



LA CROSSE COMPOSITE SQUADRON
Civil Air Patrol – Wisconsin Wing
United States Air Force Auxiliary
2606 Fanta Reed Road
La Crosse, WI 54601

Cadet Operating Instructions 52-01

Subject: Promotion criteria

1. The purpose of this operating instruction is to outline the process and criteria for cadets to complete specific achievements within the Cadet Programs. These requirements are in addition to requirements contained in CAPR 52-16.
 - a. The Deputy Commander for Cadets may substitute any identified promotion board members at his/her discretion.
 - b. The senior ranking position of a promotion board may replace an assigned member if that member is unavailable.
2. Cadets who do not successfully pass the promotion board component of any promotion must be given a written response from the chairperson of the promotion board. This written response must:
 - a. Cite the specific issues, answers, and/or thought processes that caused the board members to not recommend the cadet for promotion.
 - b. Outline specific steps the cadet may take to improve their performance and/or understanding of the materials in order to qualify for promotion.
 - c. Be delivered no later than seven days after the promotion board.
3. Any cadet that is denied a promotion by a promotion board may appeal the board's decision to the next command level (ex: a board chaired by the Cadet Commander may have its decision appealed to the Deputy Commander for Cadets, a board chaired by the Deputy Commander for Cadets may have its decision appealed to the Squadron Commander).
4. Wright Brothers Award. Cadets must be recommended by a majority of the members of a promotion board. The Wright Brothers promotion board is comprised of the Cadet Commander, Cadet Deputy Commander, and flight commander.
 - a. The Board selects 9 questions from Attachment 1.
 - b. Board members use the answer/scoring sheet in Attachment 2, and reference the applicable standards for each level contained in Attachment 3.

- c. After the conclusion of the interview the Board members record their impressions and scores; then discuss the interview as a group.
 - d. The Board makes a recommendation and each board member signs the forms.
 - e. The Board chairperson notifies the cadet of the results.
 - i. If the result is to not recommend the cadet for promotion, then the chairperson completes a CAPF 50 and delivers the evaluation to the cadet, and informs the cadet of the option to appeal to the next level.
 - ii. If the Board recommends the cadet for promotion, then the Board chairperson completed a CAPF 50 and delivers the evaluation to the cadet.
5. Achievement 6 (Cadet Master Sergeant). Cadets must be recommended by a majority of the members of a promotion board. The Cadet Master Sergeant promotion board is comprised of the Cadet Commander, Cadet Deputy Commander, and flight commander.
 - a. The Board selects 9 questions from Attachment 1.
 - b. Board members use the answer/scoring sheet in Attachment 2, and reference the applicable standards for each level contained in Attachment 3.
 - c. After the conclusion of the interview the Board members record their impressions and scores; then discuss the interview as a group.
 - d. The Board makes a recommendation and each board member signs the forms.
 - e. The Board chairperson notifies the cadet of the results.
 - i. If the result is to not recommend the cadet for promotion, then the chairperson completes a CAPF 50 and delivers the evaluation to the cadet, and informs the cadet of the option to appeal to the next level.
 - ii. If the Board recommends the cadet for promotion, then the Board chairperson completed a CAPF 50 and delivers the evaluation to the cadet.
6. General Billy Mitchell Award (Cadet Second Lieutenant). Cadets must be recommended by a majority of the members of a promotion board. The Mitchell Award promotion board is comprised of the Deputy Commander for Cadets, the Cadet Commander, and a Phase IV cadet or senior member at the discretion of the Deputy Commander for Cadets.
 - a. The Board selects 9 questions from Attachment 1.
 - b. Board members use the answer/scoring sheet in Attachment 2, and reference the applicable standards for each level contained in Attachment 3.
 - c. After the conclusion of the interview the Board members record their impressions and scores; then discuss the interview as a group.
 - d. The Board makes a recommendation and each board member signs the forms.

- e. The Board chairperson notifies the cadet of the results.
 - i. If the result is to not recommend the cadet for promotion, then the chairperson completes a CAPF 50 and delivers the evaluation to the cadet, and informs the cadet of the option to appeal to the next level.
 - ii. If the Board recommends the cadet for promotion, then the Board chairperson completed a CAPF 50 and delivers the evaluation to the cadet.
7. Amelia Earhart Award (Cadet Captain). Cadets must be recommended by a majority of the members of a promotion board. The Earhart promotion board is comprised of the Squadron Commander, Deputy Commander for Cadets, and the Cadet Commander.
- a. The Board selects 9 questions from Attachment 1.
 - b. Board members use the answer/scoring sheet in Attachment 2, and reference the applicable standards for each level contained in Attachment 3.
 - c. After the conclusion of the interview the Board members record their impressions and scores; then discuss the interview as a group.
 - d. The Board makes a recommendation and each board member signs the forms.
 - e. The Board chairperson notifies the cadet of the results.
 - i. If the result is to not recommend the cadet for promotion, then the chairperson completes a CAPF 50 and delivers the evaluation to the cadet, and informs the cadet of the option to appeal to the next level.
 - ii. If the Board recommends the cadet for promotion, then the Board chairperson completed a CAPF 50 and delivers the evaluation to the cadet.
8. General Carl A. Spaatz Award (Cadet Colonel). Cadets must be recommended by a majority of the members of a promotion board. The Spaatz Award promotion board is comprised of the Squadron Commander, Deputy Commander for Cadets, and a third senior member identified by the Squadron Commander.
- a. The Board selects 9 questions from Attachment 1.
 - b. Board members use the answer/scoring sheet in Attachment 2, and reference the applicable standards for each level contained in Attachment 3.
 - c. After the conclusion of the interview the Board members record their impressions and scores; then discuss the interview as a group.
 - d. The Board makes a recommendation and each board member signs the forms.
 - e. The Board chairperson notifies the cadet of the results.
 - i. If the result is to not recommend the cadet for promotion, then the chairperson completes a CAPF 50 and delivers the evaluation to the cadet, and informs the cadet of the option to appeal to the next level.

- ii. If the Board recommends the cadet for promotion, then the Board chairperson completed a CAPF 50 and delivers the evaluation to the cadet.

Attachment 1

Question Bank

1. Identify a goal you have achieved during the past three months. How did you achieve this goal? What did you learn in the process of achieving this goal?
2. What is your greatest strength? How do you put this to best use to improve our squadron? What is your greatest weakness? In what ways do you plan to improve or work on this weakness?
3. What does integrity mean to you? Cite an example of how your integrity has been challenged or where having integrity has helped you?
4. What does excellence mean to you? Give an example, since your last promotion, of how you have lived the Core Value of Excellence?
5. What are three ways in which you feel the squadron could improve? Have you taken any steps to improve the squadron since your last promotion that relate to one of these areas? If yes, what did you do and what was the result. If no, why not?
6. What level of leadership/followership is expected of a cadet in your phase? Explain how you have met that standard over the past three months. Cite examples.
7. What is the most important idea or concept you have learned in the CAP Cadet Program so far? How has learning that affected your life outside of CAP?
8. Identify all of your ribbons. Explain what each ribbon you have is for and how you earned it.
9. What are the CAP Core Values? Give an example, from the past three months, of how you have lived each one of the Core Values in your life outside of CAP.
10. What has been the hardest idea/skill/concept for you to master in CAP? Have you fully mastered it yet? If yes, how did you do that? If no, what is your plan to improve?
11. Identify three self-improvement goals you have for yourself over the next 12 months. Pick one of those goals and explain your plan for achieving it.
12. Identify someone, outside of CAP, who is a role-model for you. Why is this person a role-model? What do you learn by watching them?
13. In your life outside of CAP, who is a mentor in your life? What have you learned from this mentor?
14. If you see a cadet wearing the uniform with a major uniform infraction, how do you react? Would you see this as a "teachable moment"? If you do, what can you use the moment to teach about?
15. If a new cadet was to join CAP, what advice would you give him/her?

Attachment 2
Scoring Form

Cadet Name: _____		Date: _____	
Promotion Board (circle one): Wright Brothers C/MSgt Mitchell Earhart Spaatz			
Evaluator Name: _____		Board chair: _____	
Rating Area			
Professionalism: <i>Use of titles, correct posture, military bearing</i>	Excellent	Satisfactory	Unsatisfactory
Appearance: <i>Meets grooming standards, uniform appearance</i>	Excellent	Satisfactory	Unsatisfactory
Core Values: <i>Candidate is able to show an appropriate understanding of the CAP Core Values as represented by his/her answers</i>	Excellent	Satisfactory	Unsatisfactory
Critical Thinking: <i>Candidate's answers show the appropriate level of consideration and depth.</i>	Excellent	Satisfactory	Unsatisfactory
Communication Skills: <i>How well the candidate speaks, use of verbal fillers, clear and concise answers.</i>	Excellent	Satisfactory	Unsatisfactory
Notes / Comments:			

The Board chairperson utilizes the form from each individual board member to generate a CAPF 50. The Board chairperson is responsible for ensuring the CAPF 50 is administered to the cadet; however this duty may be delegated.

Attachment 3
Relevant Standards

Wright Brothers Award

The following are performance expectations for cadets requesting promotion to C/SSgt.

- **Professionalism:** The cadet has military bearing and projects a professional demeanor. His/her behavior is an example that more junior cadets can look to and emulate. Most of the time the cadet is able to discern when to be extremely professional and when the appropriate time for levity or informality exists. Renders customs and courtesies as required and without a reminder.
- **Appearance:** Uniform is worn properly with all grade and other insignia correctly applied. Uniform looks sharp.
- **Core Values:** Cadet can cite the Core Values and give specific examples of how the values relate to being a cadet non-commissioned officer. The cadet adheres to the Core Values in his/her life both in and out of uniform.
- **Critical Thinking:** Cadet is able to understand that his/her actions affect others, and how his/her new role as NCO requires a different level of performance and setting a standard. The cadet can correctly identify the role of the NCO and can give specific examples of how he/she will fill that role.
- **Communication Skills:** Cadet is able to transmit his/her messages in an organized and thoughtful manner. The use of verbal fillers is acceptable, though should be relatively minor. The cadet's answers are thought out and respond to the question posed.

Achievement 6

The following are performance expectations for cadets requesting promotion to C/MSgt.

- **Professionalism:** The cadet has military bearing and projects a professional demeanor. His/her behavior is an example that more junior cadets can look to and emulate. Most of the time the cadet is able to discern when to be extremely professional and when the appropriate time for levity or informality exists. Renders customs and courtesies as required and without a reminder.
- **Appearance:** Uniform is worn properly with all grade and other insignia correctly applied. Uniform looks sharp.

- **Core Values:** Cadet can cite the Core Values and give specific examples of how the values relate to being a cadet non-commissioned officer. The cadet adheres to the Core Values in his/her life both in and out of uniform.
- **Critical Thinking:** Cadet is able to understand that his/her actions affect others, and how his/her role as a senior NCO requires a different level of performance and setting a standard. The cadet can correctly identify the role of the NCO and can give specific examples of how he/she will fill that role.
- **Communication Skills:** Cadet is able to transmit his/her messages in an organized and thoughtful manner. The use of verbal fillers is acceptable, though should be relatively minor. The cadet's answers are thought out and respond to the question posed.

General Billy Mitchell Award

The following are performance expectations for cadets requesting promotion to take the Mitchell exam.

- **Professionalism:** The cadet has military bearing and projects a professional demeanor. His/her behavior is an example that junior cadets should emulate. The cadet can consistently determine when to be extremely professional and when the appropriate time for levity or informality exists. Renders customs and courtesies as required and without a reminder.
- **Appearance:** Uniform is worn properly with all grade and other insignia correctly applied. Uniform looks sharp.
- **Core Values:** Cadet can cite the Core Values and give specific examples of how the values relate to being a cadet officer. The cadet adheres to the Core Values in his/her life both in and out of uniform. Able to help others connect their actions to the Core Values.
- **Critical Thinking:** Cadet is able to understand that his/her actions affect others, and how his/her new role as an officer requires a different level of performance and setting a standard. The cadet can correctly identify the role of the Phase III cadet and can give specific examples of how he/she will fill that role.
- **Communication Skills:** Cadet is able to transmit his/her messages in an organized and thoughtful manner. The use of verbal fillers is acceptable, though should be relatively minor. The cadet's answers are thought out and respond to the question posed.

Amelia Earhart Award

The following are performance expectations for cadets requesting promotion to take the Earhart exam.

- **Professionalism:** The cadet has excellent military bearing and projects a professional demeanor. His/her behavior is an example that all cadets should emulate. The cadet can consistently determine when to be extremely professional and when the appropriate time for levity or informality exists. Understands the importance of humor in leadership. Incorporates servant leadership concepts into their leadership style. Renders customs and courtesies as required and without a reminder.
- **Appearance:** Uniform is worn properly with all grade and other insignia correctly applied. Uniform looks sharp.
- **Core Values:** Cadet can cite the Core Values and give specific examples of how the values relate to being a cadet officer. The cadet adheres to the Core Values in his/her life both in and out of uniform. Able to help others connect their actions to the Core Values.
- **Critical Thinking:** Cadet is able to understand that his/her actions affect others, and how his/her role as a Phase IV cadet requires a different level of performance and setting a standard. The cadet can correctly identify the role of the Phase III cadet and can give specific examples of how he/she will fill that role.
- **Communication Skills:** Cadet is able to transmit his/her messages in an organized and thoughtful manner. The use of verbal fillers is acceptable, though should be relatively minor. The cadet's answers are thought out and respond to the question posed.

Carl A. Spaatz Award

The following are performance expectations for cadets requesting promotion to take the Spaatz exam.

- **Professionalism:** The cadet has excellent military bearing and constantly projects a professional demeanor. His/her behavior is an example that all cadets should emulate. The cadet can know and demonstrates when to be extremely professional and when the appropriate time for levity or informality exists. Understands the importance of humor in leadership. Incorporates servant leadership concepts into their leadership style. Renders customs and courtesies in an exemplary fashion.
- **Appearance:** Uniform is worn properly with all grade and other insignia correctly applied. Uniform looks sharp.
- **Core Values:** Cadet can cite the Core Values and give specific examples of how the values relate to being a cadet officer. The cadet adheres to the Core Values in his/her life both in and out of uniform. Able to help others connect their actions to the Core Values. Able to connect the Core Value to larger strategic level thinking and planning.

- **Critical Thinking:** Cadet is able to understand that his/her actions affect others, and how his/her role as the highest echelon of cadet achievement affects others. The cadet can correctly identify the role of the Phase IV cadet and can give specific examples of how he/she will fill that role.
- **Communication Skills:** Cadet is able to transmit his/her messages in an organized and thoughtful manner. The use of verbal fillers is acceptable, though should be relatively minor. The cadet's answers are thought out and respond to the question posed.