



# Command Specialty Training Track



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## COMMAND SPECIALTY TRAINING TRACK

**The Command Specialty Training Track is dedicated to General Carl A. "Tooey" Spaatz, the first Chief of Staff of the United States Air Force and Chairman of the Civil Air Patrol National Board (August 1948-April 1959). There is no finer example of an airpower legend, a Civil Air Patrol leader, and a "Commander."**



### B I O G R A P H Y

**Carl A. Spaatz  
General, United States Air Force**

BORN JUNE 28, 1891 IN BOYERTOWN, Pennsylvania, Carl Andrew Spaatz (originally Spatz - he added an "a" in 1937) graduated from the U.S. Military Academy at West Point, New York, in 1914 and was commissioned in the infantry. After a year at Schofield barracks, Hawaii, he entered aviation training in San Diego, California, becoming one of the army's first pilots in 1916 and winning promotion to first lieutenant in June. He advanced to captain in May 1917 and was ordered to France in command of the 31st Aero Squadron. He organized and directed the aviation training school at Issoudon and by the end of the war had managed to get just three weeks' combat duty, during which he shot down three German aircraft. In June 1918 he was promoted to temporary major.

During 1919-1920 he served as assistant air officer for the Western Department; he reverted to captain in February 1920 and received promotion to permanent major in July. Spaatz served as commander of Mather Field, California, in 1920; as commander of Kelly Field, Texas, in 1920-1921; as air officer, VIII Corps, in 1921; as commander of the 1st Pursuit Group of Selfridge Field, Michigan, in 1922-1924; in the office of the chief of the Air Corps in 1925-29; as commander of the 7th Bombardment Group at Rockwell field, California, and subsequently of Rockwell Field in 1929-1931; and as commander of the 1st Bombardment Wing at March Field, California, in 1931-1933. During January 1-7, 1929, Spaatz and Captain Ira C. Eaker established a flight endurance record of 150 hours, 40 minutes, in a Fokker aircraft, the *Question Mark*, over Los Angeles. After two years as chief of the training and operations division in the office of the chief of Air Corps and promotion to lieutenant colonel in September 1935, he entered the Command and General Staff School, Fort Leavenworth, Kansas, graduating in 1936. He was executive officer of the 2nd Wing at Langley Field, Virginia, until 1939 and then again joined the staff of the chief of the Air Corps. After a tour of observation in England in 1940 he was promoted to temporary brigadier general and named to head the

material division of the Air Corps, and in July 1941 he became chief of the air staff under General Henry H. "Hap" Arnold, chief of the (renamed) Army Air Force.



In January 1941 he was appointed chief of the Air Force Combat Command. Later in that year he returned to England to begin planning the American air effort in Europe. In May he became commander of the Eighth Air Force, and in July he was designated commander of U.S. Army Air Forces in Europe. In November he went to North Africa to reorganize the Allied air forces there for General Dwight D. Eisenhower, becoming commander of the Allied Northwest African Air Forces (NWAAF) in February 1943. In March he was promoted to temporary lieutenant general. From March to December 1943, he was also commander of the Twelfth Air Force, a unit of the NWAAF, which took part in both the North Africa and Sicily campaigns. In January 1944 Spaatz was

named commander of the Strategic Air Force in Europe; his command included the Eighth Air Force under General James H. "Jimmy" Doolittle, based in England, and the Fifteenth Air Force under General Nathan F. Twining, based in Italy, and had responsibility for all deep bombing missions against the German homeland. In March 1945 he was promoted to temporary general, and in July, with the war in Europe having ended, he took command of Strategic Air Force in the Pacific. The atomic bombing of Hiroshima and Nagasaki took place under his command.

In March 1946 he succeeded General Arnold as commander in chief of the Army Air Forces, and he became the first chief of staff of the independent air force in September 1947. He held that post until retiring in July 1948 in the rank of general (he had been permanent major general since June 1946). He served subsequently as chairman of the Civil Air Patrol and for a time contributed a column to *Newsweek* magazine. Spaatz died in Washington, D.C., on July 14, 1974, and was interred on the grounds of the U.S. Air Force Academy. He was inducted into the International Aerospace Hall of Fame in 1977.

From *Webster's American Military Biographies*, Merriam Co., 1978. 497p., Carl Spaatz, pp.404-405. Used with permission.

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## Preface

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This study guide outlines the requirements for attaining the Technician, Senior, and Master ratings in the Command Specialty Training track of the Senior Member Education and Training Program. Training in the Command track is mostly self-paced and intended to take place on-the-job and through self-study. However, in all levels trainees will be guided by a mentor. This pamphlet guides senior members through the training process and is designed to help them learn to function effectively as commanders at the squadron, group (if applicable), and wing levels of Civil Air Patrol. Credit for education, training, time in service, time in grade, performance requirements, and rank, are retroactive.

This specialty track is guided by CAPR 40-1, *Senior Member Education and Training Program*. Feedback on the contents of this study guide should be directed to CAP Headquarters Education and Training Division, [prodev@capnhq.gov](mailto:prodev@capnhq.gov).

Attachment 1 to this study guide contains information on accessing all CAP forms and publications. For the most up-to-date publications and forms, refer to the CAP website. Before reading further in this guide, the trainee should take a moment now to review the information in Attachment 1. (To access the publications, see link at [http://www.capmembers.com/forms\\_publications\\_regulations/indexes-regulations-and-manuals-1700/](http://www.capmembers.com/forms_publications_regulations/indexes-regulations-and-manuals-1700/) ).

Please note that many training requirements referenced in this study guide are available on-line at various locations within the CAP website.

## Overview and Trainee Performance Feedback Requirements

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### Overview

Like all of CAP's specialty tracks, the Command Track is divided into three progressive ratings: Technician, Senior, and Master. Accomplishing the requirements for each rating will prepare trainees for subsequent command duties. Successful completion of the Technician level prepares the trainee for command at the squadron or group level (if applicable). Successful completion of the Senior level prepares the trainee for command at the wing level. Successful completion of the Master level certifies the trainee as a "Master Level

Commander" eligible for further executive-level (region or national) command or staff assignments, and continued executive development.

Most often, the Command Track is managed and controlled at the wing level. Please see the matrix below to see the chain of approval for applicants at all levels:

<b>Applicant Chain of Approval for Command Track Enrollment and Mentor Assignment</b>					
<i>Applicant is assigned to:</i>	<i>Squadron/CC Approval</i>	<i>Group/CC Approval (if applicable)</i>	<i>Wing/CC Approval</i>	<i>Region/CC Approval</i>	<i>National/CC or Designee</i>
Squadron	Yes	Yes	Yes	No	No
Group	No	Yes	Yes	No	No
Wing	No	No	Yes (unless the member is the wing commander)	Yes (for wing commanders only)	No
Region	No	No	No	Yes (unless the member is the region commander)	Yes (for region commanders only)
National	No	No	No	No	Yes

Hereafter, for ease of explanation, this pamphlet will assume a wing-level program. Applicants desiring to enroll in the Command Track must request enrollment through their unit commander (and group commander, if applicable) to their wing commander, who will then enter into eServices (Command Specialty Track, "None" level code.) Although no specific format or content is required for the request, applicants are encouraged to include any personal and professional information which would enhance their application and therefore, increase their chances for acceptance. Please note that commanders have limited resources to support this training program and may not be able to accommodate all applicants.

Once accepted, the wing commander will become, or will assign, a Command Track Mentor for trainees. It's important that the commander and the trainee agree on the mentor assigned. The mentor must have a record of successful command experience at least at the squadron or wing level for the Tech and Senior ratings, and a successful record at the wing or region level for the Master rating (see guidance about the mentor program on page 9). Mentors assigned to trainees may come from any organizational level within CAP.

Mentors are encouraged to solicit subject matter experts (SMEs) and on-the-job (OJT) supervisors to help them educate and train the Command Track trainee assigned to them. SMEs and OJT supervisors may come from any organizational level within CAP. The wing commander may personally manage this program, or management may be delegated to the wing Director of Education and Training.

### **CAP Performance Feedback Process (CAP Form 40)**

Progress in the Command Track is assessed, in part, by means of the CAPF 40, *CAP Performance Feedback Form* (see Attachment 2 to this pamphlet). This form is not used solely to assess a trainee's progress in the Command Track, but also to assess the trainee's progress in overall service to the wing and/or region. This form is completed by the trainee's commander with input from the trainee's mentor.

The feedback process between student, mentor and/or commander is critical to the success of developing future leaders for CAP. The process has to be candid and truly measure the student's progress and potential. Mentors and commanders must at all times monitor this process to insure honest and fair feedback that benefits the student's progress.

At the start of the Command Track Technician, Senior or Master levels, the trainee's Command Track mentors will review the contents of the CAPF 40 with the trainee. Special emphasis will be placed on the eight strategic performance factors in Part IV of the form. After discussion with the trainee, the mentor will assign an education, training, or task assignment in each of the eight performance factors. Understandably, these tasks will vary depending on the needs of the trainee's assigned unit, group (if applicable), and wing or region. The trainee's commander approves the tasking assigned by the mentor.

At the end of every 6-month period of training, and upon completion of each Command Track level, the trainee's commander (with mentor input) will assess the trainee's progress and provide feedback via the CAPF 40. In CAPFs 40 subsequent to the first one, the commander is required to complete section "VI Narrative" to document the trainee's progress since the last review and make suggestions for future goals and recommendations for concentration/improvement.

The trainee will not be allowed to progress to a higher level of the Command Track until he or she meets or exceeds all of the ***Knowledge, Training and Performance Requirements*** as well as the ***Service Requirements*** specified for the Command Track level the trainee is pursuing. The unit commander certifies a trainee's completion of the Technician level of training. The group commander (or wing commander if the wing has no groups) certifies a trainee's

completion of the Senior level of training. The wing commander certifies a trainee's completion of the Master level.

Wing commanders will monitor and review all actions for compliance and fairness for those in the Technician and Senior levels. The region commander will monitor and review all actions for those enrolled in the Master level.

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

## **Training Objectives**

Each rating contains Knowledge, Training and Performance Requirements as well as Service Requirements that must be completed in order to attain each successive rating.

### ***Knowledge, Training, and Performance Requirements***

These requirements are derived from self-study, On-the-Job-Training (OJT) experiences, agreement with assigned mentor, and formal education and training courses. In addition to helping the trainee progress in the Command Track, these requirements are designed to supplement a trainee's overall progress in the *CAP Senior Member Education and Training Program* as prescribed by CAPR 40-1.

### ***Service Requirements***

These requirements are objectives which describe what each student is expected to complete through active participation.

## **Guidance for Mentors, Subject Matter Experts (SMEs) and On-The-Job Training (OJT) Supervisors**

The Command Track Mentor is crucial to the success of the Command Track trainee. These senior members, in partnership with the appropriate commander, any assigned SMEs and OJT supervisors,

guide the trainee through the knowledge, performance, and service requirements specified for the rating being pursued.

The wing will, over time, develop a cadre of potential mentors from which the commander will select to assign to the trainees. The trainee may also suggest a mentor for the wing commander's consideration.

### **Responsibilities Specific to the Mentor**

A mentor/trainee relationship is not a command relationship. It's a teaching relationship where the mentor helps focus the trainee'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, the mentor's responsibilities include the following:

- Provide advice, guidance and assistance to Command Track trainees as they progress through the track level assigned.
- Seek out and solicit other experienced commanders to help the trainee.
- Plan training exercises and encourage/facilitate enrollment in CAP or other professional development opportunities for the trainee.
- Provide regularly scheduled and impromptu feedback to the trainee about their performance/progression.
- Serve as a non-judgmental, yet honest sounding board for the trainee so that they can reflect on their experiences while learning.
- Provide critical feedback and positive reinforcement to the trainee.
- Certify to the trainee's commander that the trainee has successfully completed the required items through the use of the training checklists as well as discussion of trainee progression during the commander's evaluation on the CAPF 40.

CAPP 40-7, Mentoring, provides excellent insight into how to be an effective mentor.

## **Documentation and Reporting**

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### **Recording Ratings**

Documentation for command track ratings is initiated by the candidate's immediate commander. Approval authority is vested **through the chain of command** to the wing commander (see below).

<b>Approval Authority for Command Specialty Track Ratings</b>				
<b>Rating</b>	<b>Squadron/CC Approval</b>	<b>Group/CC Approval</b>	<b>Wing/CC Approval</b>	<b>Region/CC Approval</b>
Technician Rating	Yes	Yes	Yes	No
Senior Rating	Yes	Yes	Yes	No
Master Rating	Yes (if candidate is assigned to a squadron)	Yes	Yes	No

Specialty track ratings are recorded locally and in eServices. Locally, the CAPF 45, *Senior Member Master Record*, documents progression through specialty tracks. At the national level, a member's progress is recorded. After a trainee satisfies all requirements for a Command Track Technician level, the unit commander updates the trainee's record in eServices. After a trainee satisfies all requirements for a Command Track Senior level, the group commander (or wing commander if the wing does not use groups) updates the trainee's record in eServices. After a trainee satisfies all requirements for a Command Track Master level, the wing commander updates the trainee's record in eServices.

## **Forms**

Checklists attached to the end of this pamphlet are included for candidates and commanders to use when documenting completion of educational and experiential requirements for the rating desired. These checklists are completed and signed by the trainee, the mentor, and the approving commander(s) involved and retained in the candidate's personnel file. Supporting documents must be submitted (transcripts, graduation certificates, proof of organization membership, etc.) for those requirements not reflected in eServices. The Form 40, mentioned previously, is found in Attachment 2.

## **Prerequisites for Enrolling in the Command Track**

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Before entering into the Command Track several prerequisites must be accomplished:

- Must have been a senior member for at least 1 year AND be a CAP officer.
- Complete Level II of the CAP Senior Member Education & Training Program (See CAPR 40-1).
- Be recommended by the unit commander and accepted by the wing commander.
- Be assigned a mentor by the wing commander. It's important that the commander and the trainee agree on the mentor assigned. The mentor must have a record of successful command experience in accordance with the overview above.

# Achieving the Technician Rating

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## ***Knowledge, Training and Performance Requirements***

- Demonstrate knowledge of CAP customs, courtesies, and proper wear of CAP uniform.
- Complete CAP's Basic Risk Management Course (available in the AXIS LMS).
- Demonstrate knowledge of unit procedures and financial accountability.
- Complete the Squadron Commander's Course.
- Complete the Training Leaders of Cadets Course Basic (TLC).
- Demonstrate the ability to write a USAF-style letter (either a memorandum or business-style) (see CAPR 1-2).
- Maintain successful performance as shown on CAPFs 40.

## ***Reading Lists***

Trainees in the Technician level of the Command Track must become knowledgeable of the publications outlined in the *Required Program Readings* listed below.

*Additional Program Readings* will be assigned by the mentor, with concurrence of the trainee, to familiarize the trainee with areas outside his or her expertise. These readings will be assigned from CAP's Education & Training website.

*Education and Training Program Readings* are assigned by the trainee's mentor to broaden the trainee's approach to leadership and management issues. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP National Commander

Reading List, CAP's Read to Lead program and Air University publication AU-24, *Concepts for Air Force Leadership*.

**Required Program Readings:**

- 1-, 10-, 20-, 35-, 36-, 39-series CAP regulations and 50-series CAP pamphlets.
- AFH 33-337, *Air Force Tongue and Quill*

**Additional Program Readings:** Assigned from CAP's Education and Training website.

**Education and Training Program Readings:** As assigned.

**Service Requirements**

- 2 years total active service as a senior member CAP officer.
- Achieve promotion to the grade of 1<sup>st</sup> Lieutenant or higher.
- Train for at least 12 months for the Technician rating in this track.
- 1 year staff experience at the squadron, group, wing, or region level (service as a deputy commander for seniors or deputy commander for cadets preferred).
- Participation at group and wing level activities including attendance at commander's calls in the wing.
- Attend at least one annual wing, region, or national conference.

# Technician Level Training Checklist

To be eligible to apply for the Technician Rating, the candidate must complete the requirements below. Ratings are awarded by the trainee's wing commander (or higher if not assigned within a wing) in accordance with the Command Specialty Track:

Printed Name and Grade: _____ CAPID: _____ Charter: _____	Mentor's Initials and Date
<b>Knowledge, Training and Performance Requirements:</b>	
Demonstrate knowledge of CAP customs, courtesies, and proper wear of CAP uniform.	
Complete CAP's Basic Risk Management Course.	
Demonstrate knowledge of financial accountability.	
Complete Squadron Commander's Course.	
Complete Training Leaders of Cadets Basic Course.	
Demonstrate the ability to write a USAF-style (memorandum or business – style).	
Maintain successful performance as shown on CAPFs 40.	
<b>Reading Lists:</b>	
Complete required and additional assigned program readings as listed on page 13.	
<b>Service Requirements:</b>	
2 years total active service as a senior member CAP officer.	
Achieve promotion to the grade of 1 <sup>st</sup> Lieutenant or higher.	
Train for at least 12 months for the Technician Rating in this track.	
1 year staff experience at squadron, group, wing or region level (service as deputy for seniors or deputy for cadets preferred).	
Participation at group and wing level activities including attendance at commander's call's in the wing.	
Attend at least one wing, region or national conference.	

Once the trainee and mentor complete the requirements on this checklist and agree it's time to apply for the Technician Rating, they will sign off the checklist, obtain the approval of the squadron commander and wing commander, and the wing commander will log the rating into eServices.

Trainee	Date
Mentor	Date
Squadron Commander	Date
Wing Commander	Date

# Achieving the Senior Rating

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## ***Knowledge, Training, and Performance Requirements***

- Demonstrate comprehension of the three primary mission areas, Aerospace Education, Cadet Programs and Emergency Services.
- Complete Level III of the CAP Education and Training Program.
- Complete the Intermediate Risk Management Training Course, Reporting a Safety Significant Occurrence Course, Reviewing a Safety Significant Occurrence Course, and the Technician Level Safety Exam (available in the AXIS LMS).
- Demonstrate a thorough understanding of CAP's Ethics Regulation (CAPR 1-1).
- Demonstrate an understanding of financial audits, fundraising, and prevention of fraud in financial management.
- Demonstrate an understanding of CAP asset/property management to include prevention of abuse/loss and the operation of Organizational Resource Management System (ORMS).
- Maintain successful performance as shown on CAPFs 40.

## ***Reading Lists***

Trainees in the Senior level of the Command Track need to become knowledgeable of the publications outlined in the *Required Program Readings* listed below.

*Additional Program Readings* will be assigned by the mentor, with concurrence of the trainee, to familiarize the trainee with areas outside his or her expertise. These readings will be assigned from CAP's Education and Training website.

*Education and Training Program Readings* are assigned by the trainee's mentor to broaden the trainee's approach to leadership and management issues. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP National Commander's

reading list, CAP's Read to Lead program and Air University publication AU-24, *Concepts for Air Force Leadership*.

### **Required Program Readings**

- CAPR 173-4, *Fundraising/Donations*
- AFI 10-2702, *Board of Governors of the Civil Air Patrol*.
- CAP *Constitution and By-Laws*.
- CAP *Cooperative Agreement and Statement of Work*.
- CAPP 3, *Guide to CAP Protocol*.
- Regulations; 1-series, 20-series, 36-1&2, 40-1, 60-1, 60-2, 60-series, 70-series, 77-1, 100-series, 160-1, 160-2, 173-series, and 174-1.

**Additional Program Readings:** Assigned from CAP's Education and Training website.

**Education and Training Program Readings:** As assigned.

### **Service Requirements**

- 3 years total active service as a senior member CAP officer.
- Previous designation in the Command Track at the Technician level AND 1 year of command at the squadron level (or higher).
- 3 years command and staff experience at any level within a wing or region.
- 3 years supervisory experience gained within or outside CAP.
- Present a CAP public relations briefing to a non-CAP organization or public entity.
- Serve as an instructor, staff member, or director in one course/activity listed in Attachment 3 to this pamphlet (see Attachment 3 "Instructor, Staff, Director Course/Activity Opportunities").
- Train for at least 12 months for the Senior rating in this track.
- Mentor a new CAP member to at least the Technician level in one of CAP's specialty tracks.

# Senior Level Training Checklist

To be eligible to apply for the Senior Rating, the trainee must complete the requirements below. Designations are awarded by the trainee's wing commander in accordance with the Command Specialty Track:

Printed Name and Grade: \_\_\_\_\_ CAPID: \_\_\_\_\_ Charter: \_\_\_\_\_

<b>Knowledge, Training and Performance Requirements:</b>	<b>Mentor's Initials and Date</b>
Demonstrate comprehension of the three primary mission areas, Aerospace Education, Cadet Programs and Emergency Services	
Complete Level III of the CAP Senior Member Education and Training Program.	
Complete the Intermediate Risk Management Training Course, Reporting a Safety Significant Occurrence Course, Reviewing a Safety Significant	
Demonstrate a thorough understanding of the CAP Ethics Regulation.	
Demonstrate an understanding of financial audits, fundraising and prevention of fraud in financial management.	
Demonstrate an understanding of CAP asset/property management to include prevention of abuse/loss and the operation of ORMS.	
Maintain successful performance as shown on CAPFs 40.	
<b>Reading Lists:</b>	
Complete required and additional assigned program readings listed on page 16 and 17.	
<b>Service Requirements:</b>	
3 years total active service as a senior member CAP officer.	
Previous designation in the Command Track at the Tech level AND 1 year of command at the squadron level.	
3 years command and staff experience at any level within wing or region	
3 years supervisory experience gained within or outside CAP	
Present a public relations briefing to a non-CAP organization or public entity.	
Serve as an instructor, staff member or director in one course/activity listed in Attachment 3 to this pamphlet.	
Train for at least 12 months for the Senior rating of this track.	
Mentor a new member to at least the Technician level in one of CAP's specialty tracks.	

See Reverse to Continue

Once the trainee and mentor complete the requirements on this checklist and agree it's time to apply for the Senior Rating, the mentor will initial the checklist items above and sign below, the trainee's immediate commander will sign off, and send the completed form to their group commander and on to their wing commander for final approval and logging into eServices.

Trainee	Date
Mentor	Date
Squadron Commander	Date
Group Commander (if wing has groups)	Date
Wing Commander	Date

# Achieving the Master Rating

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## ***Knowledge, Training, and Performance Requirements***

- Document your participation in all three of CAP's primary mission areas to your wing commander.
- Demonstrate that you know and thoroughly understand the mission, vision and strategic goals of CAP to include your role in meeting those objectives as found in CAP's Strategic Plan.
- In agreement with your mentor, submit a comprehensive summary of two leadership/management books from CAP's Read to Lead program.
- Attend one additional wing, region or national conference.
- Demonstrate the ability to provide a 10-minute extemporaneous briefing on CAP and the wing's operations, as one would do when briefing a potential customer or new legislator. This briefing may be sourced from CAP or may be constructed by the trainee.
- Complete Level IV of the CAP Education and Training Program.
- Successfully mentor a junior officer through the Technician level of this track.
- Maintain successful performance as shown on CAPFs 40.

## ***Reading Lists***

Trainees in the Master level of the Command Track need to become knowledgeable of the publications outlined in the *Required Program Readings* listed below.

*Additional Program Readings* will be assigned by the mentor, with concurrence of the trainee, to familiarize the trainee with areas outside his or her expertise. These readings will be assigned from CAP's Education and Training website.

*Education and Training Program Readings* are assigned by the trainee's mentor to broaden the trainee's approach to leadership and management issues. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP National Commander's Reading List, CAP's Read to Lead program and Air University publication AU-24, *Concepts for Air Force Leadership*.

## **Required Program Readings**

- AFPD 10-13, *Air Force Doctrine*.
- AFPD 10-27 *Civil Air Patrol*.
- AFI 10-2701 *Organization and Function of the Civil Air Patrol*.
- Civil Air Patrol's Strategic Plan.
- All regulations, manuals, and pamphlets that pertain to asset management to include insurance, funds, equipment, communications, aircraft, vehicles, and facilities (including the *Wing Commander Financial Guide* issued by NHQ CAP/FM).
- *Robert's Rules for Parliamentary Procedure* (*Internet search*).

**Additional Program Readings:** Assigned from CAP's Education and Training website.

**Education and Training Program Readings:** As assigned.

## **Service Requirements**

- 4 years total active service as a senior member CAP officer.
- Previous designation in the Command Track at the Senior level AND 3 years documented experience as a successful commander (can be 2 years in command and 1 year as vice commander) at any echelon (service may be combined between echelons).
- Write and submit an article on any safety topic to their immediate commander for distribution to the unit.
- Train for at least 12 months for the Master rating in this track.

# Master Level Training Checklist

To be eligible to apply for the Master Rating, the trainee must complete the requirements below. Designations are awarded by the trainee's wing commander in accordance with the Command Specialty Track:

Printed Name and Grade: \_\_\_\_\_ CAPID: \_\_\_\_\_ Charter: \_\_\_\_\_

<b>Knowledge, Training and Performance Requirements:</b>	<b>Mentor's Initials and Date</b>
Document participation in all three of CAP's primary mission areas to your commander.	
Demonstrate a thorough understanding of the "Mission, Vision and Long-Term Objectives" of CAP to include your role in meeting those objectives.	
Submit a comprehensive summary or two leadership/management books as outlined on page 20 of this guide.	
Attend one additional wing, region or national conference.	
Demonstrate the ability to provide a 10-minute extemporaneous briefing as outlined on page 20 of this guide.	
Complete Level IV of the CAP Senior Member Education and Training Program.	
Successfully mentor a junior officer through the Technician level of this track.	
Maintain successful performance as shown on CAPFs 40.	
<b>Reading List:</b>	
Complete required and additional assigned program readings listed on page 21.	
<b>Service Requirements:</b>	
4 years total active service as a senior member CAP officer.	
Previous designation in the Command Track at the Senior level AND 3 years documented experience as a successful commander as shown on page 21 of this guide.	
Write and submit an article on any safety topic to their immediate commander for distribution to the unit.	
Train for at least 12 months for the Master Rating in this track.	

See Reverse to Continue

Once the trainee and mentor complete the requirements on this checklist and agree it's time to apply for the Master Rating, the mentor will initial the checklist items above and sign below, the trainee's immediate commander will sign off, and send the completed form to their group commander and on to their wing commander for final approval and logging into eServices.

Trainee	Date
Mentor	Date
Squadron Commander	Date
Wing Commander	Date

# Attachment 1 – CAP Regulations, Manuals, Pamphlets and Forms

For the most up-to-date publications and forms, refer to the CAP website.

*Snapshot of publications web page*

The screenshot shows the CAP Publications website with a red header bar containing the text "INDEXES, REGULATIONS AND MANUALS". Below the header, there is a message about regulations being available for preview. The main content area contains several informational paragraphs and a table of contents. The right sidebar lists various publications like Pamphlets, Standards, Forms, and Interim Change Letters. The left sidebar has a "Publication Library" section with a link to "Indexes, Regulations and Manuals", which is highlighted with a blue arrow. Another blue arrow points from the table of contents to the right sidebar.

**Regulations revised during Publications Reengineering are available on the [Regulations for Preview](#) page for 30 days prior to their effective date.**

*The Publications Reengineering process will cause duplication of regulation numbering until all regulations are rewritten. When duplication occurs, an (I) will follow the old regulation number indicating the number is effective only in the interim.*

Acrobat Reader is required to view online publications. Click the link for a free download of the latest version of [Acrobat Reader](#).

Note: Shaded areas identify new or revised material.

Interim Change Letters are now attached to the front of the related regulation.

Note: Indexes, regulations and manuals are available online only.

Contact the Publication Manager with any questions - [pubs@capnhq.gov](mailto:pubs@capnhq.gov).

Pub	Date	Name	OPR
Index 0-2	7 Nov 18	Numerical Index of CAP Regulations, Manuals and Pamphlets	DA
Index 0-9	1 May 15	Numerical Index of CAP Forms, Test Material, and Certificates	DA
R1-1	15 Mar 12	Ethics Policy	PD
R1-2	7 Nov 16	Publications Management (Replaces CAPR 5-4)	DA

**MEMBERS**

**Publication Library**

- Indexes, Regulations and Manuals
- Pamphlets
- Standards
- Forms
- Interim Change Letters
- Other Publications
- Visual Aids

## Attachment 2 – CAP Form 40: Performance Feedback Form

**CONFIDENTIAL - FOR OFFICIAL CIVIL AIR PATROL USE ONLY. UNAUTHORIZED DISCLOSURE IS PROHIBITED**

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 <b>MUST</b> provide qualitative comments for each rating.)				
<b>DOES NOT MEET</b> = Significantly failed to meet expectations; requires immediate corrective action.				
<b>NEEDS IMPROVEMENT</b> = Performance does not meet some expectations; deficiencies exist that need improvement.				
<b>MEETS</b> = Meets expectations, satisfactory performance relatively free of deficiencies.				
<b>EXCEEDS</b> = Exceeds expectations; performance carried out in a superior manner.				
<b>FAR EXCEEDS</b> = Performance is carried out in a far superior manner and is consistently of exceptional merit.				
1. <b>Job Knowledge.</b> 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. <b>Leadership Skills.</b> 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. <b>Professional Qualities.</b> 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. <b>Organizational Skills.</b> 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. <b>Judgment and Decisions.</b> 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. <b>Communications Skills.</b> 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. <b>Equipment and Resource Management.</b> 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. <b>Financial Management.</b> 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				

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**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 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 40 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. Be aware of standards and expectations and consider them when providing feedback.
  - 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. This 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 3 – Instructor, Staff, Director/Course Activity Opportunities**

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### **MUST HAVE 12 HOURS OF CONTACT TIME\***

- Volunteer University modules/courses
- Squadron Commanders Course
- Wing, Region and National Cadet Courses and Education/Training Activities (includes encampments)
- Wing, Region and National Aerospace Education Courses and Education/Training Activities
- National Emergency Services Academy (NESA) including its subordinate schools (National Ground Search and Rescue School (NGSAR), Incident Command System School (ICSS) formerly Mission Base Staff School (MBSS), and Mission Aircrew School (MAS))
- Aerial Digital Imaging System (ADIS) Operator Training
- Intermediate Incident Command System Training: ICS-300
- Advanced Incident Command System Training: ICS-400
- National Check Pilot Standardization Courses
- Mountain Flying Clinics/Mountain Fury Course
- Pilot Continuation Training
- Critical Incident Stress Management Training
- Individual Crisis Intervention & Peer Support
- Group Crisis Intervention
- Pastoral Crisis Intervention I & II
- Advanced Crisis Intervention
- Community Emergency Response Team (CERT) Training
- Advanced First Aid / First Responder Training
- National Operations Center Augmentee Training
- Chaplain Corps Region Staff College
- Training Leaders of Cadets
- National Legal Officer College
- CAP Inspector General College
- CAP Safety Officer College

**\*Note:** Contact CAP NHQ Education and Training ([prodev@capnhq.gov](mailto:prodev@capnhq.gov)) for other CAP courses and activities that might qualify for instructor/staff/director credit.

## **Attachment 4 – Listing of CAP Specialty Training Tracks**

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### **Publication Title**

- [P40-20](#)      Specialty Track Study Guide - Inspector General
- [P40-40](#)      Education and Training Officer Specialty Track Study Guide
- [P40-80](#)      Chaplain Corps Handbook and Specialty Track Guide
- [P40-110](#)      Historian Specialty Track (Study Guide)
- [P40-160](#)      Safety Officer Specialty Track Study Guide
- [P50-2](#)      Aerospace Education Specialty Track Guide
- [P60-11](#)      Cadet Programs Officer Handbook and Specialty Track Guide
- [P70-3](#)      Emergency Services Specialty Track Guide (replaces P213)
- [P200](#)      Specialty Track Study Guide-Personnel
- [P201](#)      Specialty Track Study Guide-Public Affairs Officer
- [P202](#)      Specialty Track Study Guide-Financial Management
- [P205](#)      Specialty Track Study Guide-Administration
- [P206](#)      Specialty Track Study Guide-Logistics Officer
- [P211](#)      Specialty Track Study Guide-Operations Officer
- [P212](#)      Specialty Track Study Guide-Standardization/Evaluation Officer
- [P214](#)      Specialty Track Study Guide-Communications Officer
- [P219](#)      Specialty Track Study Guide-Legal Officer
- [P222](#)      Specialty Track Study Guide - Command
- [P226](#)      Specialty Track Study Guide-Recruiting and Retention Officer
- [P227](#)      Specialty Track Study Guide-Information Technology Officer

## Attachment 5 – Education and Training Program Progression and Awards Chart

### CAP SENIOR MEMBER EDUCATION AND TRAINING PROGRAM PROGRESSION AND AWARDS

Achievement	Level	Pre-Reqs	Command or Staff Assignment	Education & Training	Specialty Track	Leadership	Activities	Awards
Onboarding	I			Modules				Membership Ribbon
The Learning Phase	II Part 1	Level I		Part 1 Modules	Select Specialty Track, Choose Duty Position, earn Technician Rating in Specialty Track		Earn the Yeager Award	General Benjamin O. Davis, Jr. Award
The Leadership Phase	II Part 2	Level I		Part 2 Modules	Senior Rating in a Specialty Track	Attend two national, region, or wing conferences	Mentor a member through Level I	Grover Loening Aerospace Award
The Senior Leadership Phase	III	Level II	1 Year	Modules	Master Rating in a Specialty Track	Serve on staff in ET or national, region, or wing conference (see Paragraph 9 for details)	Presentation (see Paragraph 9 for details)	Paul E. Garber Award
The Executive Leadership Phase	IV	Level III	2 Years	Modules		Serve on staff in ET or on staff at an activity in 40-1 (see Paragraph 10 for details)	Mentor a member through a Technician Rating in a Specialty Track	Gill Robb Wilson Award