

AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (AB thru TSgt)

PRIVACY ACT STATEMENT

AUTHORITY: Title 10 United States Code (U.S.C.) 8013, Secretary of the Air Force and AFI 36-2406.

PURPOSE: Used to document effectiveness/duty performance history.

ROUTINE USES: May specifically be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(3). DoD Blanket Routine Uses apply.

DISCLOSURE: Voluntary. A copy of the ACA may be requested as directed by AFI 36-2406.

I. PERSONAL INFORMATION

NAME (Last, First, Middle Initial) Redd, Jordan A	RANK SrA	UNIT 234th IS
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II. TYPE OF ASSESSMENT ☒ INITIAL ☐ MID-TERM ☐ FOLLOW-UP ☐ RATEE REQUESTED ☐ RATER DIRECTED

III. SELF-ASSESSMENT (To be completed by Ratee and forwarded to Rater) Rating Scale: Y=Yes, understands; N=Need more information

RESPONSIBILITY:	RATEE
1. Understands the importance of doing the right thing even when it is unpopular or difficult.	Y <input type="checkbox"/>
2. Understands the importance of responsibility in the use of and care of equipment and assets.	Y <input type="checkbox"/>
3. Understands the importance of admitting shortcomings or mistakes.	Y <input type="checkbox"/>
4. Understands the importance of refusing to partake in inappropriate behavior(s) despite social pressure.	Y <input type="checkbox"/>
5. Understands the importance of accomplishing tasks in a timely manner.	Y <input type="checkbox"/>
6. Understands the importance of providing support and welfare, of family, and ensuring they are prepared for separations and/or reunions. (If applicable)	Y <input type="checkbox"/>

ACCOUNTABILITY:

7. Understands the importance of the Air Force Core Values/Standards and how others should be accountable.	Y <input type="checkbox"/>
8. Understands the importance of applying situational awareness and sound judgment.	Y <input type="checkbox"/>
9. Understands the importance of living within ones means (financially, budgets, saves, spends responsibility, etc.).	Y <input type="checkbox"/>

AIR FORCE CULTURE:

10. Understands the importance of leading by example.	Y <input type="checkbox"/>
11. Understands the importance of respecting one's self and others.	Y <input type="checkbox"/>
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).	Y <input type="checkbox"/>
13. Understands the importance of showing enthusiasm in being an Airman and in inspiring others to reach their full potential.	Y <input type="checkbox"/>
14. Understands the importance of upholding the proud heritage of the Air Force and the importance of displaying the professional characteristics of an Airman at all times (24/7).	Y <input type="checkbox"/>

SELF:

15. Understands the importance of setting aside time to assess self, as-well-as personal and professional goals.	Y <input type="checkbox"/>
16. Understands the importance of setting aside quality time to be with family and friends.	Y <input type="checkbox"/>
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussion during feedback session.	Y <input type="checkbox"/>

IV. AIRMAN'S CRITICAL ROLE IN SUPPORT OF THE MISSION (To be completed by Rater):

V. INDIVIDUAL READINESS INDEX (Completed by Rater after talking to Unit Deployment Manager)

R= RED (UNSAT/NOT CURRENTLY DEPLOYABLE), G=GREEN (HIGHLY SAT/CURRENTLY DEPLOYABLE) ☐ AF Indicator

VI. PERFORMANCE: LEADERSHIP/PRIMARY DUTIES/FOLLOWERSHIP/TRAINING (To be completed by Rater) - Information may be used on next EPR (Using AFI 36-2618, The Enlisted Force Structure, as the standard of expected performance commensurate with the Airman's rank, to what degree did the Airman comply with performance expectations.)

1. Task Knowledge/Proficiency: Consider the quality, quantity, results, and impact of the Airman's knowledge and ability to accomplish tasks	Demonstrated insufficient ability; required re-accomplishment of tasks; requires more guidance/experience (few Airmen) <input type="checkbox"/>	Demonstrated acceptable ability and consistently produced good quality, quantity, results, and impact (majority of Airmen) <input type="checkbox"/>	Routinely delivered high-quality work early; produced more than expected of current grade (some Airmen) <input type="checkbox"/>	Knowledge and skills impact far beyond those of peers; efforts directly elevated unit's impact on mission success (very few Airmen) <input type="checkbox"/>
2. Initiative/Motivation: Describes the degree of willingness to execute duties, motivate colleagues, and develop innovative new processes	Displayed little to no effort in accomplishing duties, lacked motivation and did not display initiative (few Airmen) <input type="checkbox"/>	Displayed good effort in performance of assigned tasks; mindful of others' needs and developed new processes (majority of Airmen) <input type="checkbox"/>	Self-starter on task completion, proactively assisted colleagues, routinely sought out new ways to execute mission (some Airmen) <input type="checkbox"/>	Inspired work ethic, aggressively sought to improve others' motivation, drove innovative environments (very few Airmen) <input type="checkbox"/>
3. Skill Level Upgrade Training: Consider skill level awarding course, CDC timeliness completion, course exam results, and completion of core task training N/A (Airman possessed required skill level/training) <input type="checkbox"/>	Did not complete or took excessive time to obtain required skill level (few Airmen) <input type="checkbox"/>	Progressed in or obtained skill level within prescribed time and standard (majority of Airmen) <input type="checkbox"/>	Progressed in or obtained skill level ahead of time and above standard (some Airmen) <input type="checkbox"/>	Completed CDCs and core task training requirements far ahead of schedule and obtained excellent course exam score (very few Airmen) <input type="checkbox"/>
4. Duty Position Requirements, qualifications, and certifications: Consider duty position qualifications, career field certifications (if applicable), and readiness requirements N/A (Airman possessed training commensurate with grade prior to reporting period) <input type="checkbox"/>	Did not complete or took excessive time to obtain required training (few Airmen) <input type="checkbox"/>	Progressed in or obtained training within prescribed time and standards (majority of Airmen) <input type="checkbox"/>	Progressed in or obtained training ahead of time and above standards (some Airmen) <input type="checkbox"/>	Completed training requirements far ahead of schedule and it tested obtained excellent scores (very few Airmen) <input type="checkbox"/>
5. Training of others: Consider the impact the Airman made to train others N/A (No valid opportunity for Airman to train) <input type="checkbox"/>	When tasked to train, Airman made minimal to no effort to train others; did not meet expectations (few Airmen) <input type="checkbox"/>	Effectively imparts skills and knowledge to others (majority of Airmen) <input type="checkbox"/>	Consistently seized opportunities to train subordinates and peers; trainees became highly skilled (some Airmen) <input type="checkbox"/>	Peerless teacher; selflessly imparts expertise to subordinates, peers and superiors with significant impact on mission (very few Airmen) <input type="checkbox"/>

6. COMMENTS

VII. FOLLOWERSHIP/LEADERSHIP					
1. Resource utilization (e.g., time management, equipment, manpower and budget): Consider how effectively the Airman utilizes resources to accomplish the mission	Improperly or inconsistently managed time and other resources (few Airmen)	<input type="checkbox"/>	Made good use of available time and other resources within Airmen's control (majority of Airmen)	<input type="checkbox"/>	Sought better ways to more effectively utilize time and other resources (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
2. Comply with/enforce standards: Consider personal adherence and enforcement of fitness standards, dress and personal appearance, customs and courtesies, and professional conduct	Failed to meet some or all standards (few Airmen)	<input type="checkbox"/>	Consistently met all standards, exceeded some (majority of Airmen)	<input type="checkbox"/>	Exceeded all standards of fitness, conduct, appearance and behavior; influenced others by example (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
3. 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	Not articulate; does not assimilate or convey information in a clear and concise manner (few Airmen)	<input type="checkbox"/>	Able to convey most information in an understandable manner; makes some effort to improve communication skills (majority of Airmen)	<input type="checkbox"/>	Clearly conveyed complex information in a concise manner; improved communication skills in themselves and others; encouraged and considered others' input (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
4. Caring, respectful and dignified environment (teamwork): Rate how well the Airman's selfless consideration and expectation of others and value of diversity, set the stage for an environment of dignity and respect, to include promoting a healthy organizational climate	Airman displayed little to no respect for others and/or themselves (few Airmen)	<input type="checkbox"/>	Fostered a dignified environment by consistently treating Airmen and themselves with respect (majority of Airmen)	<input type="checkbox"/>	Displayed strong interpersonal skills by proactively meeting others' needs, held others accountable for professional conduct to enhance a dignified environment (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
5. COMMENTS					
VIII. WHOLE AIRMAN CONCEPT					
1. Air Force Core Values: Consider how well the Airman adopts, internalizes and demonstrates our Air Force Core Values of Integrity First, Service Before Self, and Excellence in All We Do	Airman failed to adhere to the Air Force Core Values (few Airmen)	<input type="checkbox"/>	Consistently demonstrated the Air Force Core Values, both on and off duty (majority of Airmen)	<input type="checkbox"/>	Embodiment of Integrity, Service Before Self, and Excellence; encouraged others to uphold Air Force Core Values (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
2. Personal and Professional development: Consider the amount of effort the Airman devoted to improve themselves and their work center/unit through education and involvement	Made little to no effort to complete expected professional and/or personal development (few Airmen)	<input type="checkbox"/>	Established goals and progressed to meet those goals for professional and/or personal development (majority of Airmen)	<input type="checkbox"/>	Driven Airmen; exceeded both professional and personal development goals with positive impact on individual performance or mission accomplishment (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
3. Esprit de corps and community relations: Consider how well Airman promotes camaraderie, embraces esprit de corps, and acts as an Air Force ambassador	Made little to no effort to promote esprit de corps or community involvement (few Airmen)	<input type="checkbox"/>	Fostered esprit de corps through volunteerism and actively involved in base and community events (majority of Airmen)	<input type="checkbox"/>	Active participant; organized and occasionally led team building and community events (some Airmen)
		<input type="checkbox"/>		<input type="checkbox"/>	
4. COMMENTS					
IX. KNOWING YOUR AIRMAN (To be discussed by Ratee and Rater during feedback session)					
1. How do you think you are performing in the unit? How can your unit help you perform better ?					
2. What are some of your goals for self-improvement ? (Goals should be SMART – S pecific, M easurable, A ttainable, R ealistic, and T ime-bound).					
2a. Do you have personal (family, financial, fitness, etc.) goals ? Would you like to discuss?					
2b. What are your professional (assignments, academic, professional, etc.) goals (i.e., CCAF, BA, SNCOA completion, special duties, etc.)?					
3. Do you have stressors in your life? If so, what are you goals for reducing them? How can we help?					
4. Do you have Wingmen? Do you have at least one mentor?					
5. How would you rate yourself as a Wingman and a mentor? Can you provide some specific examples?					
6. Would you like to offer any suggestions/feedback? (e.g., unit improvements, safety, productivity enhancements, existing programs, living conditions)					
7. Expectations for unit and Ratee (Areas for improvement, strengths and weaknesses; recommendations for improvement).					
NOTE: This information is to enhance open communication; the rater will not utilize or document any areas discussed in Section III or IX when preparing evaluations (Ref: AFI 36-2406).					
RATEE SIGNATURE			RATER SIGNATURE		DATE