4. Charter Number	5. Unit Name		
6. Member's Address (Include No., St., City, State, Zip)		7. Telephone (Include Area Code)	
		Cell	
		Home	
		Work	
		E-mail	
8. Application for: (select one or more)			
<input type="checkbox"/> Management Level Mentor (must have successful record as a past or current squadron level or higher commander/staff recommended time in command/staff 36 months [cumulative])			
<input type="checkbox"/> Corporate Level Mentor (must have a successful record of past command/staff performance at wing or region level with a recommended 36 months of cumulative command/staff experience. Wing level command/staff experience required.)			
<input type="checkbox"/> Executive Level Mentor (must have strong record of effective performance in any duty position at wing level or above as listed in CAPM 20-1. Other pertinent positions include members of CAP National Board/CSAG/Command Council, CAP/CC Volunteer Advisors and Team Leaders, and CAP Board/Committee Chairs for a minimum of 12 months (may be served concurrently with command))			
<p>NOTE: To be appointed as an Organizational Excellence Mentor, applicants <i>do not</i> have to be enrolled in, or have any rating in, the Organizational Excellence Specialty Track.</p>			
9. Educational Background			
<input type="checkbox"/> High School <input type="checkbox"/> Associates Degree <input type="checkbox"/> Undergraduate Degree & Type <input type="checkbox"/> Masters Degree & Type <input type="checkbox"/> Doctorates Degree & Type Other Professional Designations or Certifications (Continue in Remarks Section, Block 16)			
10. Date Joined CAP		11. Current CAP Duty Assignment	
12. Highest CAPR 50-17 PD Level attained. <input type="checkbox"/> Level I <input type="checkbox"/> Level II <input type="checkbox"/> Level III <input type="checkbox"/> Level IV <input type="checkbox"/> Level V			
13. Specialties and Rating Completed			
Specialty		Rating	
(Continue in Remarks Section, Block 16)			

CAP FORM 1B, JUN 11 CONTINUED ON REVERSE PREVIOUS EDITIONS WILL NOT BE USED OPR/ROUTING: PD

14. Highest Command or Staff Position Held in CAP				
15. Organizational Experience Outside of CAP (Continue in Remarks Section, Block 16)				
Present or Last Employer	<input type="checkbox"/> Employee	<input type="checkbox"/> Manager	<input type="checkbox"/> Senior Manager	<input type="checkbox"/> Executive
Name and Purpose				
Professional Association	<input type="checkbox"/> Fund Raising	<input type="checkbox"/> Board Member	<input type="checkbox"/> Executive Leadership	<input type="checkbox"/> Member
Name and Purpose				
Civic Association	<input type="checkbox"/> Fund Raising	<input type="checkbox"/> Board Member	<input type="checkbox"/> Executive Leadership	<input type="checkbox"/> Member
Name and Purpose				
16. Remarks (attach additional sheet if necessary)				
17. Please detail any military experience you have (attach additional sheet if necessary)				
18. Why do you want to be a mentor, and what expertise do you bring to the role (attach additional sheet if necessary)				
19. Instructions for submittal: Complete and sign application and send along with any attachments through your chain of command to include OE committee and OEPM endorsements.				
20. Applicant: I certify that all the information contained herein is accurate.				
Grade/Full Name		Date		
21. Unit Commander Grade/Full Name		<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Date
22. Wing Commander Grade/Full Name (Management Level Mentor)		<input type="checkbox"/> Approved	<input type="checkbox"/> Disapproved	Date
23. Region Commander Grade/Full Name (Corporate Level Mentor)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved (NOTE: Refer to Wing for lower level assignment)		Date
24. National Commander Grade/Full Name (Executive Level Mentor)		<input type="checkbox"/> Approved <input type="checkbox"/> Disapproved (NOTE: Refer to Region for lower level assignment)		Date

Attachment 4

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CAP PERFORMANCE FEEDBACK FORM				
I. PERSONAL INFORMATION				
NAME	CAPID	GRADE	UNIT	
II. TYPE. (A) <input type="checkbox"/> INITIAL <input type="checkbox"/> ANNUAL <input type="checkbox"/> SPECIAL (B) <input type="checkbox"/> SELF REVIEW <input type="checkbox"/> SUPERVISOR FEEDBACK				
III. DUTY TITLE				
IV. PERFORMANCE FEEDBACK (Note: blocks checked below indicate how well the officer receiving feedback meets officer giving feedback's performance expectations. Raters MUST provide qualitative comments for each rating.) DOES NOT MEET = Significantly failed to meet expectations; requires immediate corrective action. NEEDS IMPROVEMENT = Performance does not meet some expectations; deficiencies exist that need improvement. MEETS = Meets expectations, satisfactory performance relatively free of deficiencies. EXCEEDS = Exceeds expectations; performance carried out in a superior manner. FAR EXCEEDS = Performance is carried out in a far superior manner and is consistently of exceptional merit.				
1. Job Knowledge. Has knowledge required to perform duties effectively. Strives to improve knowledge. Applies knowledge to handle non-routine situations.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
2. Leadership Skills. Sets and enforces standards. Works well with others. Fosters teamwork. Displays initiative. Self-confident. Motivates subordinates. Has respect and confidence of subordinates and superiors. Fair and consistent in evaluation of subordinates. Complies with safety directives and fosters environment of safety.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
3. Professional Qualities. Exhibits loyalty, discipline, dedication, integrity, honesty, and officership. Adheres to CAP standards. Accepts personal responsibility. Is fair and objective.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
4. Organizational Skills. Plans, coordinates, schedules and uses resources effectively. Meets suspense dates. Schedules work for self and others equitably and effectively. Anticipates and solves problems. Delegates effectively.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
5. Judgment and Decisions. Makes timely and accurate decisions. Emphasizes logic and information input in decision-making. Retains composure in stressful situations. Recognizes opportunities. Adheres to safety requirements. Acts to take advantage of opportunities.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
6. Communications Skills. Listens, speaks, and writes effectively.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
7. Equipment and Resource Management. Ensures accountability for all aircraft, vehicles, communications and computer equipment.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				
8. Financial Management. Has solid understanding of financial management. Ensures fiscal accountability over corporate funds and solvency. Maintains strong financial internal controls and compliance with regulations.				
Comments:	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Meets	<input type="checkbox"/> Exceeds
<input type="checkbox"/> Far Exceeds				

CAP FORM 40, JUN 11 CONTINUED ON REVERSE

PREVIOUS EDITION WILL NOT BE USEDOPR/ROUTING: PD

V. OTHER FEEDBACK (To be completed ONLY by officer receiving feedback)

Communication, Mentoring, and Guidance. The officer giving feedback provides necessary support, information, resources and guidance so duties can be performed effectively. Raters MUST provide qualitative comments for each rating.

Comments: Does Not Meet Needs Improvement Meets Exceeds Far Exceeds

VI. NARRATIVE (since last review)

1. CIVIL AIR PATROL PROFESSIONAL DEVELOPMENT

Comments:

2. ACCOMPLISHMENTS AND SUCCESSES

Comments:

3. STRENGTHS

Comments:

4. SUGGESTED GOALS OR AREAS FOR CONCENTRATION/IMPROVEMENT

Comments:

VII. ADDITIONAL COMMENTS

Comments:

(OFFICER RECEIVING FEEDBACK) SIGNATURE

(OFFICER GIVING FEEDBACK) GRADE/NAME (PRINT)

DATE OF IN-PERSON DISCUSSION

(OFFICER GIVING FEEDBACK) SIGNATURE

HIGHER ECHELON REVIEW (POSITION/INITIALS):

1. _____ 2. _____ 3. _____

PERFORMANCE FEEDBACK PROCESS INSTRUCTIONS

Purpose.

Performance feedback is a private, formal communication one officer uses to tell another officer feedback what is expected regarding duty performance and how well the officer is meeting those expectations. The officer giving feedback documents this feedback on the CAP Performance Feedback Form and uses it as a guide to discuss performance, objectives, standards and behavior. Providing this information contributes to positive communication, improved performance and professional growth.

Responsibilities.

1. The officer receiving feedback will:
 - a. Know when feedback sessions are due.
 - b. Request a feedback session, if needed.
 - c. Notify the officer giving feedback when required or requested feedback did not take place.
 - d. Conduct a self review before meeting with the officer giving feedback. Complete and sign the form documenting this.
 - e. Sign the officer giving feedback's CAP Performance Feedback Form indicating the date the feedback session occurred.
2. The officer giving feedback will:
 - a. Prepare for, schedule, and conduct feedback sessions.
 - b. Stay aware of standards and expectations and consider them when providing feedback to personnel.
 - c. Review the officer receiving feedback's self assessment and comment on those areas that are the same and different. Provide realistic feedback to help improve performance. Realistic feedback includes discussion and detailed written comments on the CAP Performance Feedback Form, not just check marks on the form.
 - d. Provide the original completed and signed feedback form to the officer receiving feedback and sign the officer's self assessment form.
 - e. Document behavior that may result in further administrative follow-up action on other than a CAP Performance Feedback Form.

Guidance for Conducting Feedback Sessions. Feedback sessions should be conducted face-to-face.

EXCEPTION: The officer giving feedback may conduct sessions by telephone only in unusual circumstances where face-to-face sessions are impractical, such as when the officer giving feedback and officer receiving feedback are geographically separated or both officers are unavailable for an in-person meeting. When a telephonic session is conducted, both individuals forward their signed/completed copies of the original CAP Performance Feedback Form to the other officer within 10 calendar days of the feedback session.

Preparing the CAP Performance Feedback Form. The CAP Performance Feedback Form should, as thoroughly as possible, outline the issues discussed during the feedback session; however, it is primarily a guide for conducting the feedback session, not a transcript. Therefore, omission of an issue from the form does not, by itself, constitute proof that the issue was not discussed.

- a. The CAP Performance Feedback Form may be handwritten or typed.
- b. Section I, Personal Information, is self-explanatory. Fill in all required data.
- c. Section II, Type. In the appropriate box, indicate whether the feedback is initial, annual, special; and indicate whether the feedback is a self-assessment or supervisor feedback.
- d. Section III, Duty Title, is self-explanatory.
- e. Section IV, Performance Feedback, covers those qualities and skills required of all personnel. The CAP Performance Feedback Form has a behavior scale within each. The officer giving feedback places a mark on the continuous scale, from "Does Not Meet" to "Far Exceeds," for each behavior that applies (see note). Raters **MUST** provide qualitative comments for each rating.)

NOTE: Since the primary purpose of the initial feedback session is to establish expectations for the upcoming feedback period, the officer giving feedback is not expected to have already developed a clear-cut opinion of an individual's performance by the time the session is conducted. Therefore, the officer giving feedback is not required to place any check marks on the scale in Section IV of the CAP Performance Feedback Form for the initial session.

- f. Section V, Other Feedback, provides space for the officer receiving feedback to provide feedback to the other officer on his/her support.
- g. Section VI, Narrative, provides space for the officer giving feedback to make specific comments regarding professional development, accomplishments, successes and strengths. Additionally, suggested goals and areas for concentration/improvement can be added.

Attachment 5

<i>Organizational Excellence Mission Requirements Table</i>			
<i>OE Designation</i>	<i>Cadet Programs Requirement</i>	<i>Aerospace Education Requirement</i>	<i>Emergency Services Requirement</i>
<i>Row 1</i> Management (complete any two, as in CP and AE, CP and ES, AE and ES)	<p>1. Cadet Programs Technician Rating OR</p> <p>2. Completion of Technician and Senior CP Exams AND completion of the Training Leaders of Cadets Course (TLC)</p>	<p>1. Aerospace Education Technician Rating OR</p> <p>2. Completion of Technician and Senior AE exams AND teaching an AE class at a local unit, during an encampment, or at a local school.</p>	<p>1. ANY Emergency Services related Technician rating (Ops, Stan-Eval, Comm, ES) OR</p> <p>2. Hold a valid mission-related designation (rating beyond GES or trainee status).</p>
<i>Row 2</i> Corporate (complete any two, as in CP and AE, CP and ES, AE and ES) (NOTE: Must have completed requirements for previous OE designation)	<p>1. Cadet Programs Senior Rating OR</p> <p>2. Completion of Master CP Exam AND teaching cadets on any subject at an encampment or wing-level activity (or above) (NOTE: <i>if activity is used to complete the AE requirement at the management level, it may not be used again</i>)</p>	<p>1. Aerospace Education Senior Rating OR</p> <p>2. Completion of AE Master Exam AND successfully completing AEX for Senior Members.</p>	<p>1. ANY Emergency Services related Senior rating (Ops, Stan-Eval, Comm, ES) OR</p> <p>2. Hold two valid mission-related designations (ratings beyond GES or trainee status) and be SET qualified for one.</p>
<i>Row 3</i> Executive (complete any two, as in CP and AE, CP and ES, AE and ES) (NOTE: Must have completed requirements for previous OE designations)	<p>1. Cadet Programs Master Rating OR</p> <p>2. Serving officially on the staff of RCLS, NCSA, or NCC at region or national level in a position where one mentors cadets.</p>	<p>1. Aerospace Education Master Rating OR</p> <p>2. Successfully leading a group through AEX or model rocketry program at any echelon or sponsoring same at a local school.</p>	<p>1. ANY Emergency Services related Master rating (Ops, Stan-Eval, Comm, ES) OR</p> <p>2. Hold three valid mission-related designations (ratings beyond GES or trainee status) and be SET qualified for 2.</p>

Attachment 6

OE 2.0 Management Level Progression Checklist

To be eligible to apply for a Management Level designation in the Organizational Excellence Program, the candidate must be approved accepted into the OE program, be assigned a mentor in accord with Chapter 2, and at a minimum meet the following Knowledge, Skills, Abilities, and Service Requirements (which are described more fully in Chapter 3):

Knowledge Requirements	OJT/Mentor Initials and Date
Describe to the mentor methods of tactical thinking and planning in the context of a unit commander or unit staff member.	
Describe to the mentor how the candidate would improve the integration/balance of CAP's 3 mission elements into unit planning and operations.	
Comprehend CAP customs and courtesies.	
Model and mentor others to meet uniform wear standards at the unit level.	
Explain the basic principles of the unit safety program including components, philosophy, and procedures.	
Synthesize leadership education learned by summarizing another's work.	
Explain unit financial planning and reporting.	
Identify all wing regulatory supplements.	
Skills Requirements	
Public speaking: Candidate will demonstrate basic proficiency as outlined in Chapter 3 for Management.	
Teaching: Candidate will demonstrate basic proficiency as outlined in Chapter 3 for Management.	
Mission Application: as outlined in Chapter 3 for Management.	
Inspections: as outlined in Chapter 3 for Management.	
Finance: Candidate will prepare a notional unit budget, as outlined in Chapter 3 for Management.	
Regulations: Candidate will demonstrate the ability to explain a given regulation to new members as outlined in Chapter 3 for Management.	
Safety: Will implement basic safety training program for unit activities as outlined in Chapter 3 for Management.	
Abilities... demonstrate ability to:	
Communicate effectively orally and in writing.	
Enable others to succeed.	
Plan and implement a unit activity as described.	
Enforce uniform standards at the unit level.	
Relate CAP regulations to given management scenarios.	

Enforce pre-set safety limits when appropriate.	
Identify items for improvement in given areas.	
Relate finances to unit goals.	
Service Requirements	
Be a candidate enrolled in the Management Level training program for at least 12 months.	
Complete Level III of the Senior Member Professional Development Program.	
Complete the Management Level Mission Performance Requirements in Attachment 5, row 1.	
Complete AEPSM.	
Attend one wing conference and provide a written report in accord with Chapter 3 for Management.	
Complete at least 1 year of effective command at the squadron level or higher OR a minimum of 2 years' supervisory experience gained outside of CAP.	
Complete at least 3 years of effective command or staff experience at any level of CAP as an active senior member.	
Complete at least 4 years' service as an active senior member.	
Receive recommendation of the candidate's mentor.	
Form 40 Requirement	
Mentor will complete at least one Form 40 for each 6 month period the candidate is training for this level.	

Once the candidate and mentor complete the requirements on this checklist and agree it's time to apply for the Management Level designation, they will sign off the checklist, and assemble the application package in accord with Chapter 4.

Candidate

Date

OJT Supervisor/Mentor

Date

Attachment 7

OE 2.0 Corporate Level Progression Checklist

To be eligible to apply for a Corporate Level designation in the Organizational Excellence Program, the candidate must have been awarded the Management Level designation, be assigned a mentor in accord with Chapter 2, and at a minimum meet the following Knowledge, Skills, Abilities, and Service Requirements (which are described more fully in Chapter 3):

Knowledge Requirements	OJT/Mentor Initials and Date
Describe to the mentor methods of operational planning in the context of a wing commander or wing staff member.	
Describe to the mentor methods of strategic planning in the context of a wing commander or wing staff member.	
Synthesize leadership education learned by summarizing another's work.	
Explain the wing commander's authority.	
Discuss the CAP Constitution and By-Laws (CBL)	
Explain the principles and goals of the wing safety program.	
Describe the wing Banker program.	
Comprehend the basics of Robert's Rules of Order.	
Skills Requirements	
Public speaking: Candidate will demonstrate intermediate proficiency as outlined in Chapter 3 for Corporate.	
Teaching: Candidate will demonstrate proficiency by preparing a lesson as outlined in Chapter 3 for Corporate.	
Mission Application: as outlined in Chapter 3 for Corporate.	
Inspections: as outlined in Chapter 3 for Corporate.	
Finance: Candidate will prepare a notional financial plan for a wing encampment, as outlined in Chapter 3 for Corporate.	
Regulations: Candidate will write a wing supplement to an existing regulation as outlined in Chapter 3 for Corporate.	
Safety: Candidate will complete the ORM process for any activity hosted by the wing as outlined in Chapter 3 for Corporate.	
Abilities... demonstrate ability to:	
Clearly and concisely express persuasive arguments orally and in writing.	
Relate strategic goals to tactical training needs.	
Communicate common vision to wing staff.	
Draft changes to, or create new regulations to meet changing needs.	
Anticipate safety requirements for changing circumstances.	
Identify links between inspections and performance.	

Practice fiscal and fiduciary responsibility.	
Solve problems thoughtfully and logically.	
Service Requirements	
Be a candidate enrolled in the Corporate Level training program for at least 18 months.	
Complete Level V of the Senior Member Professional Development Program.	
Complete the Corporate Level Mission Performance Requirements in Attachment 5, row 2.	
Attain a Master rating in at least 1 of the 3 primary mission areas.	
Complete at least 2 additional years of effective command at the squadron level or higher OR a minimum of 5 years' supervisory experience gained outside of CAP (Outside experience option is limited to chaplains and legal officers as outlined in Chapter 3).	
Complete at least 2 years of successful service as a primary wing staff member (This service is in addition to the Management level requirement for staff).	
Serve successfully as an OEPM or member of a wing or region OEC for at least 1 year.	
Observe a CSAG or Command Council meeting and prepare a report as outlined in Chapter 3 for Corporate.	
Successfully complete National Staff College.	
Complete at least 6 years' service as an active senior member.	
Receive recommendation of the candidate's mentor.	
Form 40 Requirement	
Mentor will complete at least one Form 40 for each 6 month period the candidate is training for this level.	

Once the candidate and mentor complete the requirements on this checklist and agree it's time to apply for the Corporate Level designation, they will sign off the checklist, and assemble the application package in accord with Chapter 4.

Candidate

Date

OJT Supervisor/Mentor

Date

Attachment 8

OE 2.0 Executive Level Progression Checklist

To be eligible to apply for a Executive Level designation in the Organizational Excellence Program, the candidate must have been awarded the Corporate Level designation, be assigned a mentor in accord with Chapter 2, and at a minimum meet the following Knowledge, Skills, Abilities, and Service Requirements (which are described more fully in Chapter 3):

Knowledge Requirements	OJT/Mentor Initials and Date
Discuss CAP's Mission, Vision, and Long-Term Objectives (LTO).	
Comprehend basic USAF doctrine.	
Synthesize leadership education learned by summarizing another's work.	
Explain the main federal statutes affecting CAP.	
Express familiarity with the OMB circulars and DODGARS regulations affecting CAP.	
Discuss CAP's Cooperative Agreement with the USAF and the Statement of Work.	
Demonstrate an advanced understanding of Robert's Rules of Order.	
Skills Requirements	
Public speaking: Candidate will demonstrate advanced proficiency as outlined in Chapter 3 for Executive.	
Teaching: Candidate will demonstrate proficiency by mentoring another member as outlined in Chapter 3 for Executive.	
Mission Application: as outlined in Chapter 3 for Executive.	
Inspections: as outlined in Chapter 3 for Executive.	
Finance: as outlined in Chapter 3 for Executive.	
Regulations: Candidate will demonstrate a comprehension of how to use given documents to measure existing policy and make new policy as outlined in Chapter 3 for Executive.	
Safety: Candidate will demonstrate a comprehension of the relationship between safety metrics/trends and the development of a positive safety culture as outlined in Chapter 3 for Executive.	
Abilities... demonstrate ability to:	
Speak cogently in front of a group.	
Develop national-level strategic plans and implement them through development of policy.	
Develop and use inspection programs to promote and achieve desired performance goals.	
Lead in financial responsibility and accountability.	
Administer and enforce a broad safety program.	
Participate in/conduct complex multi-agency meetings.	

Service Requirements	
Be a candidate enrolled in the Executive Level training program for at least 24 months.	
Complete the Executive Level Mission Performance Requirements in Attachment 5, row 3.	
Service successfully for at least 1 year in one of the positions <i>specifically outlined</i> in Chapter 3 for this level.	
<i>Complete the Wing Commanders Course (for region commander, region vice-commanders, and wing commanders only).</i>	
Present at least 2 briefings on CAP Capabilities to a local, state, or federal agency.	
Successfully mentor a candidate through to the Management or Corporate level designation.	
Complete at least 9 years' service as an active senior member.	
Receive recommendation of the candidate's mentor.	
Form 40 Requirement	
Mentor will complete at least one Form 40 for each 6 month period the candidate is training for this level.	

Once the candidate and mentor complete the requirements on this checklist and agree it's time to apply for the Executive Level designation, they will sign off the checklist, and assemble the application package in accord with Chapter 4.

Candidate

Date

OJT Supervisor/Mentor

Date

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OE 2.0
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