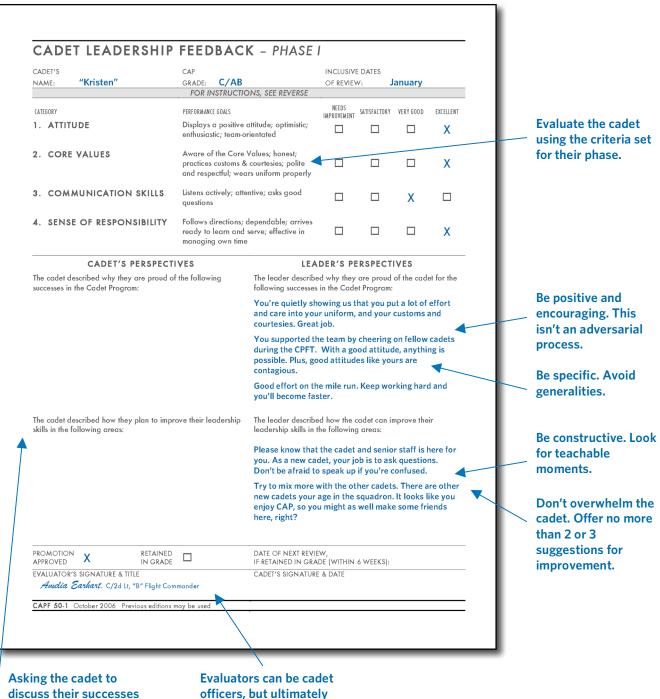
LEADERSHIP FEEDBACK

Sample CAPF 60-90 for "Kristen"



discuss their successes and what they're working on helps them develop a habit of thinking critically about their development as a leader. Evaluators can be cade officers, but ultimately the unit commander is responsible for providing feedback.

LEADERSHIP FEEDBACK

Sample CAPF 60-90 for "Dylan"

CADET'S		CAP		INCLUSIVE DATES			
NAME: "Dylan	n 	GRADE: C/TSg FOR INSTRUCTIO	g t ONS, SEE REVERSE	OF REVIEW	∕: <mark>Janu</mark>	ary - Fel	oruary
CATEGORY		PERFORMANCE GOALS		NEEDS IMPROVEMENT	SATISFACTORY	VERY GOOD	EXCELLENT
1. ATTITUDE		Maintains a positive attitude and encourages good attitudes in others; does not flaunt rank or authority				x	
2. CORE VALUES		Displays a commitment to the Core Values; promotes team spirit, professionalism, and good sportsmanship as a team leader					x
3. COMMUNICATION SKILLS		Proficient in informal public speaking (ie: in giving directions to and training junior cadets)				Х	
4. SENSE OF RESPONSIBILITY		Enforces standards; trustworthy in super- vising a small team and leading them in fulfillment of a series of simple tasks; given a plan, is able to carry it out					x
5. INTER-PERSONAL SKILLS		Guides and coaches junior cadets; recognizes when junior cadets need help; leads by example; is not a "boss"		Х			
CAD	ET'S PERSPECT	VES	LEA	DER'S PE	RSPECT	IVES	
The cadet described why they are proud of the following successes in the Cadet Program:			The leader described why they are proud of the cadet for the following successes in the Cadet Program:				
			 Superb profession your uniform and try you have tremendou 	hard in all yo			
			2. You take your fli the flight performs in				
			You listen well to your superiors. This is a <u>huge strength</u> because it'll help you grow as a leader.				
The cadet described how they plan to improve their leadership skills in the following areas:			The leader described how the cadet can improve their leadership skills in the following areas:				
Ŭ			1. You've been telli standards." They've other ways to influer	mostly ignor	ed your dem	ands. Are t	there

 PROMOTION
 RETAINED
 X
 DATE OF NEXT REVIEW, IF RETAINED IN GRADE (WITHIN 6 WEEKS): (30 DAYS)

 EVALUATOR'S SIGNATURE & TITLE
 CADET'S SIGNATURE & DATE

 Maria
 Sauchez, C/Capt, Cadet Commander

 CAPF 50-2
 October 2006
 Preyrous editions may be used
 The high ratings in "Responsibility" and "Core Values" above are supported in the comments here.

Comments here point back to the rating in "Inter-Personal Skills" and the performance goals of that category.

When retaining a cadet in grade, it's important to provide comments that have enough detail so the cadet can understand what they can do to improve in that area. These written comments should be expanded upon during the in-person feedback meeting.

This cadet is being retained in grade. The evaluator / mentor should state that fact at the beginning of the feedback meeting. Such an approach allows the cadet to focus on the mentor's comments, vs. wondering if they are to be promoted or not. This young cadet is still learning how to make the adjustment from a Phase I airman to a Phase II NCO. Perhaps he'll be very upset at being retained in grade now, but later he'll look back at this moment and see it as a good thing. Cadets do not want to merely collect award certificates; they want to become leaders who are capable in reality. Assure the cadet that they won't be held back indefinitely.