

# Organizational Excellence

## Specialty Track Study Guide



NATIONAL HEADQUARTERS CIVIL AIR PATROL  
Maxwell Air Force Base, Alabama

## ORGANIZATIONAL EXCELLENCE SPECIALTY TRACK

The Organizational Excellence specialty track is dedicated to General Carl A. "Tooley" 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, Civil Air Patrol leader, staff officer, and 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, 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.

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"Jingshen is the Mandarin word for spirit and vivacity. It is an important word for those who would lead, because above all things, spirit and vivacity set effective organizations apart from those that will decline and die."

**James L. Hayes**, *Memos for Management: Leadership, 1983*

## Preface

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This study guide outlines the requirements for attaining the four achievement levels of the Organizational Excellence (OE) specialty track: Technician, Senior, Master, and Executive. Training in the “Organizational Excellence track” is mostly self-paced and intended to take place on-the-job and through self-study. However, in all levels you will be guided by a mentor. This pamphlet guides senior members through that training process and is designed to help them learn to function effectively as Organizational Excellence officers at all organizational 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 governed by CAPR 50-17, *Senior Member Professional Development Program*. Feedback on the contents of this study guide should be directed to CAP Headquarters Professional Development Division, [prodev@capnhq.gov](mailto:prodev@capnhq.gov).

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 lists of publications and forms on the website

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

## Prerequisites for Enrolling in the OE Track

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Be dedicated. The OE track is a demanding life-long endeavor.

Be courageous. Few will complete the OE track through the Executive level, but all should be encouraged to develop to their own potential.

Be self-aware and self-critical. Recognize the opportunities presenting themselves at each level of CAP, and find the best fit – not the “highest fit.”

Complete Level I of the Senior Member Professional Development Program (CAPR 50-17).

Perform 1 year of successful duty performance in CAP in any duty position outlined in CAPR 20-1, *Organization of Civil Air Patrol*.

Be recommended for enrollment by one's immediate commander (or wing, region or National Commander) and selected by the CAP Wing Organizational Excellence Committee (OEC).

Be assigned an OE track mentor. The student may suggest a mentor for consideration; however, the mentor must have a record of successful command or staff experience at the squadron level, at a minimum. A higher level of experience is preferable.

## **Overview – Initial Application**

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Applicants desiring to enroll in the OE track at the Technician level must send an e-mail application through their immediate commander to the Organizational Excellence Committee (OEC) at the wing level (see committee explanations on page 8). Applicants must use CAP Form (CAPF) 1, *Application for Organizational Excellence Specialty Track*. Applicants are encouraged to include any personal and professional information which would enhance their application and therefore, increase their chances for acceptance. Prospective students for the Technician level are limited to one application annually.

## **Overview and Performance Feedback Process**

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### ***Overview – Program***

As mentioned above, the Organizational Excellence (OE) track is divided into four progressive ratings: Technician, Senior, Master and Executive. Accomplishing the requirements for each rating will prepare trainees for higher level Organizational Excellence duties. Successful completion of the Technician level prepares the trainee for Organizational Excellence duties at the squadron level. Successful completion of the Senior level prepares the trainee for Organizational Excellence duties at the group and wing level. Successful completion of the Master level prepares trainees for command or staff assignments at the wing level. Successful completion of the Executive level prepares trainees for regional or National Organizational Excellence duties.

The OE track is managed at various command levels in the organization based on the progressive knowledge, training and performance requirements inherent in each rating. Accordingly, the

Technician and Senior ratings are managed at the wing level. The Master rating is managed at the region level and the Executive rating is managed at the National level.

## **Overview – Committees**

Organizational Excellence Committees (OEC) will be established and maintained at each level of the OE track to implement and ensure realization of the program objectives and associated student development. Commanders at the levels indicated below must appoint a minimum of three individuals to their respective OEC that have obtained a minimum of the Senior rating or higher in the OE Track. (Note: The National Commander may waive the requirement for achievement of the Senior rating until such time as the National Commander determines that there is an adequate pool of qualified OE track members at the wing, region, and National levels to implement this requirement. An interim appointment to an OE committee does not constitute award of the Senior rating.) The committee structure and responsibilities are outlined below:

1. The wing commander will appoint an OEC for the Wing. This OEC will manage and control the Technician and Senior levels of the OE track. The wing commander is the approval authority for the Technician and Senior levels in the OE track.
2. The region commander will appoint an OEC for the region. This OEC will manage and control the Master level of the OE track. The region commander is the approval authority for the Master level in the OE track.
3. The National Commander will appoint a National OEC for development of students enrolled in the Executive level of the OE track. The National OEC will also periodically review program effectiveness of the wing and region OECs and report to the National Commander. The National Commander is the approval authority for achievement of the Executive level rating in the OE track.

In addition to the above, the National Commander will appoint an OE Curriculum Committee (OECC) to develop and maintain the content of the program at each level. This committee is responsible to the National Commander for the long-term viability of the OE program and to insure that the curricula are current and effective. This will include creating and updating reading lists, case studies, and other training tools.

## Overview – Mentors

Mentors will be approved and assigned to students for each level of the OE track. The wing OEC will assign an OE mentor for trainees selected to enter the Technician and Senior levels. The mentor for the Technician level must have a strong record of successful command or staff experience at least at the squadron level. The mentor for the Senior rating must have a successful record as a past or current squadron or higher level commander. The region OEC will assign an OE mentor for trainees entering the Master level. These mentors must have a successful record of past command performance at the wing or region level. The National OEC will assign mentors with special expertise for members enrolled in the Executive level. Mentors assigned to trainees may come from any organizational level within CAP.

CAP mentors should use CAPP 50-8, *Organizational Excellence Mentor's Guide*, as their primary resource; as well as CAPP 50-7, *Mentoring: Building Our Members*, as a quick reference.

Mentors are encouraged to solicit Subject Matter Experts (SMEs) and On-The-Job (OJT) trainers to help them educate and train the Organizational Excellence track trainee assigned to them. SMEs and OJT trainers may come from any organizational level within CAP. Wing commanders are required to assign an "Organizational Excellence Track Program Manager" position at the wing level for quality control and standardization of the program and for periodic reporting of program status to the region commander. If any wing has over 50 members in the OE track Technician and Senior levels, an additional officer must be assigned for program management. Region commanders are encouraged to appoint an OE Track Program Manager for overall management of the program within the region and periodic reporting to the Chairman of the National OEC.

**NOTE ON PROGRAM MANAGEMENT AT THE WING AND REGION LEVELS:** Because the purposes and duties of the Wing Director of Professional Development, the Region Deputy Chief of Staff for Professional Development and the Wing and Region Organizational Excellence Program Manager positions are closely allied, incumbents in these positions must form a strong, mutually beneficial partnership. Although the professional development (PD) intent of the standard PD program outlined in CAPR 50-17 and the intent of the OE track are similar, there are distinct differences in program structure and requirements, especially as pertains to executive-level PD. Accordingly, with a view toward strong program management that promotes both PD programs, and with a view toward ensuring a reasonable workload for PD officers, commanders should exercise

caution in appointing PD officers at the wing and region level to also manage the OE track.

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

Progress in the Organizational Excellence track is assessed, in part, by means of the CAPF 40, *CAP Performance Feedback Form*. This form is not used solely to assess a trainee's progress in the OE track, but also to assess the trainee's progress in overall service to the squadron, group, wing, region, and National levels.

The feedback process between student, mentor and/or commander is critical to the achievement of organizational effectiveness and CAP's success in developing future leaders. 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 organization and each student's progress.

## **Overview – Performance Feedback – OE Track**

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**Note:** When the student and mentor discuss the CAPF 40 requirements as explained below, they should also review the contents of the CAPF 1, *Application for the Organizational Excellence Specialty Track* and the CAPF 1a, *Completion of Organizational Excellence Specialty Track*. The CAPFs 40 will be attached to the CAPFs 1a to request approval of applicable ratings and for overall reporting purposes. See "Process for Progression to Successive Levels of the OE Track" as explained later in this pamphlet.

At the start of the OE track Technician and Senior levels, wing commanders or OE track mentors will review the contents of the CAPF 40 with the student. At the start of the Master level, region commanders or OE track 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 student, 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 student's assigned squadron, group (if applicable), wing, region and National.

At the end of every 6-month period of training, and upon completion of each OE track level, the mentor will assess the student'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 student's progress since the last review, and make suggestions for future goals and recommendations for concentration and/or improvement.

The student will not be allowed to progress to a higher level of the OE 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 OE track rating the student is pursuing. No one other than the wing commander can certify a trainee's completion of the Technician and Senior levels. No one other than the region commander can certify a trainee's completion of the Master level. No one other than the National Commander can certify completion of the Executive level.

Wing commanders will monitor and review all actions for compliance and fairness for those in the Technician and Senior levels. 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 Master level and implement remedial actions if necessary. The National Commander will do likewise for reports rendered at the Executive level.

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

## Note on Normal Performance Feedback for Command and Staff 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 OE track is not meant to replace or have access to this feedback. The superior/subordinate feedback is

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

## Training Objectives

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Each level 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 student progress in the OE track, these requirements are designed to supplement a senior member's overall progress in the *CAP Senior Member Professional Development Program* as prescribed by CAPR 50-17.

## Service Requirements

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

## Guidance for Mentors, Subject Matter Experts (SMEs) and On-the-Job Training (OJT) Trainers

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The OE track mentor is crucial to the success of the student. These senior members, in partnership with the appropriate commander, any assigned SMEs and OJT trainers, guide the student through the knowledge, training, performance, and service requirements as specified for the rating the student is pursuing.

## **Process for Progression to Successive Levels of the OE Track**

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When a student and his or her mentor are satisfied that all requirements for a particular level have been completed, the student and mentor must complete CAPF 1a, *Completion of Organizational Excellence Specialty Track*, attach all CAPFs 40, and forward to the OEC for that level. The OEC then will make a recommendation to the appropriate commander.

## **Recording Ratings and CAP NHQ Issuance of Certificates**

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### ***Recording Ratings***

Specialty track ratings are recorded locally and at NHQ CAP. Locally, the CAPF 45, *Senior Member Master Record*, documents progression through specialty tracks. At the National level, a member's progress is recorded on the Professional Development Report (PDR), utilized by CAP commanders for human resource support to the unit's missions. After a student satisfies all requirements for an OE track Technician or Senior level, only the wing commander, no designee, can update a student's record. This is accomplished via an e-mail to [prodev@capnhq.gov](mailto:prodev@capnhq.gov) from the wing commander. For award of the Master rating, the region commander is approval authority. If approved, the region commander will notify [prodev@capnhq.gov](mailto:prodev@capnhq.gov) to update the member's record. Only the National Commander, no designee, can update a member's record awarding the Executive rating. This allows the National Commander to have awareness of the executive potential of the CAP organization.

### ***Organizational Excellence Track Certificates for Technician, Senior, Master and Executive Ratings***

When the appropriate commander requests NHQ at [prodev@capnhq.gov](mailto:prodev@capnhq.gov) to update a member's record, the request should also ask for issuance of a certificate appropriate to the training level achieved and provide a mailing address for the certificate. To enhance the prestige of OE track achievements, wing and region commanders and the National Commander are encouraged to personally present these certificates whenever possible.

## Achieving the Technician Rating

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

Demonstrate to the assigned mentor the knowledge of CAP customs, courtesies, and proper wear of the CAP uniform.

Complete CAP's *Basic Safety Course* (available on-line at CAP's website).

Demonstrate to the assigned mentor the knowledge of unit financial accountability (CAPR 173-1).

Earn the Brigadier General Charles E. "Chuck" Yeager Aerospace Education Achievement Award (CAPR 280-2).

Achieve the Technician rating in one of CAP's primary missions: Aerospace Education (AE), Cadet Programs (CP) or Emergency Services (ES).

Complete Level II Senior Member Training Program (Includes the Squadron Leadership School (SLS) and CAP Senior Officer Correspondence Course).

Complete the Unit Commanders Course.

Maintain successful performance as documented on the current CAPF 40 completed by the OE mentor.

### ***Reading Lists***

Students in the Technician level of the OE 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 student, to familiarize the student with job performance skills outside the student's area of expertise in CAP. These readings will be assigned from the CAP's Professional Development website.

*Professional Development Program Readings* are assigned by the mentor to broaden the student's approach to organizational effectiveness and associated issues. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP Commander Reading List, Air University publication AU-24, *Concepts*

for *Air Force Leadership* and CAP's Professional Development website.

**Required Program Readings:**

CAPR 5-, 10-, 20-, 35-, 36-, and 39-series, and CAPP 50-series.

AFH 33-337, *Air Force Tongue and Quill*.

**Additional Program Readings:** As assigned.

**Professional Development Program Readings:** As assigned.

### ***Service Requirements***

One year effective staff service at the squadron, group, wing, region, or National level, as documented by the student's mentor on the CAPF 40, and with a letter of recommendation from the student's immediate commander. If serving at the wing, region or National level, the letter of recommendation must be counter-signed by the appropriate Chief of Staff.

Effective participation at group, wing, region, or National level activities.

Participate in at least one annual wing, region, or National conference.

Serve as an instructor, staff member, or director at one of the courses/activities listed in CAPR 50-17, Attachment 14, *Instructor, Staff, Director Course/Activity Opportunities*.

## **Applying for the Technician Level**

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When a student and his or her mentor are satisfied that all requirements for the Technician level have been completed, the student and mentor must complete CAPF 1a, *Completion of Organizational Excellence Specialty Track*, attach all CAPFs 40, and forward to the OEC at wing level. The OEC then will make a recommendation to the wing commander for approval. The wing commander is the approval authority.

## Achieving the Senior Rating

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

Achieve the OE track Technician rating.

Demonstrate to the mentor an understanding of the three primary mission areas: Aerospace Education (AE), Cadet Programs (CP) and Emergency Services (ES).

Achieve an additional Technician rating in one of CAP's primary missions: Aerospace Education, Cadet Programs or Emergency Services. (Note: student must complete technician ratings in two of the primary mission areas before advancing to the Master level).

Achieve the Senior rating in one of CAP's core mission specialty tracks as referenced above.

Achieve the Master rating in at least one of any of CAP's specialty tracks listed in CAP Index 0-2, *Numerical Index of CAP Regulations, Manuals, Pamphlets, and Visual Aids*.

Obtain the Technician rating in the CAP Safety Officer specialty track.

Demonstrate and affirm to the mentor a thorough understanding and agreement of CAPR 35-10, *Ethics Policy*.

Demonstrate to the mentor an understanding of financial audits, fundraising, and prevention of fraud in financial management.

Demonstrate to the mentor an understanding of CAP Asset/Property Management to include prevention of abuse/loss.

Complete Level III of the Senior Member Training Program (including the Corporate Learning Course).

Maintain successful performance as documented on the current CAPF 40 completed by the OE mentor.

### ***Reading Lists***

Students in the Senior level of the OE 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 student, to familiarize the student with job performance skills outside the student's area of expertise in CAP. These readings will be assigned from the CAP's Professional Development website.

*Professional Development Program Readings* are assigned by the student's mentor to broaden the student's approach to leadership and management issues. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP Commander Reading List, Air University publication AU-24, *Concepts for Air Force Leadership*, and CAP's Professional Development website.

### **Required Program Readings**

AFI 10-2702, *Board of Governors of the Civil Air Patrol*.

CAPP 3, *Guide to CAP Protocol*.

*CAP Constitution and By-Laws*.

*CAP Cooperative Agreement and Statement of Work*.

CAPRs 36-1&2, 50-17, 52-10, 52-16, 60 series, 62-2, 66-1, 67-1, 77-1, 87-1, 100 series, 123 series, and 173 series.

**Additional Program Readings:** As assigned.

**Professional Development Program Readings:** As assigned.

### ***Service Requirements***

A mandatory 1 year of effective command at the squadron level or above.

Three years effective command or staff experience at any level within a wing or region.

Five years supervisory experience gained within or outside CAP.

Five years total CAP membership with no less than 3 continuous years of service.

Conduct a squadron, group or wing level safety seminar/briefing.

Present a minimum of two public relations briefings to a non-CAP organization or public entity.

Serve as an instructor, staff member, or director in two different courses/activities listed in CAPR 50-17, Attachment 14, *Instructor, Staff, Director Course/Activity Opportunities*.

Mentor a new CAP member to at least the Technician level in one of CAP's specialty tracks.

## **Applying for the Senior Level**

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When a student and his or her mentor are satisfied that all requirements for the Senior level have been completed, the student and mentor must complete CAPF 1a, *Completion of Organizational Excellence Specialty Track*, attach all CAPFs 40, and forward to the OEC at wing level. The OEC then will make a recommendation to the wing commander for approval. The wing commander is the approval authority.

## Achieving the Master Rating

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

Achieve the OE track Senior rating.

Document your participation in all three of CAP's primary mission areas to your mentor and region OEC.

Demonstrate to the mentor knowledge and understanding of the "Mission, Vision and Long Term objectives" of CAP, to include the student's role in meeting those objectives.

In agreement with the mentor, submit a comprehensive summary of two leadership/management books from the "National Commander's Reading List." The summaries will contain remarks on the applicability of the referenced work in CAP.

Attend a minimum of two meetings of the National Board.

Complete Level IV and V in the Senior Member Training Program (including in-residence Region and National Staff Colleges).

Maintain successful performance as documented on the current CAPF 40 completed by the OE mentor.

### ***Reading Lists***

Students in the Master level of the OE 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 student, to familiarize the student with job performance skills outside the student's area of expertise in CAP. These readings will be assigned from CAP's Professional Development website.

*Professional Development Program Readings* are assigned by the student's mentor to broaden the student's approach to organizational effectiveness. Sample sources include, but are not limited to, Air Force Chief of Staff Reading List, CAP Commander Reading List, Air University publication AU-24, *Concepts for Air Force Leadership*, and CAP's Professional Development website.

**Required Program Readings:**

AFPD 10-27, *Civil Air Patrol*.

AFI 10-2701, *Organization and Function of the Civil Air Patrol*.

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:** As assigned.

**Professional Development Program Readings:** As assigned.

***Service Requirements***

Perform 1 year of effective performance in CAP in any duty position at wing level or above. Applicable positions are outlined in CAPR 20-1, *Organization of Civil Air Patrol*. Other pertinent positions include members of the CAP National Board, CAP/CC Volunteer Advisors and Team Leaders, and CAP Council/Board/Committee Chairmen.

Effectively serve as an instructor, staff member, or director in an additional two courses/activities listed in CAPR 50-17, Attachment 14, *Instructor, Staff, Director Course/Activity Opportunities*.

Effectively conduct a squadron, group or wing level safety seminar/briefing.

Present at least two briefings on CAP Capabilities to a local, state or federal agency. The briefing will specifically target CAP’s value to the local, state or federal agency. A copy of this briefing must be approved by the Region OE Chairman before presentation.

Mentor a candidate to completion of Senior level in a specialty track.

## Applying for the Master Level

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When a student and his or her mentor are satisfied that all requirements for the Master level have been completed, the student and mentor must complete CAPF 1a, *Completion of Organizational Excellence Specialty Track*, attach all CAPFs 40, and forward to the OEC at region level. The OEC then will make a recommendation to the region commander for approval. The region commander is the approval authority.

## Achieving the Executive Rating

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### ***Executive Level Eligibility***

The content, structure, and function of the Executive level of the Organizational Excellence track is managed and controlled by the National Commander through the National OE Committee. Enrollment in the OE track is a privilege and not a right based on the service, expertise, and future potential of the student. Prerequisites for entering the Executive level are as follows:

1. Achieve the Master rating in the OE track. With the concurrence of the National OEC, the National Commander may waive this requirement if he or she believes it is in the best interests of CAP to enroll a member in this executive development program.
2. Be actively performing duties in CAP in a duty position at wing level or above. Applicable positions are outlined in CAPR 20-1, *Organization of Civil Air Patrol*. Other pertinent positions include members of the CAP National Board, CAP/CC Volunteer Advisors and Team Leaders, and CAP Council/Board/Committee Chairmen.
3. Be nominated for enrollment by the student's region commander if performing duties at the region or wing level. For positions that include CAP National Board members, CAP/CC Volunteer Advisors and Team Leaders, and Council/Board/Committee Chairmen, the CAP National Commander serves as the nominator. All nominations for entering the Executive level are evaluated by the National OEC and presented to the CAP National Commander for consideration. The National Commander is the approval authority.
4. *Consider* personal membership in the American Society of Association Executives (ASAE). This organization's purpose is to assist in the professional staff development of a nonprofit association. You may visit their website at <http://www.asaecenter.org/>. Members will need to be enrolled at the "Association Professional Staff" level. At the current time, annual dues are set at \$265. Depending on the status of the CAP Corporate budget, some funds might be available to offset all or a portion of the dues.

## ***Executive Level Purpose, Curriculum and Centers of Excellence***

1. *Purpose:* The primary purpose of the Executive level is to enhance the professional development of a pool of highly qualified volunteers who have the potential to shape the present and future effectiveness of CAP's missions, vision, short-term objectives, and long-term objectives at the National level. Additionally, as called upon, they may serve as a cadre of executives to assist the National Commander, the NEC, and the National Board – to improve and accelerate CAP's organizational effectiveness.

2. *Curriculum:* Program curriculum will be formed to support the strengths, weaknesses, opportunities and threats of and to the CAP organization. The Organizational Excellence Curriculum Committee (OECC) will work with the National Commander and leaders of partner organizations (i.e., Air Force Association, ASAE, CAP-USAF, etc.) to facilitate the development of an effective, strategic, and CAP-centric program. At a minimum, the OEC and OECC will collaboratively assign a monthly professional development objective derived from the wealth of programs and resources available. The selection of these objectives will be based on the goal of improving the effectiveness of the CAP organization, and aligning and developing the individual members as they are ready, willing and able.

3. *Centers of Excellence:* As the opportunities and needs arise, the National Commander and/or the OEC Chairman may assign students (with their consent) in the Executive level OE track into Centers of Excellence (COEs). The COEs will serve as a type of affinity group to which special assignments and/or opportunities may be assigned.

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

Demonstrate to the mentor the knowledge and understanding of the "Mission, Vision and Long Term objectives" of CAP, to include the student's role in meeting the objectives.

In agreement with the mentor, submit a comprehensive summary of two leadership/management books or other works. The summaries will contain remarks on the applicability of the referenced work in CAP. Student assessments will be shared with their colleagues in the Executive level.

In agreement with the mentor, attend a minimum of one annual meeting of the National Board, NEC, or Board of Governors.

Maintain successful performance as documented on the current CAPF 40 completed by the OE mentor. The CAPFs 40 must reflect “Meets Standards” in all rated areas for successful completion of the Executive level.

(Optional until further notice) Successfully complete the “National Executive Forum”. Acceptance into the National Executive Forum (NEF) will be considered after completion of the other OE Executive level requirements, and will be at the discretion of the National Commander. The NEF will provide a working-group open forum for the executive students, including team exercises and individual theses.

## ***Reading Lists***

Students in the Executive level of the Organizational Excellence 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 student, to familiarize the student with job performance skills outside the student’s area of expertise in CAP. These readings will be assigned from CAP’s Professional Development website.

*Professional Development Program Readings* are assigned by the mentor to broaden the student’s approach to organizational effectiveness and excellence. Sample sources include, but are not limited to, the American Society of Association Executives website, Air Force Chief of Staff Reading List, CAP Commander’s Reading List, Air University publication AU-24, *Concepts for Air Force Leadership*, and CAP’s Professional Development website.

### **Required Program Readings:**

CAPP 110-1, *Federal Statutes Affecting Civil Air Patrol*.

Office of Management and Budget (OMB) Circulars applicable to CAP. Contact CAP NHQ Chief Financial Officer for guidance.

Department of Defense Grants and Agreements Regulations (DODGARS) applicable to CAP. Contact CAP NHQ Chief Financial Officer for guidance.

“Service Etiquette” by Oretha D. Swartz; Naval Institute Press, Annapolis, MD; (1988).

AFPD 10-13, *Air Force Doctrine*.

**Additional Program Readings:** As assigned.

**Professional Development Program Readings:** As assigned.

## ***Service Requirements***

Serve as an instructor, staff member, or director in two different courses/activities listed in CAPR 50-17, Attachment 14, *Instructor, Staff, Director Course/Activity Opportunities*.

Mentor a candidate to completion of the Master level in any specialty track.

Present at least two briefings on CAP Capabilities to a local, state or federal agency. The briefing will specifically target CAP’s value to the local, state or federal agency. A copy of this briefing must be approved by the National OE Chairman before presentation.

Although not required, Executive level participants should take advantage of opportunities and seek approval to visit CAP NHQ and receive briefings from the Directors, visit the CAP National Operations Center and the CAP National Technology Center, visit 1st AF Headquarters, visit FEMA and Homeland Security agencies, attend BoG meetings, etc. These experiences will be shared with other students in the Executive level.

## **Applying for the Executive Level**

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When a student and his or her mentor are satisfied that all requirements for the Executive level have been completed, the student and mentor must complete CAPF 1a, *Completion of Organizational Excellence Specialty Track*, attach all CAPFs 40, and forward to the OEC at executive level. The OEC then will make a recommendation to the National Commander for approval. The National Commander is the approval authority.