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| **CADET LEADERSHIP FEEDBACK** – *PHASE III*  |
|  |
| CADET’S NAME:       | CAP GRADE:       | INCLUSIVE DATES OF REVIEW:       |
| *FOR INSTRUCTIONS, SEE REVERSE* |
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| CATEGORY | PERFORMANCE GOALS | NEEDSIMPROVEMENT | SATISFACTORY | VERY GOOD | EXCELLENT |
| **1. ATTITUDE** | Conscious of own performance; takes initiative to develop new skills; self-motivated and able to motivate others | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **2. CORE VALUES** | Fair, just, and consistent in dealing with subordinates; exercises good judgment in knowing which matters should be referred up the chain | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **3. COMMUNICATION SKILLS** | Writes and speaks clearly; presents ideas logically; wins through persuasion | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **4. SENSE OF RESPONSIBILITY** | Given an assignment, takes project from beginning to end; develops appropriate goals, plans, standards, and follows through in execution; demonstrates sense of ownership in all assignments | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **5. INTER-PERSONAL SKILLS** | Actively mentors NCOs; resolves conflicts fairly; criticizes constructively; dissents respectfully when disagreeing with superiors | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **6. CRITICAL THINKING** | Thinks in advance and plans ahead to meet the unit’s short-term needs; imaginative and not tied to old ideas | [ ]  | [ ]  | [ ]  | [ ]  |
|  |  |  |  |  |  |
| **7. DELEGATION SKILLS** | Delegates routine tasks effectively and works through NCOs; keeps people informed; makes expectations clear; supervises work of other leaders | [ ]  | [ ]  | [ ]  | [ ]  |
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| **CADET’S PERSPECTIVES** |
| The cadet described why he/she is proud of the following successes in the Cadet Program: |
|       |
| The cadet described how he/she plans to improve his/her leadership skills in the following areas: |
|       |
| **LEADER’S PERSPECTIVES** |
| The leader described why he/she is proud of the cadet for the following successes in the Cadet Program: |
|       |
| The leader described how the cadet can improve his/her leadership skills in the following areas: |
|       |

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| PROMOTION APPROVED | [ ]  | RETAINED IN GRADE | [ ]  | DATE OF NEXT REVIEW, IF RETAINED IN GRADE (WITHIN 6 WEEKS):       |
| EVALUATOR’S SIGNATURE & TITLE      | CADET’S SIGNATURE & DATE      |
| **CAPF 50-3** October 2006 Previous edition (CAPF 50) may be used OPR/ROUTING: CP |

**INSTRUCTIONS**

To develop their leadership skills, cadets need feedback that is **positive**, **constructive**, and **specific**. This form is a tool toward that end.

**INTRODUCTORY GUIDELINES**

Evaluate cadets at least once per phase using the CAPF 50 that corresponds with their phase. Many squadrons find it useful to evaluate cadets as they become eligible for promotion. The categories and performance goals listed on this form are derived from the “Leadership Expectations” outlined in CAPR 52-16. If desired, file the completed form in the cadet’s personnel record after providing him/her with a copy.

**EVALUATORS**

The evaluator should be a senior member, or a cadet officer working under a senior member’s supervision.

**HOW TO COMPLETE THIS FORM**

This form focuses on the leadership expectations for a particular phase in the Cadet Program. Before meeting with the cadet, rate the cadet’s performance in each category by putting an “X” in the appropriate box. Under the “Leader’s Perspective” section, include comments to help support the ratings. Comments can be in the form of sentences, phrases, or a simple outline.

**GUIDELINES FOR RATING CADETS’ PERFORMANCE**

*Excellent:* Routinely meets all goals; performance sets a great example for fellow cadets

*Very Good:* Meets most goals most of the time

*Satisfactory:* Meets most goals; performance may be inconsistent or slightly off, but is acceptable

*Needs Improvement:* Does not meet most goals; this category requires the cadet’s and leader’s attention

**HOW TO PROVIDE CADETS WITH FEEDBACK – SUGGESTED PROCEDURE**

1. Meet in a location that offers some privacy, but avoid situations that place a senior and cadet alone together.

2. Have the cadet formally report to the officer(s) who will be providing the feedback.

3. Put the cadet at ease so he/she may focus on the officers’ constructive comments. If using this form in conjunction with a promotion board, state whether the cadet will be promoted or not. Encourage the cadet to share his/her own comments and ask questions.

4. Ask the cadet to describe some recent successes he/she has had in the Cadet Program. Why does he/she exemplify good leadership? Challenge the cadet to think about his/her leadership performance.

5. Ask the cadet to describe some leadership skills he/she is trying to improve. What steps is he/she taking to improve in these areas? Again, challenge the cadet to think critically and be specific.

6. Review the ratings in the top portion of the form. For each item, provide constructive and positive feedback.

7. Identify some of the cadet’s recent successes. Let the cadet know what he/she is doing well.

8. Identify 2 or 3 leadership skills that the cadet should focus on. Give specific suggestions on what he/she should do to improve in those areas, but do not overwhelm him/her with feedback.

9. Congratulate the cadet for his/her efforts and encourage him/her to remain active in CAP. If retaining the cadet in grade, set a date for a subsequent review. Be sure to re-enforce the positive.

10. Dismiss the cadet and return his/her salute.

**FINAL THOUGHT**

Remember, this form is a tool for helping cadets improve their leadership skills. Have a positive and optimistic attitude when offering cadets feedback.

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