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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.) 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			

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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. MUST INCLUDE COMMENTS.	
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	
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 (<i>PRINT</i>)
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).

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.