

**DEPARTMENT OF THE AIR FORCE**  
**Thomas N. Barnes Center for Enlisted Education (AETC)**  
**Maxwell AFB, AL 36118**

**1 Mar 18**

**AIRMAN LEADERSHIP SCHOOL**  
**STUDENT GUIDE**

**PART I**  
**COVER SHEET**

**LESSON TITLE: SA02, PERFORMANCE EVALUATION**

**TIME:** 14 Hours

**METHOD:** Guided Discussion/Experiential

**REFERENCES:**

Air Force Instruction (AFI) 36-2406, Officer and Enlisted Evaluation Systems,  
8 November 2016.

Air Force Instruction (AFI) 36-2618. *The Enlisted Force Structure*, 27 February 2009.

Air Force Policy Directive (AFPD) 36-24. *Military Evaluations*, 12 March 2014.

Air Force Instruction (AFI) 36-2803. *The Air Force Military Awards and Decorations Program*, 18 December 2013.

Department of the Air Force (DAF). *Air Force Core Values*, 1 January 1997.

Johns, Gary, and Alan M. Saks. *Organizational Behavior, Understanding and Managing Life At Work*. 8th. Toronto: Pearson Education Inc., 2010.

Schawbel, Dan. *Promote Yourself: The New Rules for Career Success*. New York: St. Martin's Press, 2013.

Shaw, Haydn. *Sticking Points: How to Get 4 Generations Working Together in the 12 Places They Come Apart*. Tyndal House Publishers, Inc., 2013.

**STUDENT PREPARATION:**

1. Read the SA02, *Performance Evaluation* student guide in its entirety.
2. Read AFI 36-2406, *Officer and Enlisted Evaluations Systems*, specifically the sections pertaining to the Airman Comprehensive Assessment (ACA) worksheet and the AF Form 910, *(AB-TSgt) Enlisted Performance Report (EPR)*.
3. Review chapter 4, AFI 36-2618, *The Enlisted Force Structure*
4. Prepare six performance standards using the information provided in the student guide. Bring your completed homework to class for review.

The total time for reading assignments is approximately 10,400 words, 90 minutes of reading.<sup>i</sup>  
The total time for homework assignment is approximately 45 minutes.

## PART IA

**GENERAL LEARNING OUTCOME:** Students who graduate from Airman Leadership School are prepared to perform first-level supervisory responsibilities, effectively lead individuals and workcenter teams as evidenced by their comprehension of Performance Evaluation concepts.

### SUPPORTED COMPETENCIES/DIRECTIVES:

The *Performance Evaluation* lesson provides information necessary to effectively execute the assigned NCO responsibilities in AFI 36-2406, *Officer and Enlisted Evaluation Systems* and AFI 36-2618, *Enlisted Force Structure*.

**TERMINAL COGNITIVE OBJECTIVE:** Comprehend Performance Evaluation concepts and their impact on subordinate, NCO, unit, and mission effectiveness.

### TERMINAL COGNITIVE SAMPLES OF BEHAVIOR:

1. Explain Performance Evaluation concepts and their impact on subordinate, NCO, unit, and mission effectiveness.
2. Give examples of Performance Evaluation concepts and their impact on subordinate, NCO, unit, and mission effectiveness.
3. Predict the impact of Performance Evaluation concepts on subordinate, NCO, unit, and mission effectiveness.

**AFFECTIVE OBJECTIVE:** Value Performance Evaluation concepts and their impact on subordinate, NCO, unit, and mission effectiveness.

## PART IB

**ORGANIZATIONAL PATTERN:** Topical

**ASSOCIATED LESSONS:** SC01, *Supervisory Communication* and SA01, *Standards and Discipline*; CF05, *Self-Awareness*<sup>ii</sup>

## PART IC

### LESSON OUTLINE

CONTENT
<b>INTRODUCTION:</b> Attention, Motivation, and Overview
<b>MP 1. The Enlisted Evaluation System</b> <ul style="list-style-type: none"><li>A. Purposes</li><li>B. Impact</li><li>C. Benefits</li></ul>
<b>MP 2. Performance Expectations</b>

<ul style="list-style-type: none"> <li>A. Job Description</li> <li>B. Performance Standards</li> <li>C. Standards Homework Review Activity (In-class)</li> </ul>
<p><b>MP 3: Monitoring Performance</b></p> <ul style="list-style-type: none"> <li>A. What to Monitor</li> <li>B. Methods of Monitoring</li> </ul>
<p><b>MP 4. Performance Feedback</b></p> <ul style="list-style-type: none"> <li>A. Performance Feedback Across the Generations</li> <li>B. Initial Performance Feedback</li> <li>C. Midterm Performance Feedback</li> <li>D. Preparing for the Feedback Session (Initial and Midterm)</li> <li>E. Delivering Performance Feedback</li> <li>F. Additional Types of Feedback</li> </ul>
<p><b>MP 5. Evaluation Concepts</b></p> <ul style="list-style-type: none"> <li>A. Typical Performance</li> <li>B. Rater Evaluation Errors</li> <li>C. Purpose of Performance Evaluations</li> </ul>
<p><b>MP 6. Administrative Responsibilities</b></p> <ul style="list-style-type: none"> <li>A. Types of Administrative Decisions</li> <li>B. AF Form 910</li> <li>C. EPR Exercise (In-class)</li> </ul>
<p><b>MP 7. Developing Improvement Plans</b></p> <ul style="list-style-type: none"> <li>A. Improving the Subordinate</li> <li>B. Improving the Job</li> <li>C. Improving the Situation</li> </ul>
<p><b>CONCLUSION:</b> Summary, Re-motivation, and Closure</p>

<p style="text-align: center;"><b>PART II</b></p> <p style="text-align: center;"><b>STUDENT READING</b></p>
<p style="text-align: center;"><b>BODY</b></p>

## INTRODUCTION

*"We all want, and need, a system that differentiates between good and great performers and ensures we value job performance first and foremost."  
~ Air Force Chief of Staff Gen. Mark Welsh*

According to Air Force Policy Directive 36-24, *Military Evaluations*, "The Air Force has a continuing need to make sure its members perform at a high level and that those who demonstrate the greatest potential be advanced to positions of greater responsibility."<sup>1</sup> Your primary responsibility as a supervisor and reporting official is to develop your Airmen into highly productive and motivated members who can accomplish the mission. Airmen are your most important resource, and this lesson will provide you with the foundational tools to develop your Airmen. You will learn about the Enlisted Evaluation System, specifically performance feedback and enlisted performance reports (performance evaluation). Additionally, you will learn about monitoring performance, common rater errors during evaluation, and establishing improvement plans for your Airmen. These skills will enable you to fulfill your responsibilities outlined in AFI 36-2618, *The Enlisted Force Structure* and AFI 36-2406, *Officer and Enlisted Evaluation Systems*.

This lesson does not cover basic information such as when to submit an Enlisted Performance Report (EPR), how to calculate the number of supervision days, or how to process EPRs. AFI 36-2406, *Officer and Enlisted Evaluation Systems* will provide you with the most accurate information about submitting EPRs. The goal of this lesson is for you to understand your responsibilities and the impact EES has on force development and mission success. Before you get started, you should be familiar with a few terms. Throughout your Air Force career, you have probably heard of the titles: supervisor, reporting official, and rater. The Air Force uses these terms interchangeably. The Air Force mandates Airmen must attend Airman Leadership School before assuming the rank of SSgt and being appointed as a supervisor and reporting official.

**Supervisor** – A person of any rank who directs the activities of an individual or team and is usually responsible for the productivity of that person or team.

**Reporting Official (Rater)** – The official in your chain of command designated by management to provide performance feedback and initiate performance reports.

## MP 1. THE ENLISTED EVALUATION SYSTEM (EES)

### **History**

The Air Force designed the Enlisted Evaluation System to improve the reporting and

evaluation process for our Airmen. When the Air Force became a separate service in 1947, squadron commanders had tremendous power over the careers of enlisted members assigned to their squadrons. During this time, squadron commanders gave Airmen simple character and efficiency ratings. These one-word evaluations could make or break an enlisted Airman's career. When a vacancy existed in a particular grade, the squadron commander determined who would fill the vacancy. The commander had legitimate power to promote enlisted members to any grade and could just as easily demote an individual down to the rank of private.

By the early 1960s, the Air Force developed an Airman Performance Report (APR) patterned after the officer rating system. In 1970, these performance reports were included as a factor in the new Weighted Airman Promotion System (WAPS). One of the criticisms of the APR was that ratings were often inflated. In early 1988, the Air Force formed a working group to study the APR. The working group identified two basic problems: most Airmen did not view the APR as a feedback device, and rating and endorsement inflation had limited the APR's ability to provide sound information to promotion boards. The working group made three recommendations: include a performance feedback system as part of the evaluation system, improve the utility of the performance report, and streamline the administrative procedures so supervisors can spend more time doing their primary jobs. These recommendations led to formal feedback and the Enlisted Evaluation System described in AFI 36-2406. By the 1990s, the Air Force had eliminated the APR and transitioned to the Enlisted Performance Report (EPR).

In 2007, the Air Force again improved the EES by creating streamlined feedback and evaluation forms. The newly revised Performance Feedback Worksheet (PFW) feedback areas mirrored the performance areas on the newly revised EPR. The Performance Feedback Worksheet introduced in 2007 eliminated the sliding scale previously used by supervisors to assess subordinate performance. Additionally, the Air Force added Fitness as an evaluation area on the EPR. Lastly, the Air Force mandated the use of digital signatures on all EPRs except referral EPRs. The Enlisted Evaluation System continued to evolve and adapt to the changing needs of the Air Force.

In early 2012, the Air Force field-tested a new performance feedback worksheet to assess how supervisors interact and provide feedback to their Airmen. The Air Force determined the 2007 performance feedback worksheet was supervisor driven and did not allow Airman to formally assess themselves before and during performance feedback sessions. July 2014, the Air Force mandated the use of the Airman Comprehensive Assessment (ACA).

The ACA prompts supervisors to engage in open dialog and conversation with their Airmen during performance feedback sessions. Most importantly, the new ACA gave Airmen the opportunity to conduct a self-assessment. On the heels of the ACA release, General Welsh said, "Proper feedback is the most important element of a strong evaluation system. It is the only way we can cultivate a culture that drives performance."

While EES has evolved over the decades, one thing remains constant; EES is only effective if supervisors uphold the Core Values and perform their supervisory responsibilities as outlined in AFI 36-2618, *The Enlisted Force Structure* and AFI 36-2406, *Officer and Enlisted Evaluation Systems*. As NCOs and leaders, we are responsible

for supervising, developing, mentoring, and leading our Airmen. We owe it to them to provide them with performance feedback and accurate, honest performance evaluations. Remember, you are the primary mentor for your Airmen.

### **Purposes**

The Enlisted Evaluation System has four purposes.

- 1) To establish performance standards and expectations for ratees, provide meaningful feedback on how well the ratee is meeting those expectations, and to give direction on how to better meet those established standards and expectations.
- 2) To provide a reliable, long-term, cumulative record of performance and potential based on that performance.
- 3) To provide SNCO evaluation boards, the Weighted Airman Promotion System (WAPS) and other personnel managers' sound information to assist in identifying the best-qualified officers and enlisted personnel.
- 4) To document in the permanent record any substantiated allegation of a sex-related offense against an Airman, regardless of grade, that results in conviction by courts-martial, non-judicial punishment, or other punitive administrative action. For the purpose of documenting sex-related offenses, a punitive administrative action is defined as a Letter of Reprimand. Sex-related offenses include crimes such as rape, sexual assault, stalking, sexual contact, indecent viewing, and sexual assault of a child. See the specific UCMJ punitive articles for additional information.

### **Impact**

**1) Promotions:** EPRs are an important factor in determining the future of an enlisted member's career. EPRs are a permanent part of a member's personnel record. EPRs provide history of past performance, and identify Airmen who are ready for increased responsibility. The Weighted Airman Promotion System factors in the overall EPR ratings as part of the composite score. Because of this, it is critical that supervisors rate their subordinates accurately and honestly. The EES can differentiate between good and great performers...but only if supervisors do their part.

**2) Productivity:** As a supervisor, you are responsible for helping your Airmen achieve their full potential. The EES is your opportunity to raise your Airman's productivity by clearly telling them the areas where they need to improve as well as challenging them to continually grow and develop their strengths. When you share this type of information with your Airmen, they are more likely to strive for excellence. Each step of the evaluation process should reflect an accurate assessment of your Airman's productivity. Airmen will usually produce according to the standards and expectations you set when they know that you will follow through. Conversely, when supervisors fail to give feedback to Airmen, productivity and morale can decline.

**3) Decorations:** According to AFI 36-2803, *Air Force Military Awards and Decorations Program*, "Copies of performance reports (i.e., EPRs/OPRs) covering the award period are mandatory to justify all decoration recommendations for the Meritorious Service Medal

(MSM) and below.”<sup>2</sup>

**4) Developmental Special Duties (DSD):** Evaluations (EPRs) are an important part of the developmental special duty process. Commanders review the EPRs and personnel records of their best performers to determine whom to nominate for critical special duty positions such as Military Training Instructor, PME instructor, Technical Training Instructor, etc. These developmental special duties are instrumental in molding and mentoring our Airmen, while also providing a developmental career path for those nominated and selected for a Developmental Special Duty. Supervisors who honestly and accurately capture an Airman’s performance enable the Developmental Special Duty process to fill vital leadership and development positions. Supervisors at all levels must be willing to recommend their best Airmen to their commanders for DSD nominations. Furthermore, supervisors must inform their subordinates about the DSD process and how it works.

**5) Force Management:** The Air Force uses Force Management programs to balance the force. The EES is a tool, which promotion boards use to select the right Airmen for promotion to higher rank and increased responsibilities. EES also provides valuable performance indicators during retention boards held as part of Force Management programs. Accurate performance evaluation and ratings enable Force Management programs to keep our best Airmen. Of course, this only happens if supervisors make honest and accurate evaluations of their Airmen’s duty performance and breadth of experience. If a supervisor fails to honestly and accurately evaluate their Airmen several things can happen. First, undeserving Airmen remain in the service and/or move to positions of leadership and increased responsibility. Second, deserving Airmen may not increase in rank and responsibility and ultimately could decide to separate from the Air Force.

### **Benefits**

The impacts of EES create benefits for you, your Airmen and the Air Force. Above all, you benefit by getting to know the Airmen you supervise. The EES process requires you to sit down and talk to your Airmen on a regular basis; getting to know them is inevitable. The benefit in knowing your Airmen is that it allows you to get the best possible performance from them. By getting to know your Airmen, you can begin to understand the complicated and diverse issues they face in life and while serving in the Military. Your Airmen benefit because they have a supervisor who shows they care about their growth and development.

When your Airmen know how much you care, they will be more motivated to accomplish the mission regardless of the circumstances.

## **MP 2. PERFORMANCE EXPECTATIONS**

What do you want your Airmen to do? At the most basic level, you want them to perform their duties efficiently and effectively while achieving the overall goals of the organization. To do that, Airmen must know exactly what is expected of them. Developing performance expectations is a matter of defining and clarifying. Two tools that will help you with defining and clarifying are job descriptions and performance standards. Understanding your results from the Electronic Self-Assessment of Leadership Behavior (e-SALB) will help you in setting expectations by understand your own strengths and weaknesses in certain areas. It is important to be self-aware of your tendencies when setting performance expectations for your subordinates.<sup>iii</sup>

### **Job Description (Key Duties, Tasks, and Responsibilities on AF FM 910)**

AFI 36-2406 establishes the below criteria for writing a job description for your Airmen on their performance evaluation; however, you should also include the job description on the initial feedback form.

- Comments in bullet format are mandatory
- Limit text to four lines
- Enter information about the position the rate held in the unit and the nature or level of job responsibilities.
- The job description must reflect the uniqueness of each ratee's job
- Be specific--include level of responsibility, number of people supervised, dollar value of resources accountable for/projects managed, etc.
- Make it clear; use plain English
- Avoid Jargon, acronyms, and topical references-- they obscure rather than clarify meaning
- You may mention previous jobs held during the reporting period only if it impacts the evaluation.

Type the job description bullets on the ACA Worksheet in section IV. *Airman's Critical Role in Support of the Mission* and in the Key Duties, Tasks, and Responsibilities section of the Enlisted Performance Report. Here are a few examples of properly developed job description bullets.

#### **Job Description Bullet Statement Examples:**

- Manages/dispatches vehicle fleet of 78 special/general purpose vehicles valued at \$3.4M--supervises four Amn
- Controls \$120K in facilities/equipment for servicing/cleaning of 458 leased tenant unit vehicles valued at \$838K
- Prepares/submits/tracks travel vouchers for 12K mil/civ personnel; accounts for \$4.8M per year
- Secures 100K acres of property/12 protection level (PL) 1/2/3 resources worth \$8.2B--25K mil/civ protected



## **Performance Standards**

A performance standard is a description of a level of performance against which an Airman's performance is measured. Quite a few standards are already established for Airmen in various AFIs. As a supervisor and leader you must give some thought to what your personal standards are. That being said, you must meet or exceed the standards you set for your Airmen. There's nothing worse than a leader who says one thing and does the opposite. Always make sure the performance standards you set meet the attributes of an effective standard, as discussed in the Standards and Discipline lesson.

### **FOUR ATTRIBUTES OF EFFECTIVE STANDARDS**

- ✓ achievable/attainable (yet possible to exceed)
- ✓ specific (clearly defined, expressed without vagueness, unambiguous)
- ✓ observable (behavior and results of the behavior can be seen)
- ✓ measurable (using elements of timeliness, quality, quantity –TQ<sup>2</sup>)

When you establish standards for your Airman consider existing Air Force standards outlined in various AFIs such as; AFI 36-2618, *The Enlisted Force Structure*, AFI 1-1, *Air Force Standards*, AFI 36-2903, *Dress and Personal Appearance of Air Force Personnel*, AFI 36-2905, *Fitness Program*, AFI 36-206, *Personal Financial Responsibility*, just to name a few. Additional sources for standards include The USAF Core Values, policy letters, and duty/career field specific instructions. These are just a few of the many references you may need to consider when establishing standards for your Airmen. Even though standards are often established as the minimum requirement of a task (minimum passing score for CDCs, job qualification, etc.) you should always strive to develop your Airman to meet or exceed the minimum standards. Before you write down your standards, ensure you review Sections VI. through VIII. of the Airman Comprehensive Assessment. These sections tell you the areas of performance you will measure for your Airmen. Create standards to cover these areas and discuss the word pictures (few Airmen, majority of Airmen, some Airmen, and very few Airmen) with your Airmen during their performance feedback session.

Write the standards down, or type them out for your Airman's initial performance feedback session. This will be your action plan to reference throughout the reporting period. Keep this plan simple and easy to follow, especially if you supervise more than one Airman. Use the space available in the comments section on the ACA Worksheet, *AF Form 931* to type out specific standards for your Airman. Space is limited on the *AF FM 931*; therefore, you may use plain bond paper as a continuation page to explain additional standards. Now it is your turn to practice with a pre-class activity.

Here is one example of a properly developed standard associated with item 4. from Section VI. . . of the ACA.

-Complete all 26 core-training tasks within 30 days with no more than 2 errors.



**PRE-CLASS ACTIVITY:** Read the scenario that follows and on a separate piece of paper, write a standard for A1C Brewer for the completion of his Career Development Course (CDCs). Remember to check your written standard to ensure they meet the four attributes of an effective standard mentioned above. Your instructor will review this standard during class.

### **SCENARIO:**

You are A1C Brewer's supervisor. A1C Brewer recently arrived from technical training and according to his technical training report; he scored a 96% on the course examination and was a distinguished graduate. After spending a few days talking with him, you learn that he also scored over 90 on all areas of the ASVAB and graduated from an Engineering and Science High School with a 4.2 GPA. Despite your career field establishing a minimum passing score of 65% on the End-of-Course examination, you feel confident A1C Brewer can achieve above an 80% on his End-of Course exam.

**STANDARDS HOMEWORK ASSIGNMENT** – See Attachment 1. for instructions and Attachment 2. for supporting information.

## **MP 3. MONITORING PERFORMANCE**

Once your Airmen understand what is expected of them, your responsibility is to monitor their performance. Monitoring performance happens throughout the entire performance evaluation (reporting) period. Monitor your Airman's performance by observing behaviors and what your Airmen are doing on the job and how well they are doing it. If their results meet or exceed your standards, then chances are they are doing what you told them. If not, it is your job to find out why. Did they misunderstand the standard? Was it an unreasonable or unrealistic standard? Did they lack proper training? In other words, was it a *capability* problem or an *inclination* problem? If your Airman failed to meet the standard because he/she lacked capability, then provide them more training or modify the standard. If your Airman lacks inclination then you will need to find out why. Were you disengaged from your Airmen and their inclination declined? Did you forget to give them performance feedback? These are questions to ask yourself if your Airman's inclination to complete a job, task or meet standards declines. It is important to know that sometimes you will do everything right and an Airman will still lack inclination. If this is the case, you will need to use progressive discipline such as counseling or corrective actions to increase inclination. Capability and inclination are important factors to remember and consider when you monitor your Airman's performance.

### **What to Monitor**

To monitor performance, you must observe your Airman's performance, and collect examples of their work. Note their behaviors and the impact on themselves, the team, the unit, and the mission. Monitor tasks your Airman performs regularly, tasks performed periodically, and assigned additional duties. Observe performance over the entire reporting period, and keep notes or a performance folder so you can determine typical

performance/behavior when you sit down to write the Enlisted Performance Report (EPR). Monitor timeliness, quality of work, communication skills, organizational skills, responsibility, initiative, and professionalism just to name a few. Monitoring performance on a regular basis makes it easy to provide feedback to subordinates in a timely manner, prevents many problems before they get out of hand. You can monitor performance in three ways: directly, indirectly, or by observing a final product.

### **Methods of Monitoring**

***Direct observation*** is probably the most popular way of monitoring performance. It involves observing your Airman's performance with your own eyes. To get a true impression of day-to-day performance it is a good idea to stop by your Airman's office, flight, section, etc. The more you interact with your Airman on the job, the more comfortable they will be with you observing their performance. Refrain from being a micromanager because this can cause organizational stress for Airmen. Observe frequently enough to see your Airman's typical performance. Pay attention to their off-duty performance and behavior as well. Additionally, some supervisors have one or two Airmen, so direct observation is easy; however, those with many Airmen may not be able to use direct observation all the time. If you have several Airmen, your Airmen are on different shifts or they work in different locations you may have to use ***indirect observation*** as a method of monitoring. Seek indirect observations from trusted peers or leaders so you receive unbiased and honest observations. Ensure those who provide indirect observations understand the standards you have set for your Airmen. This type of monitoring can also include observations from customers.

A third way to observe Airman performance is by ***checking completed work, products or services***, and by talking to customers who received the product or service. There is great value in looking at program reviews, customer service forms, letters of appreciation, inspection reports or staff assistance visits to check completed work.

Monitoring performance gives you information necessary to prepare for informal and formal feedback sessions, evaluate their performance on the Enlisted Performance Reports, and to make administrative recommendations (nominations for awards via AF FM 1206, decorations, letters of counseling, etc.) Monitoring is a continuous process as long as you are supervising Airmen. It takes place before, during and long after the EPR is finalized.

### **MP 4. PERFORMANCE FEEDBACK**

Performance feedback is the single most important means for developing your Airman. Feedback tells Airmen where they stand in relation to the established standards. Feedback can be formal or informal; however, the Air Force directs supervisors to deliver formal feedback to their subordinates. Performance feedback is private communication regarding performance and professional development between Airmen and their supervisors (raters). Formal feedback sessions are scheduled IAW AFI 36-2406; however, you can conduct feedback more often if needed. Informal feedback can take place anywhere, anytime and is generally given verbally. Feedback is **mandatory** for all enlisted Airmen and formal feedback sessions (initial and midterm) must be documented on the Airman Comprehensive Assessment Worksheets; AF FM 931, *AB-TSgt* and AF Form 932, *MSgt through CMSgt*.

## **Performance Feedback Across the Generations**

According to Haydn Shaw, “Millennials (born 1981-2001) want more feedback from their supervisors.” Today it is more important than ever to give frequent, honest, and accurate feedback to our Airmen. Gen Y (millennials) wants an almost constant stream of feedback. “80% of millennials said they want regular feedback from their managers, and 75% yearn for mentors,” writes Schawbel. Throughout Airman Leadership School, you will learn about supervising, managing and leading. One thing will remain constant...our Airmen need and want feedback from their supervisors. Feedback is an Air Force requirement!

### **Initial Performance Feedback**

Initial Feedback is where you establish expectations for the upcoming rating/reporting period. As a supervisor, you are required to deliver an *Initial* feedback session within the first 60 days of your assignment as a supervisor. You will conduct an initial feedback for all Airmen you supervise.

### **Midterm Performance Feedback**

Midterm feedback must occur between the date supervision began and the projected EPR closeout date. (Exception: For ABs, Amn, and A1Cs with less than 20 months Total Active Federal Military Service, conduct performance feedback every 180 days after the initial performance feedback session until the supervisor writes an EPR or a Change of Reporting Official occurs.) The midterm feedback is your opportunity to evaluate your Airman’s performance midway through the evaluation period, and inform him/her of how well he/she has been meeting the standards established during the initial feedback. This is also a good time to develop a plan to correct any deviations noted up to this point. You will follow the same steps you learned earlier in the reading about filling out the *AF FM 931* for the initial performance feedback session.

### ***Pre-session***

- 1) Diagnose what type of feedback (communication) you will deliver.
- 2) Start by downloading the most current copy of the Airman Comprehensive Assessment (ACA) worksheet, *AF FM 931* from [www.e-publishing.af.mil](http://www.e-publishing.af.mil).
- 3) First, fill out the top portion of the ACA (Sections I. and II.) and give the form (*e-mail or in-person*) to your Airmen so they can complete Section III.
- 4) After your Airman (ratee) completes the self-assessment, he or she will return the ACA to you.

Once you have the ACA back in your hands you can begin to plan for the session.

AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (AB thru TSgt)		
<b>PRIVACY ACT STATEMENT</b> <small>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 per AFI 36-2406.</small>		
<b>I. PERSONAL INFORMATION</b>		
NAME (Last, First, Middle Initial)	RANK	UNIT
BREWER, JOHNNY E.	A1C	311 LRS
<b>II. TYPE OF ASSESSMENT</b> <input checked="" type="checkbox"/> INITIAL <input type="checkbox"/> MID-TERM <input type="checkbox"/> FOLLOW-UP <input type="checkbox"/> RATEE REQUESTED <input type="checkbox"/> RATER DIRECTED		
<b>III. SELF-ASSESSMENT (To be completed by Ratee and forwarded to Rater) Rating Scale: Y=Yes, understands; N=Need more information</b>		
<b>RESPONSIBILITY:</b>		<b>RATEE</b>
1. Understands the importance of doing the right thing even when it is unpopular or difficult.		Y
2. Understands the importance of responsibility in the use of and care of equipment and assets.		N
3. Understands the importance of admitting shortcomings or mistakes.		Y
4. Understands the importance of refusing to partake in inappropriate behavior(s) despite social pressure.		N
5. Understands the importance of accomplishing tasks in a timely manner.		Y
6. Understands the importance of providing support and welfare to their family and ensuring they are prepared for separations and/or reunions. (If applicable)		Y
<b>ACCOUNTABILITY:</b>		
7. Understands the importance of the Air Force Core Values/Standards and how others should be accountable.		Y
8. Understands the importance of applying situational awareness and sound judgment.		Y
9. Understands the importance of living within their means (finances, budgets, saves, spends responsibly, etc.).		Y
<b>AIR FORCE CULTURE:</b>		
10. Understands the importance of leading by example.		Y
11. Understands the importance of respecting one's self and others.		Y
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).		Y
13. Understands the importance of showing enthusiasm in being an Airman and inspiring others to reach their full potential.		Y
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
<b>SELF:</b>		
15. Understands the importance of setting aside time to assess self, to include personal and professional goals.		Y
16. Understands the importance of setting aside quality time to be with family and friends.		Y
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussion during feedback session.		Y

Figure 1. Section I-III of the ACA

### Preparing for the Feedback Session (initial and midterm)

- 1) Review your Airman's (ratee's) answers for the self-assessment portion of the ACA. If your Airman answers "N" for needs more information, then you must research the answer and add it to your discussion notes. If your Airman answers "Y" Yes for all the categories then you should still be prepared to discuss these areas with your Airman. Think of a few open-ended questions you would like to ask your Airman. Open-ended questions begin with words like how, why, what, etc. Spend time discussing these areas with your Airmen. Open-ended questions will spark conversation and help you learn more about your Airman. Have a few personal examples/experiences to share with your Airman in regards to Responsibility, Accountability, Air Force Culture, and the importance of Self (goals, family, quality time, etc.).
- 2) Next, complete Section IV. *Airman's Critical Role in Support of the Mission* using the bullet format you learned earlier in the section on Job Descriptions. During your feedback sessions, you should be prepared to discuss and explain your Airman's critical role in support of the mission to them and answer any questions they may have.
- 3) Contact your Unit Deployment Manager to complete Section V. *Note: if your Airman is brand new to the base, ensure he or she understands the process for completing medical and deployment readiness requirements.*



<b>IV. AIRMAN'S CRITICAL ROLE IN SUPPORT OF THE MISSION</b> (To be completed by Rater): - Manages/dispatches vehicle fleet of 78 special/general purpose vehicles--valued at \$3.4M - Controls \$120K in facilities/equipment for servicing/cleaning of 458 leased tenant unit vehicles	
<b>V. INDIVIDUAL READINESS INDEX</b> (Completed by Rater after talking to Unit Deployment Manager) R=RED (UNSAT/NOT CURRENTLY DEPLOYABLE), G=GREEN (HIGHLY SAT/CURRENTLY DEPLOYABLE)	<input type="checkbox"/> AF Indicator <input type="checkbox"/>

**Figure 2. Section IV. and V. of the ACA**

When preparing for the initial feedback, you must pay attention to the numbered areas within Sections VI. through VIII. of the ACA. (See Figure 3.) For the initial you will establish your standards based on these areas. When explaining Sections VI. through VIII. explain your standards to your Airmen in regards to these areas.

1. Task Knowledge/Proficiency: Consider the quality, quantity, results, and impact of the Airman's knowledge and ability to accomplish tasks	
2. Initiative/Motivation: Describes the degree of willingness to execute duties, motivate colleagues, and develop innovative new processes	
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"/>
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"/>
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"/>

**Figure 3. Zoom of the Categories of Section VI.**

See the AF Form 931, Airman Comprehensive Assessment Form for remaining areas.

**Do not** check off the blocks next to the word pictures when preparing the initial Airman Comprehensive Assessment worksheet. i.e. (few Airmen, majority of Airmen, some Airmen, very few Airmen) blocks for Sections VI. Performance: Leadership/Primary Duties/Followership/Training; VII. Followership/Leadership, or VIII. Whole Airman Concept. Write in your specific standards and expectations as they relate to Sections VI. through VIII. in the comments sections. *Note: space is limited in the comments blocks 6, 5, and 4. It is okay to type out your additional standards and expectations on plain bond paper prior to delivering the feedback.*

During the initial feedback session, it is important that you discuss Sections VI through VIII. with your Airmen. While you do not mark the blocks, you should still have a conversation about these word pictures with your Airmen. This is very important for the First-Term Airmen you supervise who will require detailed information about standards and expectations. The initial feedback session is also a great place to explain processes that are new to your Airmen such as duty related processes, how to access Leaveweb,

MyPers, update their vMPF information, update assignment preferences, etc. The initial feedback session should be conversational and encourage involvement from your Airmen. All Airmen want to know what is expected of them, but our newest Airmen are excited to meet their supervisors and excited to begin performing their duties. An effective initial feedback could take a half hour to an hour or more to complete.

The midterm feedback session is where you tell your Airmen how their performance measured up to the standards you set during the initial feedback session. You will mark your Airmen in the appropriate word picture block for each section based on their performance. Do not mark the highest word picture (very few Airmen) unless your Airman is truly meeting the descriptors in these blocks. The same applies with the (some Airmen) word picture. Conversely, if your Airman is falling below established standards you may need to mark them in some or all of the (few Airmen) blocks.

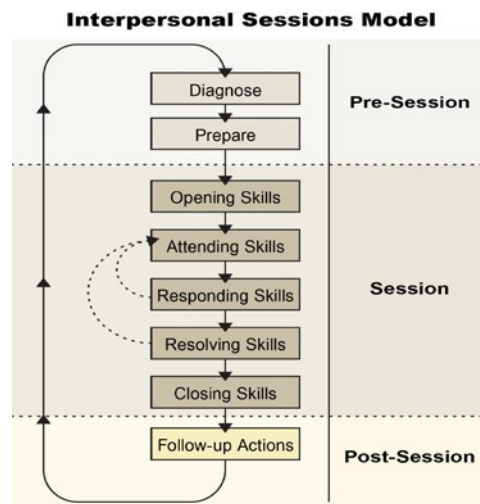
VI. PERFORMANCE: LEADERSHIP/PRIMARY DUTIES/FOLLOWERSHIP/TRAINING (To be completed by Rater) - Information may be used on next EPR (Using AF 36-2618, The Enlisted Force Structure, as the standard of expected performance commensurate with the Airman's rank, to what degree did the Airman comply with performance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

**Figure 4. Section VI of the ACA**

*Note: Please reference the AF FM 931 for remaining sections.*

## **Delivering Performance Feedback**

Now it's time to deliver performance feedback (*initial and midterm*) to your Airman. Find a quiet location where you will not be interrupted. If you work on opposite shifts, flightline, or in different sections an office, conference room or other location is recommended, but not mandatory. If you don't have an office to use, don't worry. Supervisors give effective feedback every day in quiet corners of dining facilities, base resource centers (*formerly base libraries*), park picnic areas, or in a quiet area on the job site. Schedule the feedback session well enough ahead of time so your Airman is prepared and not anticipating the session. When you planned for the session you completed the Pre-Session steps of the Interpersonal Sessions Model. Now you will begin to work your way through the actual performance feedback session.



**Figure 5. Interpersonal Sessions Model**  
(See steps below for additional information)

**Step 1:** Establish rapport and state the purpose of the session—Explain why you are having the session and tell them the session is a two-way communication between both of you. **(OPENING)**

**Step 2:** Encourage the ratee to appraise their own performance—Listen to them and avoid dominating the discussion. Use open-ended questions, not “yes/no” questions. **(ATTENDING, RESPONDING & RESOLVING)**

**Step 3: Initial Feedback:** Explain the expected performance standards and discuss the word pictures on the ACA with your Airman. **(ATTENDING, RESPONDING & RESOLVING)**

**Step 3: Midterm Feedback:** Present the results of your evaluation of their performance between the initial feedback session and the midterm session—Be honest, constructive and up-front with them. Start on a positive note (with a strength) and work your way through the session. **(ATTENDING, RESPONDING & RESOLVING)**

**Step 4:** Ask your Airman for comments throughout the session—actively listen when your Airman presents his/her comments. **(ATTENDING, RESPONDING & RESOLVING)**

**Step 5:** Negotiate a performance agreement—ask your Airman how they would like to improve. **(RESOLVING)**

**Step 6:** Set future goals—set specific goals that are clear and can be measured against the standards you set. **(RESOLVING)**

**Step 7:** Close the session by reflecting on what was discussed and end the session on a positive note. **(CLOSING)**

**Step 8:** Schedule a follow-up **(Post-Session)** with them on any specific items you discussed during the feedback which require additional information, resources, assistance, etc.



**Section IX – Knowing Your Airman**, is where you really get to know your Airman's aspirations, goals, and self-assessment. Do not simply state the questions and write down their answers. Openly discuss each area, share your personal experiences and most importantly mentor your Airman. This section is designed to facilitate open communication between the rater and ratee and may trigger areas and/or specific items which need to be probed in more depth. These questions are not intended to be all encompassing. The purpose is to help start a conversation on the particular item, not make it an interrogation.

Let's take a brief look at the questions in Section IX. The first question in Section IX is a two part question about performance. Notice that the second question is actually broken down into three parts. This is your chance to inquire about your Airman's goals; both personally and professionally. Ensure they understand how to set goals that are SMART (specific, measurable, attainable, realistic, and time-bound). Specific goals can motivate an Airman towards higher performance. Examples of specific goals could be anything from finishing CDCs on-time with an 80% or above to earning SrA Below-the-Zone. A vague goal can lower an Airman's motivation, cause disinterest or worse lead them down the wrong direction. Measurable goals have numerical measurements tied to them such as time, percentage, and numbers. Realistic goals should challenge your Airmen, but be within reach for them. Goals that are time-bound have a time limit specified. You may find during feedback sessions you spend quite a bit of time talking about standards and goals and this is okay. When you know the personal and professional goals your Airmen set, you can better assist them in reaching those goals.

Now take a look at question three in Section IX of the ACA. This question is vitally important in today's ever changing Air Force. Help your Airmen recognize their stressors by talking openly about stress during your feedback sessions. It is also important to help them set goals for reducing stress. As a supervisor, you will face stressors of your own...how you deal with stress and seek assistance will set the example for your Airmen to follow. Take a moment to look at how the Airman responded to the questions in Section IX (*Fig 6.*) What stressors did this Airman disclose? Imagine for a moment that this Airman is your Airman. What further questions would you ask him? What additional stressors could result from this Airman parenting his special needs brother? These are just a few of the questions that could run through your mind if this was indeed your Airman. Spend time talking about the questions in Section IX. Speak candidly, openly, and objectively with your Airmen. You are assigned as your Airman's supervisor, leader, and mentor for a reason. Their growth and development is in your hands.

Questions four and five focus on having and being a wingman and mentor. Share personal experiences you've had with being a wingman and mentor. This will help your Airman open up to you. If your Airman discloses that he/she does not have a mentor or a wingman...don't be alarmed. Teach your Airmen what to look for in a wingman and mentor. Supervisors should strive to become good wingmen and mentors for their Airmen. However, you should not feel insulted if your Airmen seek out mentors and wingmen from other places. You should encourage your Airmen to have mentors who can help them further develop both personally and professionally.

Questions six and seven of Section IX are designed to gather feedback from the ratee and to set specific expectations for the ratee's growth.

Take a few more minutes to review the responses provided in Section IX below. What questions would you ask this Airman? What are your concerns? How can you help this Airman? Please note, the below responses are typed out for readability. These responses will be handwritten into Section IX during the performance feedback session.

<b>IX. KNOWING YOUR AIRMAN</b> <i>(To be discussed by Ratee and Rater during feedback session)</i>
1. How do you think you are <i>performing</i> in the unit? How can your unit help you <i>perform better</i> ? Overall, I think I am performing well. I would like to learn more about the base mission. I've never worked in this command before and there are many things I am unfamiliar with.
2. What are some of your <i>goals</i> for self-improvement? <i>(Goals should be SMART – Specific, Measurable, Attainable, Realistic, and Time-bound).</i> I want to improve my public speaking and confidence as a Patrolman. I feel like I do not know enough about all the recent changes happening in the Air Force. I earned SrA BTZ coming out of Korea, so I would like to make SSgt my first time testing.
2a. Do you have <i>personal</i> (family, financial, fitness, etc.) <i>goals</i> ? Would you like to discuss? I would like to learn more about investing money for retirement. I already own a home in Georgia and my car is paid for. I paid off my credit card debt in Korea. I am currently saving money to go on vacation with my brother.
2b. What are your <i>professional</i> (assignments, academic, professional, etc.) <i>goals</i> (i.e., CCAF, BA, SNCOA completion, special duties, etc.)? I would love to teach at Security Forces tech school or join the Air Force Honor Guard one day. Right now I am focused on my education and scoring 90% on my Installation Patrolman certification.
3. Do you have stressors in your life? If so, what are your goals for reducing them? How can we help? My younger brother is my dependent and I am trying to help him with middle school. He has Autism and ADHD so it is really stressful trying to parent him when he is my brother. I recently attended STOMP training with the Airman and Family Readiness Center.
4. Do you have Wingmen? Do you have at least one mentor? Yes. SrA Phillips and A1C Braitwaite are my wingmen. You and TSgt Marcello from Base Honor Guard have been great mentors to me since arriving here.
5. How would you rate yourself as a Wingman and a mentor? Can you provide some specific examples? I am a good wingman and mentor. I am helping Amn Caldwell and the other Airmen on flight by teaching them the tactics, techniques and procedures I learned in Korea. I am helping A1C Rose because she wants to earn BTZ. I am also helping SrA Franks to pass his PT test.
6. Would you like to offer any suggestions/feedback? <i>(e.g., unit improvements, safety, productivity enhancements, existing programs, living conditions)</i> I think our flight could improve if more NCOs shared their experiences and led by example on/off duty. I think our morale is pretty low because of 12-hr shifts 4 days on, 2 days off. Can we have a flight BBQ or something other than mandatory training every day off? NCOs can train us on-duty during the 12-hr shifts. I often feel like I am on my own when trying to learn about Patrolman duties specific to this base. I'd like to learn the job rather than simply studying practice tests from the flight training binder.
7. Expectations for unit and Ratee <i>(Areas for improvement, strengths and weaknesses; recommendations for improvement).</i> None at this time.
NOTE: This information is used 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).

**Figure 6. Section IX of the Airman Comprehensive Assessment (ACA) Worksheet**

*Note: Please reference the AF FM 931 for remaining sections.*

### ***Delivering Midterm Feedback***

The midterm feedback is delivered halfway between the initial feedback and the end of the reporting period. The same steps (initial feedback) apply; but this time you will review your Airman's performance over the previous months and measure how well they measured up to the established standards. Mark the word pictures in sections VI through VIII that honestly and accurately capture your Airman's performance.

When you deliver the feedback, tell your Airman exactly how their actual performance measured up against the standards i.e. did not meet, met, or exceeded. Give specific performance examples to explain why you marked them in where you marked them for the word pictures. i.e. few Airmen, majority of Airmen, some Airmen, very few Airmen.

If your Airman did not meet standards, prompt them to resolve and establish an action plan. If your Airman violates standards or does not meet your expectations, ensure you clearly re-state the standard and explain how to adjust performance to meet or exceed standards. It is very important to focus on the behavior or results, not the person. The midterm feedback gives your Airman an opportunity to improve their performance before the EPR is written.

### **Additional Types of Feedback**

#### ***End-of-Reporting Period Feedback***

Finally, conduct the *End-of-Reporting Period performance feedback* in conjunction with presenting the evaluation (EPR) to the ratee. The EPR will serve as the feedback form for the End-of-Reporting Period performance feedback session. If you have fulfilled your supervisory responsibilities and delivered effective feedback during the rating period, your Airman (ratee) should not be surprised by the markings on their EPR. Let's look at a few additional types of feedback you will encounter as a supervisor.

***Preventative feedback*** is the type of feedback done *before* an Airman violates a standard or falls below your supervisory expectations. The initial performance feedback is a form of preventative feedback. You can only prevent breaches of discipline and violations of standards if you tell your Airmen the standards from the beginning.

Did you know that praising an Airman is preventative feedback? While you have an obligation to correct individuals when they fail to meet standards, it is important to praise Airmen when they meet or exceed your standards. Even the poorest performer does something right. It is your job as a supervisor to catch them doing "something right" and tell them. Recognition through positive statements during performance feedback goes a long way towards building a great leader-follower relationship. Praising your Airmen in public positively influences the other Airmen in the section to strive towards excellence. Praise and recognition meets the basic human "esteem" need for achievement and respect from others.

***Rehabilitative feedback*** is done *after* an Airman violates a standard or falls below your supervisory expectations. Rehabilitative feedback gives an Airman the opportunity to improve their behaviors before it becomes an official part of their record. If your Airmen fall below the minimum standards on the job, you must give them immediate feedback. Be polite and honest with them. How you present performance feedback on areas needing improvement will determine how your Airmen respond and adjust their behavior. Success of the feedback system hinges on your Airman's acceptance of the feedback you deliver. You must help your Airman improve their performance when they do not meet standards. This may require you to review the standards you set for your Airman at the beginning of the reporting period. You also may have to provide additional on-the-job training to help them meet standards. Give your Airman specific examples of *how* he/she is failing to meet the minimum acceptable standards and explain how to improve performance.

You will get the opportunity to practice delivering performance feedback during class to prepare for your summative initial and midterm feedback (interpersonal) sessions. However, you should also practice on your own for additional practice.

## **MP 5. EVALUATION CONCEPTS**

Evaluation should begin with communication. You have to follow the previous two main points of establishing and explaining performance expectations. Actually, many supervisors neglect this important responsibility. Eventually, you'll have to assess your Airman's performance, and you do that by comparing your observations with the standards you initially established.

### **Typical Performance**

Typical performance is how an Airman performs on a regular basis. Maximum performance is how an Airman performs when exerting as much effort as possible—exceeding standards.

When you assess an Airman's performance, always measure their typical performance over the entire reporting period. Evaluate them based on the established standards you set during the initial feedback and how they met those standards up to and after the midterm feedback session. Do not base the entire evaluation (all sections of the EPR) on isolated incidents; mark the appropriate section(s) of the EPR impacted by the isolated incident. One example of an isolated incident would be a parking ticket received during the reporting period despite an entire year of exemplary performance. Remember, you must observe typical performance over the entire reporting period. Typical performance does not happen in a week or a month. Pay attention to typical behaviors (positive or negative) and give feedback regularly to keep your Airmen on track. When observing typical performance you must keep the following rater evaluation errors in mind.

### **Rater Evaluation Errors**

The ultimate goal of a supervisor (rater) should be objectivity when evaluating another person. However, human nature causes personal feelings, opinions, or judgments to creep into the evaluation process. Subjectivity means to base your evaluations on feelings or opinions rather than facts. A good supervisor is objective when evaluating his/her Airmen. Make every effort to ensure your evaluations are objective. Recognize when your personal feelings and bias begin to surface and separate them from the evaluation process. In the end, evaluations must be fair, accurate, and honest. Let's look at a few common errors raters make when evaluating their Airmen.

***Leniency***—The tendency to evaluate all people as outstanding and to give inflated ratings rather than true assessments of performance.

***Harshness***—The tendency to evaluate all people at the low end of the scale/overly critical of performance.

***Recency***—The tendency to evaluate people based on the most recent performance, instead of the performance over the entire rating period.

***Past Performance Error***—Evaluating based on past performance rather than present performance.

***Central Tendency***—The tendency to evaluate all people as average regardless of

differences in performance.

***Contrast Error***—Evaluating a person in relation to another person, rather than on how well they performed in relation to his/her duties, goals, and stated performance standards.

***Halo Effect***—The tendency to evaluate based on one outstanding (positive) trait or characteristic of a person. The one trait or characteristic influences all other areas of performance, resulting in an unduly high overall performance rating.

***First Impression Error***—The tendency to evaluate based on first impression (favorable or unfavorable) and ignore subsequent information (positive or negative).

***The Similar-to-Me Effect***—Giving higher evaluations to people who are similar to the rater in terms of background or attitudes.

### **Purpose of Performance Evaluations**

As a supervisor, it is your responsibility to create an atmosphere where your Airmen want to be evaluated for the purpose of self-improvement. One way to create this atmosphere is to encourage your subordinates to perform evaluations on themselves. This helps them to focus on standards, while critically assessing how well they're living up to your expectations. It also helps prepare them for being evaluators—this meets your responsibility to further develop your subordinates.

If you apply the concepts of proper evaluation, you are far more likely to create a positive impact on your subordinates, their growth, their promotion potential, and obviously their morale and production. We all know there's a lot of controversy about our evaluation process being inflated. Don't fall into the trap of accepting that, and therefore, disregard the proper way to evaluate and report your findings. If you set your subordinates up for success by communicating clear standards, and follow up with specific improvement-driven feedback, it should be relatively simple to document and justify someone's actual performance in a performance report, or in any other evaluation report. The bottom line is our evaluation system will remain inflated as long as supervisors refuse to consistently follow the correct process and be honest with their assessments. In other words, the system is not broken; it is only as good as the people using it!

Once your evaluation is complete, it is time to let your subordinates know how they are performing. The best job description, standards, and expectations, followed with careful monitoring and evaluation, are useless if you do not communicate with your Airmen.

## **MP 6. ADMINISTRATIVE RESPONSIBILITIES**

Everything you have learned so far gives you information to support various administrative decisions. By using this performance evaluation process and its required documentation, you can confidently make administrative decisions based on actual performance.

### **Types of Administrative Responsibilities**

As a supervisor, you have certain required administrative responsibilities such as documenting performance feedback sessions, completing EPRs, recommendations for reenlistment, documenting on-the-job training on the AF Form 623, Monitoring the Career Development Course progress of your Airmen, and submitting change of reporting official requests.

Situational administrative responsibilities include (but are not limited to) things like recommendations for awards/decorations, recommendations for developmental special duties, assisting your Airman with retention board packages, or recommendations to your chain of command to establish a UIF, Control Roster or other administrative action.

### **AF Form 910**

As a supervisor, you will be responsible for documenting your Airmen's performance on an AF Form 910, *(AB-TSgt) Enlisted Performance Report*. Under certain circumstances, you may have to document performance on AF Form 77, *Letter of Evaluation* (see AFI 36-2604 for specifics). These forms document performance, leadership potential, and help to fulfill the purposes of the Enlisted Evaluation System. The EPR is a permanent part of every Airman's record; therefore, it is imperative all supervisors honestly and accurately capture performance on their Airmen's EPRs.

Your instructor will conduct an in-class exercise to guide you through the AF Form 910, *(AB-TSgt) Enlisted Performance Report*. Refer to AFI 36-2406 for specific instructions on preparing and completing the AF Form 910, *(AB-TSgt) Enlisted Performance Report*.

Go to [www.e-publishing.af.mil](http://www.e-publishing.af.mil) and review the AF Form 910, *(AB-TSgt) Enlisted Performance Report*.

**IMPORTANT NOTE:** Stay up-to-date on changes regarding the EPR and the EES by visiting the AF Portal news page and the MyPers evaluations and performance feedback information site located at [MyPers Link](#)

## **MP 7. DEVELOPING IMPROVEMENT PLANS**

As a supervisor, you continuously set performance standards, observe performance, provide feedback, and evaluate performance. From time to time, you may need to create improvement plans for your Airmen. Do not assume an Airman's shortfall in performance is entirely his or her fault. Sometimes you have to improve your Airmen's performance by improving the subordinate, the job, or the situation.

### **Improving the Subordinate**

The first action you can take to continue developing your subordinates is to build on their strengths. By building an Airman's strengths, you may eventually help them overcome their weaknesses. Think back to an example when a supervisor or mentor helped you capitalize on your strengths while improving a weakness. For example, you have an Airman who is excellent at training new Airmen on the job, but he/she is afraid of public speaking. Perhaps you sit down with that Airman to develop their public speaking skills by using what they know – The Job. You start small, by having the Airman conduct OJT briefings to the new Airmen. Then you give your Airman opportunities to deliver mission briefings during training days and eventually when DVs visit the squadron.

Another way to help improve a subordinate is by tying performance improvement efforts to the subordinate's personal goals/interests. When your Airman realizes their personal goals and interests are considered, they will likely *want* to continue to grow and improve. This helps Airmen see how improving themselves improves the organization.

### **Improving the Job**

You can improve the job by evaluating things like the *necessity of tasks*, *appropriateness of tasks*, and *job design*. Perhaps there are tasks causing duplication of effort or redundancy on the job. Work with your supervisor to eliminate redundant tasks. Another thing to look at is the appropriateness of tasks. Does your Airman frequently have trouble with complex tasks? Perhaps the task is not appropriate for your Airman's skill level or formal training is required before your Airman can work on the task. As a supervisor, you should be familiar with your Career Field Education and Training Plan (CFETP). The CFETP is a great place to find information regarding duty related core tasks, responsibilities, and skill level upgrade requirements for your Airmen. As a supervisor, you should also attend the Air Force Trainer's Course, offered by your Unit Training Manager or Base Training Manager.

*Job design* focuses on analyzing and grouping tasks into recognizable and definable units. Three aspects of job design are job rotation, job enlargement, and job enrichment. You can't expect your subordinates to fully develop if you never give them increased responsibilities or new duties. Adjusting the job design can decrease the likelihood of worker burnout or decrease in motivation.

1. **Job Rotation** is systematically moving Airmen from one job to another within the entire range of possible tasks. This keeps Airmen from being bored, and it gives everyone an opportunity to learn all aspects of a work center. When Airmen know all aspects of a work center, they become more well-rounded. This well-roundedness can prepare your Airmen for increased responsibilities and career opportunities. This also promotes fairness in your work center, which will help increase teamwork, work center cooperation, and improved relationships with your subordinates.
2. **Job Enlargement** occurs when you give an Airman a wider range/variety of tasks to perform.
3. **Job Enrichment** refers to adding challenges or new responsibilities to current jobs. This could include special project/task assignments, switching roles within a work team, or increasing your Airman's independence and freedom to be creative on the job.

### **Improving the Situation**

Sometimes, the situation or work environment is not helping your Airman reach his or her full potential. If this is the case, you may need to devise an improvement plan that will address organizational design, physical layout of the work facility, resources available to accomplish required tasks, work schedules, noise/disruptions, or your supervisory

methods. Work with your chain of command to improve the job situation or work environment is causing performance problems. Perhaps your Airman has trouble working with distractions and you have to move them to a quieter section of the shop. An important thing to remember is improvement plans differ from one Airman to the next. Design each improvement plan to meet the specific needs of the Airman, as well as to contribute to work center effectiveness. Regardless of the plan you devise, make sure you communicate standards and expectations clearly.

**Conclusion:** Knowing how to create performance standards, monitor performance, evaluate performance based on your established standards, and provide effective face-to-face feedback will give you necessary information to fulfill your supervisory responsibilities for your Airmen. You must be objective, open-minded, and continue to learn all you can about EES while you're attending ALS. Then, when it comes time for you to deliver a feedback session, write an EPR, or apply any other part of the EES process, everyone will benefit—and the Air Force will remain the strongest and most capable on the planet! Let's grow our next generation of leaders!



## Attachment 1

### **Performance Evaluation Activity #1: Establishing Effective Standards**

**OBJECTIVE:** Gain experience with writing effective performance standards.

**REQUIREMENTS:**

1. Reference the SA01, *Standards and Discipline* and SA02, *Performance Evaluation* student guides to complete this assignment.
2. Computer support (if available) to draft and print performance standards outside of class.
3. A copy of the AF Form 931, *Airman Comprehensive Assessment (ACA) Worksheet* for A1C Jamie Wilson. SA02HO1 (e-copy or paper copy)
4. Accomplish this homework outside of class without assistance from classmates, supervisors, or others.

**INSTRUCTIONS:**

1. As a homework assignment, read attachment #2 and write six performance standards in preparation for A1C Jamie Wilson's initial performance feedback session.
2. Develop your standards for the areas below (two per section for practice)
  - VI. *Performance: Leadership/Primary Duties/Followership/Training*
    - Task Knowledge/Proficiency
    - Initiative/Motivation
    - Skill Level Upgrade Training
    - Duty Position Requirements:
    - Training of Others
  - VII. *Followership/Leadership*
    - Resource Utilization
    - Comply with/Enforce Standards
    - Communication Skills
    - Teamwork (Caring, Respectful and Dignified Environment)
  - VIII. *Whole Airman Concept*
    - Air Force Core Values
    - Personal/Professional Development
    - Esprit de Corps and Community Relations
3. The six standards must meet all attributes of an effective standard (attainable/achievable, observable, and measurable in terms of timeliness, quality, and quantity.)
4. Type your standards on the AF Form 931 (*Special Note: if using the PDF version of the ACA, AF Form 931 you must temporarily select the "rater directed" box in section II to unlock the comments sections. Type your standards in the comments sections below each area VI through VIII then select "initial."*)
5. Bring a copy of your AF Form 931 with your completed standards to class.

**SUBORDINATE SCENARIO**

**A1C JAMIE WILSON**

A1C Jamie Wilson arrived to your unit just over a month ago. He passed Security Forces tech school with an 85% average and his instructors gave him high marks on his Law Enforcement training tasks. His technical school instructors described him as energetic, motivated, and eager to learn.

**PERFORMANCE EXPECTATIONS**

Section VI. Performance: Leadership/Primary Duties/Followership/Training

- Duty hours are 0600-1800...arm up with your weapon prior to each shift at...
- Complete training on all duty tasks for Entry Controller duties such as...
- Complete each volume of CDCs within a timeframe of...
- 100% qualified with your 5-skill level...

Section VII. Followership/Leadership

- Adhere to all dress and appearance standards in AFI 36-2903 such as...
- Attend mandatory physical training with the flight (section) on...
- Display professional conduct on and off duty such as...
- Communicate effectively both written and verbally by...

Section VIII. Whole Airman Concept

- Uphold and internalize the Air Force Core Values on and off-duty through behaviors such as...
- Seek out and complete professional development such as...
- Strive to improve self and workcenter at all times by...



to the other flights and soon he was helping the other flight fitness monitors with their fitness programming.

Back on duty, Wilson continued to focus his efforts on Law Enforcement duties. He responded to a bomb threat and evacuated 125 building occupants. When interviewing witnesses at accident scenes, Wilson sometimes failed to write down and report essential details. His reports and other required paperwork were often incomplete, or not turned-in before the end of shift. A1C Wilson met the standards of dress and appearance for his ABUs, but his tactical vest and beret were filthy. You told him to clean his tactical vest and beret on his next off-duty day. The next work cycle his vest looked a little better and he had a brand-new beret. A few months later, Wilson failed a unit dorm inspection and received a letter of counseling from the first sergeant for having his hunting bow in his dorm room after a weekend hunting trip. You performed no-notice dorm inspections until he showed you his room could remain within acceptable standards. Wilson continued to work on his 5-skill level CDCs and completed all four volumes in three months. Unfortunately, he failed the pre-test even after you reviewed all four volumes with him. Thankfully, Wilson passed the second pre-test with a 92%. He took his end-of-course test a few weeks later and scored an 80%.

### **2nd Half of Reporting Period**

During this period, Wilson earned a “by the book” reputation, when training on Patrolman duties; he always washed and detailed his patrol car at the end of shift. The local vehicle management fleet NCOIC presented a Letter of Appreciation to A1C Wilson for his excellent maintenance and preservation of his duty vehicle. Additionally, he was firm when enforcing the base and federal traffic laws and disagreed with others who believed it was okay to give their friends a break (not issue them ticket). This year alone, he issued 86 traffic citations while monitoring speed in base-housing and school zones. To help him further hone his communication skills, you selected him to attend a weeklong Tactical Social Interaction class presented by the Defense Advanced Research Projects Agency (DARPA) and local law enforcement. He applied his new skill-set on duty and demonstrated great verbal communication skills when interviewing witnesses at accident scenes; however, he failed to get a written statement from witnesses on several occasions. He passed a no-notice evaluation for Installation Entry Controller with a 92% average and finished his 5-skill level upgrade training. He also responded to an attempted suicide in base housing, showed empathy, and talked the woman into seeking assistance.

Unfortunately, Wilson continued to leave out essential details on Security Forces paperwork. You re-trained him on Security Forces paperwork and developed training aids he could use as a guide. He continued to make mistakes on the paperwork after you provided training, but was finally turning them in on time. He continued to pursue his Patrolman certification and was certified on Field Sobriety Testing, and 10 additional patrolman tasks. Despite being a few months away from his duty position evaluation on Installation Patrolman, he started to train another Airman on flight. When your flight chief needed a volunteer for base honor guard, you recommended A1C Wilson. Wilson was hesitant at first but later stepped up for the challenge. He attended a weeklong honor guard training class. At the end of the training, the NCOIC of base

honor guard e-mailed you to compliment A1C Wilson's military bearing and professionalism. By the end of the reporting period, Wilson had already performed 32 honor guard details across the state. He

trained six of his flight members on posting colors and the flag folding detail for two retirement ceremonies.

Off-duty, he rarely participated in flight volunteer activities such as the Adopt-a-Mile or the Veteran's Hospital visits. Overall, you consider A1C Wilson to be an effective member of your unit and you are developing an improvement plan for his continued development and growth.

## NOTES

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<sup>1</sup> Air Force Policy Directive (AFPD) 36-24, *Military Evaluations*, 12 March 2014

<sup>2</sup> Air Force Instruction 36-2803, *The Air Force Military Awards and Decorations Program*, 18 Dec 2013

<sup>3</sup> Shaw, Haydn, *Sticking Points: How to Get 4 Generations Working Together in the 12 Places They Come Apart*.

<sup>4</sup> Schawbel, Dan, *Promote Yourself: The New Rules For Career Success*, St. Martin's Press, 2013

<sup>5</sup> AFI 36-2406

<sup>6</sup> AFSC 3P0X1/X1A/X1B CFETP, 11 January 2010 incorporating change 11 March 2013

## SUMMARY OF CHANGES 1 Mar 18

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<sup>i</sup> Added "10,400 words, 90 minutes of reading."

<sup>ii</sup> Added "CF05, Self-Awareness"

<sup>iii</sup> Added "Understanding your results from the Electronic Self-Assessment of Leadership Behavior (e-SALB) will help you in setting expectations by understand your own strengths and weaknesses in certain areas. It is important to be self-aware of your tendencies when setting performance expectations for your subordinates."