AIR FORCE INSTRUCTION

• Be familiar
  • AFI 36-2406, Officer and Enlisted Evaluations System

• Purpose of Enlisted Evaluation System
  • Establish performance standards and expectations
  • Provide reliable, long-term, cumulative record of performance and promotion potential based on that performance
  • Provide Senior NCO eval boards, WAPS, and other personnel managers w/sound info to assist identifying best qualified personnel for promotion as well as other personnel mgt decisions
  • Document in the permanent record any substantiated admin action (referral reports)
AIRMAN COMPREHENSIVE ASSESSMENT (ACA)

• What??? AF Form 931 (AB - TSgt) AF Form 932 (MSgt – CMSgt)
  • Formal communication between a rater and ratee to communicate responsibility, expectations, and performance

• Why???
  • To increase Airmen interaction and support at all levels
  • To provide Airmen the opportunity to discuss personal/prof goals
  • To let Airmen know how they are doing (good and bad)

• When???
  • Initial – w/in 60 days of initially beginning supervision
  • Midterm – midway between date supervision began & projected EPR c/o
  • End-of-Report Period – w/in 60 days of EPR c/o
  • Ratee Requested– w/in 30 days, if 60 days has past since last
  • Rater can initiate additional feedback whenever deemed appropriate
  • ***BOTTOM LINE – DO THE ASSESSMENTS AS REQUIRED...AT A MINIMUM***

• How???
  • Initial – use resources...AFI’s 36-2618, 1-1, 36-2903, CFETP, T.O.’s
  • Midterm – observations, the “paper trail” (positive/negative)
  • End-of-Report – use the EPR, start the process again
Items to consider for good Feedback session

- Take your time to prepare
- Get it right...it’s important

Make sure expectations are **CLEARLY** known
- Set expectations are what you hold the ratee accountable too
- Don’t be vague. If you expect x, y and z...say so.

Consider all available resources
- AFI’s, PDG, CFETP, Job Standards
- Use your peers and chain of command to develop a thorough feedback that includes vision and input from all angles for all aspects of Airmanship

Aim to develop
- Focus on performance development
- Hit on whole person concept development (it’s still there)
AIRMAN COMPREHENSIVE ASSESSMENT (ACA)

• General Considerations

  • When using the ACA to prepare the EPR the “Self-Assessment” and “Knowing your Airmen” sections are not to be utilized or documented. Those areas are for DEVELOPMENT, use them for that.

• TIPS FOR A GOOD MID-TERM FEEDBACK
  • Don’t kid yourself or your ratee…be accurate, honest, and ready to discuss
  • Observation is key
  • Focus the conversation on improvement
    • Initial expectations + observed performance = Mid-term Ratings

• Remember...Mid-Term markings + feedback + observations = Earned EPR Ratings
EXPECTATIONS

• General AB-SrA *(refer to 36-2618, The Enlisted Force Structure)*

  • Accept and execute all duties, instructions, responsibilities, and lawful orders in a timely and efficient manner. Complete assigned tasks and accomplish the mission. Place the requirements of official duties and responsibilities ahead of personal desires. Issue lawful orders when placed in charge of a work activity or other junior enlisted Airmen to complete assigned tasks.
  • Detect and correct conduct and behavior that may place themselves/others at risk.
  • Maintain the highest level of personal readiness to meet mission requirements:
    • *Technically ready* – skill level, proficiency IAW CFETP...Junior Enlisted Amn *should* earn a CCAF degree
    • *Physically Ready* – Attain and maintain *excellent* physical conditioning & *always* meet AFStandards
    • *Mentally Ready* -- Take steps to resolve mental readiness issues, be alert for depression, substance abuse, PTSD
    • *Spiritually Ready* -- Develop personal qualities needed to help oneself through times of stress, hardship and tragedy
    • *Meet all pre-deployment requirements*
  • Exhibit professional behavior, military bearing, respect for authority, high standards of dress/personal appearance, on/off-duty. Correct other Airmen who violate standards.
    • Understand, accept & demonstrate the Core Values & Airman’s Creed. Know and understand the AF Symbol.
    • Be a knowledge-enabled Airman. Keep accurately informed on issues affecting the Air Force. *(AF.mil, MyPERS, myAF.mil, “Aim Points”)*
    • Actively support/enforce “zero tolerance” policy for discrimination, sexual harassment, and sexual assault. Understand sexual assault reporting requirements. Help maintain an environment free of any behaviors that hinder other’s ability to achieve their full potential.
  • Know and understand the Wingman concept: Airmen take care of other fellow Airmen. Being a good wingman means you share a bond with other Airmen. You can be counted on to support each other, in all situations, both on- and off-duty.
  • Demonstrate effective followership by enthusiastically supporting, explaining, and promoting leaders’ decisions. Develop innovative ways to improve processes and provide suggestions up the chain of command that will directly contribute to unit and mission success.
  • Continue professional development through on- and off-duty education. Join professional organizations (for example, base advisory and enlisted councils) and participate in organization and community events through volunteerism.
**EXPECTATIONS**

- **Specific AB-SrA** *(refer to 36-2618, The Enlisted Force Structure)*

  - *AB* - primarily adapting to the requirements of the military profession, acquiring knowledge of military customs, courtesies, and Air Force standards, as well as striving to attain occupational proficiency. Once at their first duty station, they perform basic tasks under close supervision.

  - *Airman* - while still learning and adapting to the military profession, are expected to understand and conform to military standards, customs, and courtesies. Amn begin to show job proficiency at basic tasks and still require significant supervision and support.

  - *Airman First Class* -- fully comply with Air Force standards and devote their efforts to the mastery of skills required in their career fields and the military profession while becoming effective team members. After a short time at their first duty station, they are often skilled on numerous tasks. Continued supervision is essential to the A1C’s ongoing technical and professional growth. They typically earn their 5-skill level at this grade.

  - *Senior Airman* -- SrA commonly perform as skilled technicians and trainers. It is essential for SrA to begin developing supervisory and leadership skills through progressive responsibility on the job, completion of ALS, individual study, and mentoring by their supervisors and others. When they perform as trainers and supervisors, SrA strive to establish themselves as effective first-line supervisors through the maximum use of guidance and assistance from the NCOs and SNCOs who lead them. SrA may serve as reporting officials upon completion of ALS.
EXPECTATIONS

• **General NCO (refer to 36-2618, The Enlisted Force Structure)**
  • Accept and execute all duties, instructions, responsibilities, and lawful orders in a timely and efficient manner. Lead and develop subordinates and exercise effective followership in mission accomplishment. Place the requirements of their official duties and responsibilities ahead of their personal desires.
  • Detect and correct conduct and behavior that may place themselves or others at risk.
  • Understand and demonstrate the institutional and occupational competencies required to accomplish the mission as outlined in AFDD 1-1, *Leadership & Force Development*; AFPD 36-26, *Total Force Development*; AFI 36-2640, *Executing Total Force Development*; & appropriate CFETP.
  • Maintain the highest level of personal readiness to meet mission requirements:
    • **Technically ready** -- skill level, proficiency IAW CFETP. Train/develop subordinates so they are also technically ready. NCO’s should earn a CCAF degree if not already earned.
    • **Physically Ready** -- Attain and maintain excellent physical conditioning & always meet AF Standards. Set a positive example. Lead the way by promoting, supporting, and participating in unit physical training activities and the Air Force fitness program.
    • **Mentally Ready** -- NCO’s must monitor and address issues negatively impacting subordinates’ mental readiness. Supervisors are often in the best position to detect signs of depression or suicidal behavior. NCOs have a very important role in suicide prevention.
    • **Spiritually Ready** -- Develop personal qualities needed to help oneself through times of stress, hardship and tragedy. Provide assistance to subordinates who may be struggling with their spiritual readiness through appropriate support agencies.
    • **Meet all pre-deployment requirements** -- ensure they educate and assist subordinates with deployment preparation actions. Correct and counsel subordinates who do not meet deployment readiness standards.
  • **Clearly meet & strive to exceed, the standards & expectations levied upon junior enlisted Airmen.** *(See AB-SrA Expectation Slide)*
  • Epitomize excellence & lead by example through exhibiting professional behavior, military bearing, respect for authority, & the highest standards of dress/appearance. Instill professional behaviors in subordinates. Correct those who violate standards.
    • Remain keenly aware of individual/group dynamics affecting readiness/safety. Identify those exhibiting high-risk behaviors/deter further unsafe practices.
    • NCOs must maintain an environment free of any behaviors that hinder others’ ability to achieve their full potential & max contribution.
EXPECTATIONS

• General NCO (refer to 36-2618, The Enlisted Force Structure)
  • If senior in grade, accept responsibility for assuming the role of leader. Responsibility/accountability increase commensurate w/grade.

  • Promote organizational esprit de corps and foster good community relations by actively participating in and supporting professional organizations as well as unit, base, and Air Force events. Also, encourage subordinates to do the same.

  • Take an active leadership and supervisory role by staying involved with subordinates on a daily basis. Provide career counseling to subordinates on benefits, entitlements, and opportunities available during an Air Force career.

  • Promote a culture of Airmen who are capable of mastering multiple tasks to better support mission requirements. Secure and promote PME and professional enhancement courses for themselves and subordinates to develop and cultivate leadership skills and military professionalism.

  • Seek ways to reduce cost and improve efficiency.
EXPECTATIONS

• **General SNCO (refer to 36-2618, The Enlisted Force Structure)**
  - Meet all NCO responsibilities...
  - Promote a culture of Airmen capable of adapting to evolving Air Force requirements throughout a career. Pursue opportunities and encourage retraining as needed, or serve in special duties such as first sergeant, military training and PME instructor, or recruiter, to balance the force and enable our Air Force to meet mission requirements.
  - Ensure money, facilities, and other resources are utilized in an effective and efficient manner and in the best interest of the Air Force. Plan resource utilization, replenishment, and budget allocation to ensure personnel are provided the equipment and resources needed to effectively accomplish the mission.
  - Promote responsible behaviors within all Airmen. Readily detect and correct unsafe and/or irresponsible behaviors that negatively impact unit or individual readiness. Promote peer involvement in detecting and correcting unsafe and irresponsible behaviors. Recognize and reward Airmen who properly employ operational risk management philosophies.

• **Specific SNCO (refer to 36-2618, The Enlisted Force Structure)**
  - **Master Sergeant**...transitioning from being technical experts and first line supervisors to leaders of operational competence skilled at merging subordinates’ talents, skills, and resources with other teams' functions to most effectively accomplish the mission. Developing their leadership/management skills. Significantly increased responsibilities & requires a broad technical/managerial perspective. MSgt-selects **should** immediately enroll in/complete the AFSDNCOA by DL in preparation for new roles. The SNCO Joint PME is also recommended for those preparing for joint assignments. MSGts **should** complete the CCAF degree in their current AFSC.

  As SEL’s, **must** reflect the highest qualities of a leader and professional.

  - **Senior Master Sergeant**...key, experienced, operational leaders skilled at merging their subordinates’ talents, skills, resources w/other teams' functions to most effectively accomplish the mission. Continue to develop their leadership/management skills in preparation for expanded responsibilities/higher leadership positions. SMSgts **should** complete the AFSDNCOA if not already completed. SNCO Joint PME is also recommended for those preparing for joint assignments. As SEL’s, SMSgts must reflect the highest qualities of a leader and professional.

  - **Chief Master Sergeant**...CMSgts serve as key leaders at all levels in the Air Force from flight-level to Air Staff. They serve as commandants, superintendents, program managers, command chief master sergeants, functional managers, and career field managers. CMSgts **must** epitomize the finest qualities of a military leader. CMSgts bring substantial operational and occupational experience as well as strong institutional skills to their organizations and all assigned tasks. CMSgts **must** strive to further develop their leadership and management skills to better prepare them for future roles. As key mentors, they **must** deliberately develop subordinates into enlisted leaders of the future.
PERFORMANCE RATINGS

- Ratings:
  - Not Rated = Not Rated
  - Met some but not all expectations = Routine and/or significant unacceptable performance, actions incompatible with, and/or Airmen who have failed to adhere to established AF standards.
    - Routinely – a repeated inability to meet standards
    - Significantly – a single instance where failure is egregious (outstandingly bad/shocking) in nature or so far short of a standard that it impacts the overall assessment.
      - Referral EPR
  - Met all Expectations = Meets establish standards
  - Exceeded some, but not all expectations = Performs beyond most established standards/expectations.
  - Exceeds most, if not all expectations = Performs at a higher level than peers, far exceeds standards and expectations, unique performer.
PERFORMANCE RATINGS

• Mindset:
  • Met some but not all expectations = ReferralEPR
    • If you have individuals that know the standards/expectations and they continually fail to meet them (consistently late, constantly receiving QA fails) or have an action that is so far from the standard (DUI, purposeful failure to follow tech data)...this rating needs to be strongly considered.
  
  • Met all Expectations = Meeting all Expectations is not easy if expectations are high but with high expectations comes significant feedback. Continually providing necessary feedback will help any Airman meet high expectations. Receiving this rating is not a “mark down”. This is where it begins and ratees move left on right on the rating scale depending on performance. This is the category most Airmen will fall into if raters are accurately and honestly assessing their performance.

  • Exceeded some, but not all expectations = Beyond most. If raters are using all available resources to set expectations, performing beyond most is something a lot of Airmen don’t do. There is a lot included. If you set 10 standards, and a ratee exceeds 5 of them, that is NOT beyond most...that is half. Beyond MOST equates to 8 or 9 of the 10 standards/expectations. Give an accurate assessment based on performance and observation. Expect honesty. Be honest. This is a “mark up”, not a “mark down”.

  • Exceeds most, if not all expectations = Unique performer. Unique is defined as being the only one of its kind; unlike anything else. We all know that unique Airman. Don’t dilute his/her rating by inflating someone else’s. There are not many unique performers, don’t pretend there are. Is the ratee your first choice in ALL AREAS of performance? If no, this is not their rating. This is not easily earned.
PERFORMANCE RATINGS

• **Performance in Primary Duty/Training Requirements** *(Section III), AF Form 910. Consider...*

  • **Task Knowledge/Proficiency:** Consider the quality, quantity, results, and impact of the Airman's knowledge & ability to accomplish tasks

  • **Initiative/Motivation:** Describes the degree of willingness to execute duties, motivate colleagues and develop innovative new processes;

  • **Skill Level Upgrade Training:** Consider skill level awarding course, CDC timeliness completion, course exam results, and completion of core task training;

  • **Duty Position Requirements, qualifications, and certifications:** Consider duty position qualifications, career field certifications (if applicable), and readiness requirements;

  • **Training of Others:** Consider the impact the Airman made to train others.
**PERFORMANCE RATINGS**

- **Performance in Leadership/Primary Duties/ Followership/Training (Section III), AF Form 911. Consider...**
  - **Msn Accomplishment:** ability to lead & produce timely, high quality/quantity, msn-oriented results *(Does what they do matter? Does it make a difference?)*
  - **Resource utilization (e.g. time management, equipment, manpower and budget):** How effectively the Airman leads their team to utilize their resources to accomplish the mission *(Do they find ways to do something or do they find ways they can’t? Maybe it can’t be done, are they trying to make progress or sitting on their thumbs waiting for someone else to show them? Moving on to a different priority?)*
  - **Team Building:** The amount of innovation, initiative, and motivation displayed by the Airman and their subordinates *(collaboration)*
  - **Mentorship:** How well the Airman knows their subordinates, accepts personal responsibility for them & is accountable for their professional development *(How involved are they?)*
  - **Communication Skills:** How well the Airman communicates *(includes listening, reading, speaking, and writing skills)* in various mediums, translates superior's direction into specific tasks & responsibilities, fosters an environment for open dialogue, and enhances communication skills of subordinates
  - **Comply with/Enforce Standards:** Personal adherence & how the Airman fosters an environment where everyone enforces fitness standards, dress & personal appearance, customs & courtesies, professional conduct
  - **Duty Environments:** Rate how well the Airman establishes & maintains caring, respectful, & dignified environments while valuing diversity; to include promoting a healthy organizational climate
  - **Training:** How well the Airman & his/her team complies w/upgrade, duty position, certification requirements
PERFORMANCE RATINGS

• **Followership/Leadership** (Section IV), AF Form 910. **Consider**...

  • How well they embodied followership and leadership during the rating period....**Take/give direction.** Humility. Do they complain about direction, question leadership openly, sew seeds of discord? Do they embrace leadership direction? Question behind the doors, support outside the doors? Do they power trip? Do they exercise authority? Do they shy away from the lead? Do they embrace the lead? Do they look for the ball when the game is on the line?

  • **Resource utilization** *(e.g. time management, equipment, manpower, and budget)*: Consider how effectively the Airman utilizes resources to accomplish the mission

  • **Complies with/enforces standards**: Consider personal adherence and enforcement of fitness standards, dress and personal appearance, customs and courtesies, and professional conduct

  • **Communication skills**: Describes how well the Airman receives and relays information, thoughts, and ideas up and down the chain of command (includes listening, reading, speaking, and writing skills); fosters an environment for open dialogue; Caring, respectful, and dignified environment (teamwork)

  • Rate how well the Airman selflessly considers others, values diversity, and sets the stage for an environment of dignity and respect; to include promoting a healthy organizational climate.
PERFORMANCE RATINGS

• **Whole Airman Concept** *(Section V), AF Form 910 & (Section IV) AF Form 911 Consider...*
  
  • **Air Force Core Values**: Consider how well the Airman adopts, internalizes, demonstrates and insists on adherence of our Air Force Core Values of Integrity First, Service Before Self and Excellence in All We Do
  
  • **Personal and Professional Development**: Consider effort the Airman devoted to improve their subordinates, their work center/unit and themselves
  
  • **Esprit de corps and Community Relations**: Consider how well the Airman promotes camaraderie, enhances esprit de corps, and develops Air Force ambassadors
**PERFORMANCE RATINGS**

- **“Overall Rating”...General items to consider ...**
  - **Evaluate in comparison to peers.** If your ratee is not THE “go-to” person in your work center, don’t rate them as if they are. If there is someone better, tell your ratee that they don’t match the performance of someone else and in what area. Don’t let them think they are the best, when they are second. Even if it is by a hair, let your ratee know what area to improve in and set the expectation that they do so. You don’t need to know what other raters are rating their Airmen, you just need to know that you are being accurate and honest with yours.
  - **Additional raters:** be the sanity check, you know who the “go-to” Airmen are. Discuss ratings you feel are inaccurate. If you can’t be “shown the light”, use your right to non-concur and have a reason. This goes both ways, higher rating and lower rating. Do your part...don’t expect it to be easy.

- Overall ratings influence promotions, assignments, career job reservations and retraining, potential for increased responsibility and promotion potential must be considered.

- Raters **must not** rate people with strong potential and performance records the same as average or weak performers.

- We **MUST** differentiate, not matter how hard it is. Everyone does NOT get a trophy...or an “exceeds most, if not all rating”...unless they earn it.

- We are doing our TOP-PERFORMERS a disservice we rate all our Airmen the same.
**PROMOTION RECOMMENDATIONS**

- **Recommendations:**
  - **Do Not Promote** = Referral, mbr is not recommended for promotion based on unacceptable performance, failure to adhere to AF standards & Expectations
  
  - **Not Ready Now** = Not considered ready for promotion at this time, needs additional grooming in the current grade, may require specific attention w/regard to performance of established AF standards/expectations. Not automatically a referral provided the EPR contains no negative comments, derogatory info or performance assessment ratings of “Met some but not all expectations”. This means a member can be “Meets Expectations” and “Not Ready Now”

  - **Promote** = Recommended for promotion based on performance. Performs w/the majority of Airmen and at a level commensurate (equal) with peers.

  - **Must Promote** = Recommended for accelerated promotion based on stellar performance well above established AF standards and expectations. Designated for outstanding performers that perform at a higher level than their peers.

  - **Promote Now** = Recommended for immediate promotion based on exemplary performance that far exceeds established AF standards/expectations. Elite performer who performs well above peer group.
SENIOR RATER STRATIFICATIONS

- Eligibility Requirements:
  - TIG Eligible MSgt or SMSgt
  - Successfully completed SNCOA (in-res or correspondence)
  - CCAF Degree (as of SCOD)

- Senior Rater Endorsement is not automatic or Mandatory

- Stratification Allocations
  - MSgt – 10% of Top Eligibles
  - SMSgt – 20% of Top Eligibles
WRITING BULLETS

Action; result – impact

Action – What did they do?
- Individual’s performance clearly communicated

Result – What happened because of what they did?

Impact – who/what/ what level/how much was the impact
- Tied to the tactical, operational or strategic picture
WRITING BULLETS

What do good bullets look like?

- Revised training pgm; saved 15 hours/person--impacted 10K employees
- Base mentor; taught ALS, NCOPES & FTAC--seven classes impacted 352 Amn
Can you spot the problem?

- Led inspection review; validated 13 checklists/350 items--no write ups

This doesn't work because having no write ups doesn't mean anything - the result isn't connected well with overall inspection. Instead, you'd want to see:

Led inspection review; validated 13 checklists--ensure d 350 items compliant w/AF standards

This brings the result back to the work. The member reviewed the areas and ensured all programs were within Air Force standards.
BULLET EXAMPLES

From RAF Mildenhall PA:
- Org'd Military Alft tour; presented ARW msn/KC-135/ATC Tower--praised by O-8/Royal Saudi/Nigerian AF
- Captured historical F-22 HAF msn; broadcasted US Nat'l Security policy EU-wide--slowed Russian aggression

From Spangdahlem AB PA:
- Prep'd security footage for JAG; video critical to sexual assault trial--evidence drove conviction/29-yr confinement
- Trained PA in adv'd video techniques; converted knowledge to exp--led tm to 5 media awds, UEI Superior Performer

From one of the AF Commands
- Completed 9 credit hrs for CCAF in Administration; 3.4 GPA--HR skills promoted diversity/inclusion in workspace
- Resolved stolen phone issue; drove investigation, replaced phone & restored info--del'v capability to dep dir in 7 days
Bullet examples from across both career fields:

- Created 52 FW/CC comm card; ID'd facts/Wg expansion, rdy'd 22 CCs f/media "hot topics"--SAF/PA "best practice“

**Spangdahlem AB Communications Sq:**

- Spearheaded 52 LRS wireless scanner proj; delivered ntwk connectivity to 64 handhelds--tracked $17M supply items

- Revitalized $3M wireless ntwk; repaired 240 access points--provided E-Tools/IMDS access f/330 Amn/mx 29 F-16s

- ID'd crit AF safety error; corrected separation distance miscalculation f/ PL-1 assets--findings prompted AFI revision
How to capture Social Media metrics … times have changed

- No longer a good impact

- Just because 12,000 people SAW something doesn't mean anyone did anything about it. You're looking to change behavior or drive action.

The current buzz is planning, action and did you meet yours/clients goal? Did it affect anything?
Sometimes, what we do is pure entertainment (especially in the AFN world). When that is the case, you might want to figure out a way to capture metrics.

If you have a radio show and you've seen an increase in listenership (or interaction) during that segment, highlight that.

If you have a TV/SM series and you're seeing traffic for that segment increase, capture that.
“Not every bullet has a tangible impact- that's what we hear all the time. I don't believe that’s true. There is ALWAYS a reason we do something. That reason is likely tied to, or is the impact.” - Chief Joy Josephson