



# JEANNE M. HOLM CENTER

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## ***Airman Comprehensive Assessment Process***

### **Cognitive Lesson Objective:**

- Know key elements of the Airman Comprehensive Assessment (ACA) Process.

### **Cognitive Samples of Behavior:**

- State the purpose of the ACA
- Identify which Airmen are required to receive an ACA.
- State when ACA sessions are held for each rank.
- Describe the sources of rater errors.
- Identify the ways to avoid rater errors.

### **Affective Lesson Objective:**

- Value the ACA Process.

### **Affective Sample of Behavior:**

- Assert the importance of the ACA.

This lesson will give you a basic understanding of the ACA component of both the officer and enlisted evaluation systems. Your understanding of the ACA Process is vitally important because it is the first step to improving performance and significantly impacts career progression. This lesson will focus on who is required to receive an ACA and how to conduct proper ACA sessions.

## FORMAL ASSESSMENT PROCESS

**A**irman Comprehensive Assessment is private, formal communication between a rater and ratee to communicate responsibility, accountability, Air Force culture, Airman's critical role in support of the mission, individual readiness, and performance feedback on expectations regarding duty performance and how well the ratee is meeting those expectations to include information to assist the ratee in achieving success. It is intended to increase Airmen interaction and support at all levels. If done correctly, mentorship will create and sustain a culture of belonging. The ACA is also intended to provide Airmen an opportunity to discuss their personal and professional goals. The ACA session is not to be confused with normal day-to-day feedback; this type of feedback does not require formal documentation.

### ACA Requirements:

- An initial ACA session is held for all Airmen from AB–Col, within 60 days of being assigned a rating official.
- A mid-term ACA session is held for all Airmen in the ranks of AB–SMSgt and 2d Lt–Lt Col. This session is due at the midpoint of the EPR/OPR supervision period or approximately at the 180-day point of supervision (for Airmen who do not receive EPRs, an ACA will be given every 180 days of supervision until the first EPR is written).
- An end-of-reporting period/follow-up ACA session is performed in conjunction with the close-out of a performance report. This is an opportunity to discuss performance as marked on the report and expectations for the future. This feedback is mandatory for those individuals in the rank of AB–TSgt and 2d Lt–Capt.
- Anytime the rater determines a need for one.
- Within 30 days of a request from a ratee (provided at least 60 days have passed since the last session).

# HELPFUL HINTS FOR EFFECTIVE ACA SESSIONS

## Preparation

- **Observe Performance and Keep Notes:** The most important factor in preparing for an ACA session is to routinely observe the performance of the ratee. You cannot expect to comment on strong and weak areas, trends and any degree of improvement, without routinely watching performance. Routinely take notes about behavior and the impact of that behavior, collect examples of work or letters of appreciation, talk to others who are knowledgeable about duty performance, and actively interact with ratees. Information should be collected over time and in a variety of circumstances to foster a solid evaluation.
- **Schedule the Time and Place:** Schedule the ACA session far enough in advance so you and the ratee have sufficient time to prepare for it. Set aside enough time to ensure that everything on the agenda is covered. Select a room that allows for privacy, face-to-face discussion, has proper lighting and ventilation, and prevents outside distractions or interruptions to ensure both parties are comfortable.
- **Setting the Agenda:** For initial ACA sessions, be sure to include ratee's duty description and responsibilities, expectations and targets to hit in order to meet those expectations, and a brief synopsis of the mission and status of the unit. These items will lay the groundwork for an effective, productive working relationship between the rater and the ratee by providing the motivation to achieve the highest levels of performance. For follow-on sessions, establish an agenda that reviews the last ACA session, covers observed behaviors since the last ACA session, what was done well, what could have been done better, and any additional areas you feel are necessary.
- **Avoid Pitfalls:** Pitfalls include personal bias, stereotyping, loss of emotional control, inflexible methods, reluctance to provide feedback, and inadequate planning. Examples include rating someone outstanding when they are not or drawing conclusions based on limited observations. There are many other examples; however, pitfalls always lead to a discussion of general impressions versus specific aspects of performance. Remember—the EES and OES are based on performance. By practicing good observation skills and a positive attitude, potential pitfalls can easily be avoided.
- **Preparing the ACA Form:** The appropriate portions of the ACA Worksheet are prepared before the session takes place. Remember the worksheet is private and can be handwritten or typed. It serves to direct the discussion and also provides space for goal setting and other comments the rater cares to make. The rater must sign and date the form the day of the session.

## During the ACA Session

- **Opening the ACA Session:** Creating a relaxed atmosphere is key to opening a discussion. Seating arrangement should foster open communication; place the chairs around a table rather than conducting the session across your desk.
- **Identifying the Purpose and Discussing Topics:** Take the time to fully explain the purpose of the session and to seek input from the ratee. Remember to focus on the individual's strengths and accomplishments as well as the recommended improvement areas. Be specific about the observed behavior and the impact it had on others. Give your full attention to the individual, both mentally and physically; they know when you are not being sincere.
- **Develop and Implement a Course of Action:** Develop a plan to achieve success and include specific objectives and priorities. Ensure that you write everything down on the worksheet; this will help to summarize everything for the individual and also to serve as a "memory jogger" for later.
- **Miscellaneous Tips:**
  - Perceptions and opinions should be presented as such and not as facts.
  - Feedback is pointless unless a ratee benefits from it. Praise for the sake of praise has no value. It should motivate, build self-confidence, or reinforce top performance.
  - Listen carefully, paraphrase what is heard to check perceptions, and ask questions for clarification.
  - Avoid "loaded" terms that produce emotional reactions and heighten defenses.

## Closing the Session

- **Summarizing:** Take a few minutes to review the key items discussed and reinforce the goals for the next observation period. Be sure to end on a positive, encouraging, and forward-looking note. Don't forget to sign the worksheet, make a copy for your file and give the original to the ratee.
- **Follow-up and Monitoring the Subordinate's Performance:** Use existing notes to monitor the individual's progress. Remember, you should never wait to give feedback. Informal feedback given on a regular basis helps to keep the ratee on the road to improvement and increases motivation while preventing new problems from developing.

# RESPONSIBILITIES UNDER THE ACA PROCESS

## The Ratee will:

- Know when ACA sessions are due.
- Request an ACA session, if needed.
- Notify the rater and, if necessary, the rater's rater when a required or requested ACA session does not take place.
- Sign the worksheet and rater's copy of the ACA notice indicating the date the supervisor conducted the session.

## The Rater will:

- Prepare for, schedule, and conduct a ACA session regardless of whether the rater received a notice. Conflicts such as being geographically separated, TDY etc., are not excuses not to perform ACA sessions.
- Stay aware of standards and expectations and consider them when providing feedback to personnel.
- Provide realistic feedback to help ratees improve their performance. Realistic feedback includes discussion with the ratee, and written comments on the ACA Worksheet, not just marks on the form.
- Provide the original completed and signed worksheet to the ratee.
- Maintain a copy of the signed and dated ACA notice.
- Document behavior that may result in further administrative or judicial action on another form or memo other than a ACA Worksheet.
- Observe the ratee's behavior and duty performance, achievements, and efficiency. Raters should attempt to obtain meaningful information from as many sources as possible, including those who previously supervised the ratee during the report period. Gathering this additional information ensures feedback is provided covering the entire rating period.
- Assess the ratee's typical performance in relation to specific performance factors. Isolated instances of poor or outstanding performance may not represent the ratee's typical performance. Raters should consider the significance and frequency of incidents when assessing total performance. Some one-time incidents merit special consideration.

### **The Rater's Rater will:**

- Monitor personnel to ensure raters properly conduct ACA sessions.
- Conduct ACA sessions when a ratee's rater is not available due to unusual circumstances or when assuming the rater's responsibilities.

### **The Unit Commander will:**

- Administer the ACA program.
- Monitor raters and ratees to ensure ACA sessions are conducted properly and in a timely manner.
- Visit the work places and ask personnel questions about their jobs and the feedback they are receiving.
- Hold supervisors accountable for not conducting ACA sessions. Consider disciplining and removing raters who fail to conduct documented ACA sessions from supervisory positions.

## **ACA WORKSHEET**

**T**here are two different forms used for documenting an enlisted member's ACA session. One is the Airman Basic through Technical Sergeant ACA Worksheet, AF Form 931; and the other is the Master Sergeant through Chief Master Sergeant ACA Worksheet, AF Form 932. You'll find samples of these forms attached at the end of this lesson.

The form used for documenting an officer's ACA session (2d Lt through Col) is AF Form 724. A sample of this form is attached to the lesson.

## **SUMMARY**

A conscious decision was made to make the ACA a key element in the evaluation system. The basic design of the process allows every supervisor to take control of the evaluation process for his/her subordinates. The ACA Process gives you the opportunity to explain, in very specific terms, where a ratee stands and what you expect the ratee to do.

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Bibliography:

AFI 36-2406. *Officer and Enlisted Evaluation Systems*, 2 January 2013 (Incorporating Air Force Guidance Memorandum 3 [AFGM3], 1 July 2014).

<b>AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (AB thru TSgt)</b>			
<div style="text-align: center;"><b>PRIVACY ACT STATEMENT</b></div> <p><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 by AFI 36-2406.</small></p>			
<b>I. PERSONAL INFORMATION</b>			
NAME (Last, First, Middle Initial)	RANK	UNIT	
<b>II. TYPE OF ASSESSMENT</b> <input 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</b> (To be completed by Ratee and forwarded to Rater)   Rating Scale: Y=Yes, understands; N=Need more information			
<b>RESPONSIBILITY:</b>			<b>RATEE</b>
1. Understands the importance of doing the right thing even when it is unpopular or difficult.			
2. Understands the importance of responsibility in the use of and care of equipment and assets.			
3. Understands the importance of admitting shortcomings or mistakes.			
4. Understands the importance of refusing to partake in inappropriate behavior(s) despite social pressure.			
5. Understands the importance of accomplishing tasks in a timely manner.			
6. Understands the importance of providing support and welfare, of family, and ensuring they are prepared for separations and/or reunions. (If applicable)			
<b>ACCOUNTABILITY:</b>			
7. Understands the importance of the Air Force Core Values/Standards and how others should be accountable.			
8. Understands the importance of applying situational awareness and sound judgment.			
9. Understands the importance of living within ones means (financially, budgets, saves, spends responsibility, etc.).			
<b>AIR FORCE CULTURE:</b>			
10. Understands the importance of leading by example.			
11. Understands the importance of respecting one's self and others.			
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).			
13. Understands the importance of showing enthusiasm in being an Airman and in inspiring others to reach their full potential.			
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).			
<b>SELF:</b>			
15. Understands the importance of setting aside time to assess self, as-well-as personal and professional goals.			
16. Understands the importance of setting aside quality time to be with family and friends.			
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussion during feedback session.			
<b>IV. AIRMAN'S CRITICAL ROLE IN SUPPORT OF THE MISSION</b> (To be completed by Rater):			
<b>V. INDIVIDUAL READINESS INDEX</b> (Completed by Rater after talking to Unit Deployment Manager) <div style="display: flex; justify-content: space-between; align-items: center;"> <span><b>R= RED (UNSAT/NOT CURRENTLY DEPLOYABLE), G=GREEN (HIGHLY SAT/CURRENTLY DEPLOYABLE)</b></span> <div> <input type="checkbox"/> AF Indicator <input style="width: 50px; border: 1px solid black;" type="text"/> </div> </div>			
<b>VI. PERFORMANCE: LEADERSHIP/PRIMARY DUTIES/FOLLOWERSHIP/TRAINING</b> (To be completed by Rater) - Information may be used on next EPR <small>(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.)</small>			
<b>1. Task Knowledge/Proficiency:</b> Consider the quality, quantity, results, and impact of the Airman's knowledge and ability to accomplish tasks	<small>Demonstrated insufficient ability; required re-accomplishment of tasks; requires more guidance/experience (few Airmen)</small> <input type="checkbox"/>	<small>Demonstrated acceptable ability and consistently produced good quality, quantity, results, and impact (majority of Airmen)</small> <input type="checkbox"/>	<small>Routinely delivered high-quality work early; produced more than expected of current grade (some Airmen)</small> <input type="checkbox"/>
<b>2. Initiative/Motivation:</b> Describes the degree of willingness to execute duties, motivate colleagues, and develop innovative new processes	<small>Displayed little to no effort in accomplishing duties, lacked motivation and did not display initiative (few Airmen)</small> <input type="checkbox"/>	<small>Displayed good effort in performance of assigned tasks; mindful of others' needs and developed new processes (majority of Airmen)</small> <input type="checkbox"/>	<small>Self-starter on task completion, proactively assisted colleagues, routinely sought out new ways to execute mission (some Airmen)</small> <input type="checkbox"/>
<b>3. Skill Level Upgrade Training:</b> Consider skill level awarding course, CDC timeliness completion, course exam results, and completion of core task training <small>NIA (Airman possessed required skill level/training)</small> <input type="checkbox"/>	<small>Did not complete or took excessive time to obtain required skill level (few Airmen)</small> <input type="checkbox"/>	<small>Progressed in or obtained skill level within prescribed time and standard (majority of Airmen)</small> <input type="checkbox"/>	<small>Completed CDCs and core task training requirements far ahead of schedule and obtained excellent course exam score (very few Airmen)</small> <input type="checkbox"/>
<b>4. Duty Position Requirements, qualifications, and certifications:</b> Consider duty position qualifications, career field certifications (if applicable), and readiness requirements <small>NIA (Airman possessed training commensurate with grade prior to reporting period)</small> <input type="checkbox"/>	<small>Did not complete or took excessive time to obtain required training (few Airmen)</small> <input type="checkbox"/>	<small>Progressed in or obtained training within prescribed time and standards (majority of Airmen)</small> <input type="checkbox"/>	<small>Completed training requirements far ahead of schedule and if tested obtained excellent scores (very few Airmen)</small> <input type="checkbox"/>
<b>5. Training of others:</b> Consider the impact the Airman made to train others <small>NIA (No valid opportunity for Airman to train)</small> <input type="checkbox"/>	<small>When tasked to train, Airman made minimal to no effort to train others; did not meet expectations (few Airmen)</small> <input type="checkbox"/>	<small>Effectively imparts skills and knowledge to others (majority of Airmen)</small> <input type="checkbox"/>	<small>Consistently seized opportunities to train subordinates and peers; trainees became highly skilled (some Airmen)</small> <input type="checkbox"/>
<b>6. COMMENTS</b>			



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 Airman's control (majority of Airmen)	<input type="checkbox"/>	Sought better ways to more effectively utilize time and other resources (some Airmen)	<input type="checkbox"/>	Sought after utilization expert in saving time, equipment, manpower, and budget with impact outside of work center or unit (very few Airmen)	<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"/>	Is the model Airman, raised the standard in all areas for others to emulate; coached others (few Airmen)	<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"/>	Remarkable communicator; mentor and teacher; has the presence and confidence in any setting; sought out by leaders for various communication forums (very few Airmen)	<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"/>	Unmatched interpersonal skills; always displayed exemplary conduct and behavior with actions that are tone-setting, resulting in measurable increases in teamwork and unit effectiveness (very few Airmen)	<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"/>	Airman for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired other to embody Core Values (very few Airmen)	<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 Airman; exceeded both professional and personal development goals with positive impact on individual performance or mission accomplishment (some Airmen)	<input type="checkbox"/>	Relentlessly pursued personal and professional development of themselves and others; efforts resulted in significant positive impact to unit and/or Air Force (few Airmen)	<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"/>	Epitomizes an Air Force ambassador; Airman consistently and selflessly led efforts that inspired esprit de corps with significant impact to the mission and community (few Airmen)	<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 <b>performing</b> in the unit? How can your unit help you <b>perform better</b> ?								
2. What are some of your <b>goals for self-improvement</b> ? (Goals should be <b>SMART</b> – <b>S</b> pecific, <b>M</b> easurable, <b>A</b> ttainable, <b>R</b> ealistic, and <b>T</b> ime-bound).								
2a. Do you have <b>personal</b> (family, financial, fitness, etc.) <b>goals</b> ? Would you like to discuss?								
2b. What are your <b>professional</b> (assignments, academic, professional, etc.) <b>goals</b> (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 <b>Section III</b> or <b>IX</b> when preparing evaluations (Ref: AFI 36-2406).								
RATEE SIGNATURE			RATER SIGNATURE			DATE		

AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (MSgt thru CMSgt)								
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<b>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.)</b>								
1. Mission Accomplishment: Consider the Airman's ability to lead and produce timely, high quality/quantity, mission-oriented results	Displayed little to no aptitude or competence to complete task; failed to lead team to effective results (few Airmen)	<input type="checkbox"/>	Consistently led team(s) to produce quality results; accomplished all assigned tasks (majority of Airmen)	<input type="checkbox"/>	Mission-oriented leader; repeatedly led team to execute high-quality work early; efforts directly elevated work center performance (some Airmen)	<input type="checkbox"/>	Widely recognized and emulated as a producer and leader; drove significant improvement toward mission accomplishment beyond assigned unit (very few Airmen)	<input type="checkbox"/>
2. Resource utilization (e.g., time management, equipment, manpower and budget): Consider how effectively the Airman leads their team to utilize their resources to accomplish the mission	Ineffectively managed manpower, time and other resources (few Airmen)	<input type="checkbox"/>	Ensured proper and effective use of all resources under their control to ensure mission accomplishment (majority of Airmen)	<input type="checkbox"/>	Innovatively led team to continuously improve efficient use of assigned resources (some Airmen)	<input type="checkbox"/>	Recognized expert; generated new innovators that saved resources while enhancing mission accomplishment (very few Airmen)	<input type="checkbox"/>
3. Team Building: Consider the amount of innovation, initiative and motivation displayed by the Airman and their subordinates (collaboration)	Displayed little to no effort in building team; subordinate capability hindered (few Airmen)	<input type="checkbox"/>	Effective collaborator; promoted relationships among team members and sought to accomplish mission in ways that support team cohesion (majority of Airmen)	<input type="checkbox"/>	Aggressively partnered to achieve goals; promoted highly creative and energetic team that increased mission capability (some Airmen)	<input type="checkbox"/>	Widely recognized and emulated as a teacher, coach and leader; drove team to significant mission capability improvements beyond unit (very few Airmen)	<input type="checkbox"/>
4. Mentorship: Consider how well Airman knows their subordinates, accepts personal responsibility for them, and is accountable for their professional development	Displayed little to no effort to mentor subordinates, took no accountability, abdicated responsibility for subordinate development (few Airmen)	<input type="checkbox"/>	Active, visible leader; deliberately developed Airmen into better followers, leaders, and supervisors (majority of Airmen)	<input type="checkbox"/>	Develops and institutes innovative programs; challenges subordinates to exceed their perceived potential thereby enhancing mission capability (some Airmen)	<input type="checkbox"/>	Sought after mentor; subordinate and unit performance far surpassed expected results due to their mentorship skill (very few Airmen)	<input type="checkbox"/>
5. Communication skills: Describes how well the Airman communicates (includes listening, reading, speaking and writing skills) in various mediums, translates superiors' direction into specific tasks and responsibilities, fosters an environment for open dialogue and enhances communication skills of subordinates	Lacks ability to effectively communicate (few Airmen)	<input type="checkbox"/>	Able to receive information and effectively communicate up/down the chain of command; fosters approachable environment (majority of Airmen)	<input type="checkbox"/>	Expert communicator; clearly conveyed complex information to subordinates and superiors; fostered enhanced communication skills in others; encouraged candid environment (some Airmen)	<input type="checkbox"/>	Dynamic communicator and astute listener; has presence and confidence in any setting; Airman and subordinates sought out by leaders for various communication forums (very few Airmen)	<input type="checkbox"/>

AF FORM 932, 20140701

PREVIOUS EDITIONS ARE OBSOLETE

**PRIVACY ACT INFORMATION:** The information in this form is FOR OFFICIAL USE ONLY. Protect IAW the Privacy Act of 1974.

6. Complies with/enforces standards: Consider personal adherence and fostering an environment where everyone enforces fitness standards, dress and personal appearance, customs and courtesies, and professional conduct	Failed to personally meet some or all standards and/or failed to address subordinates non-compliance (few Airmen)	<input type="checkbox"/>	Consistently met and enforced standards in all areas; influenced others by example (majority of Airmen)	<input type="checkbox"/>	Exceeded all standards of fitness, conduct, appearance, and behavior; proactively coached others to meet standards (some Airmen)	<input type="checkbox"/>	Is the Airmen emulated by others, raised the standard in all areas; persistently drove Airmen to exceed standards (very few Airmen)	<input type="checkbox"/>
7. Duty Environments: Rate how well the Airmen establishes and maintains caring, respectful, and dignified environments while valuing diversity, to include promoting a healthy organizational climate	Actions failed to engender a respectful atmosphere (few Airmen)	<input type="checkbox"/>	Produced work center marked by mindful consideration and absent of negative treatment of others (majority of Airmen)	<input type="checkbox"/>	Generated energetic, positive environments people seek to work at, demanded equal and dignified treatment for all (some Airmen)	<input type="checkbox"/>	Model supervisor and leader who coached others to duplicate vibrant and highly productive teams marked by respectful treatment of others (very few Airmen)	<input type="checkbox"/>
8. Training: Describes how well the Airmen and their team complies with upgrade, duty position, and certification requirements	Consistently failed to produce qualified team members and/or adhere to training requirements (few Airmen)	<input type="checkbox"/>	Produced Airmen who successfully progressed and obtained training qualifications on-time; met personal training requirements (majority of Airmen)	<input type="checkbox"/>	Generated high-performance team(s) that developed and instituted innovative training programs; challenged self, subordinates and other trainees to exceed requirements (some Airmen)	<input type="checkbox"/>	Sought after training leader; continually refined team training techniques to enhance productivity; mentored other team leads to replicate benchmark training environment (very few Airmen)	<input type="checkbox"/>
<b>9. COMMENTS</b>								
<b>VII. WHOLE AIRMAN CONCEPT</b>								
1. Air Force Core Values: Consider how well the Airmen adopts, internalizes, demonstrates and insists on adherence of our Air Force Core Values of Integrity First, Service Before Self and Excellence in All We Do	Airmen failed to adhere to and enforce the Air Force Core Values (few Airmen)	<input type="checkbox"/>	Ensured subordinates and self consistently demonstrated the Air Force Core Values on and off duty (majority of Airmen)	<input type="checkbox"/>	Embodiment of Integrity, Service Before Self, and Excellence; demanded others uphold and live by the Core Values (some Airmen)	<input type="checkbox"/>	Airmen for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired others to embody the Core Values (very few Airmen)	<input type="checkbox"/>
2. Personal and Professional Development: Consider effort the Airmen devoted to improve their subordinates, their work center/unit and themselves	Made little to no effort to encourage subordinates to complete expected personal and/or professional development or progress in their own development (few Airmen)	<input type="checkbox"/>	Established attainable goals for subordinates and self; ensured progress to meet those goals (majority of Airmen)	<input type="checkbox"/>	Driven leader; led others and self to pursue professional and personal development goals with distinctive increase in work center performance (some Airmen)	<input type="checkbox"/>	Tenaciously led others and self to exceed developmental goals, resulting in significant positive impact that radiated beyond unit; benchmarked by other work centers (very few Airmen)	<input type="checkbox"/>
3. Esprit de corps and community relations: Consider how well Airmen promotes camaraderie, enhances esprit de corps, and develops Air Force ambassadors	Made little to no effort to enhance esprit de corps or community (few Airmen)	<input type="checkbox"/>	Required subordinates to foster esprit de corps through personal volunteerism and involvement in base/community events (majority of Airmen)	<input type="checkbox"/>	Organized and led team building and community events; resulted in increased work center morale and improved community relations (some Airmen)	<input type="checkbox"/>	Consistently and selflessly cultivated leaders that inspired esprit de corps with significant positive impact to the mission and community (very few Airmen)	<input type="checkbox"/>
<b>4. COMMENTS</b>								
<b>VIII. KNOWING YOUR AIRMAN (To be discussed by Ratee and Rater during feedback session)</b>								
1. How do you think you are <b>performing</b> in the unit? How can your unit help you <b>perform better</b> ?								
2. What are some of your <b>goals for self-improvement</b> ? (Goals should be <b>SMART</b> – <b>S</b> pecific, <b>M</b> easurable, <b>A</b> ttainable, <b>R</b> ealistic, and <b>T</b> ime-bound).								
2a. Do you have <b>personal</b> (family, financial, fitness, etc.) <b>goals</b> ? Would you like to discuss?								
2b. What are your <b>professional</b> (assignments, academic, professional, etc.) <b>goals</b> (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).								
<b>NOTE:</b> This information is to enhance open communication; the rater will not utilize or document any areas discussed in <b>Section III</b> or <b>VIII</b> when preparing evaluations (Ref: AFI 36-2406).								
<b>RATEE SIGNATURE</b>			<b>RATER SIGNATURE</b>				<b>DATE</b>	

<b>AIRMAN COMPREHENSIVE ASSESSMENT WORKSHEET (2Lt thru Col)</b>		
<b>PRIVACY ACT STATEMENT</b> <small>AUTHORITY: Title 10, United States Code (U.S.C.) 8013, Secretary of the Air Force; AFI 36-2406, and Executive Order 9397 (SSN), as amended.            PURPOSE: Form is 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: Mandatory. SSN is used for positive identification.</small>		
<b>I. PERSONAL INFORMATION</b>		
NAME	GRADE	UNIT
<b>II. TYPE OF ASSESSMENT:</b> <input type="checkbox"/> INITIAL <input type="checkbox"/> MID-TERM <input type="checkbox"/> RATEE REQUESTED <input type="checkbox"/> RATER DIRECTED		
<b>III. SELF ASSESSMENT</b> (To be completed by Ratee and forwarded to Rater)                Rating Scale: Y = Yes, understands; N = Need more information		
<b>RESPONSIBILITY:</b>		<b>RATEE</b>
1. Understands the importance of doing the right thing even when it is unpopular or difficult.		
2. Understands the importance of responsibility in the use and care of equipment and assets.		
3. Understands the importance of admitting to shortcomings or mistakes.		
4. Understands the importance of refusing to participate in inappropriate behavior(s) despite social pressure(s).		
5. Understands the importance of accomplishing tasks in a timely manner.		
6. Understands the importance of providing support and welfare of family and ensuring they are prepared for separations and/or reunions. (If applicable)		
<b>ACCOUNTABILITY:</b>		
7. Understands the importance of the AF Core Values/standards and how others should be accountable.		
8. Understands the importance of application of situational awareness and sound judgment.		
9. Understands the importance of living within means financially (budgets, saves, spends responsibility, etc.).		
<b>AIR FORCE CULTURE:</b>		
10. Understands the importance of leading by example.		
11. Understands the importance of respecting self and others.		
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).		
13. Understands the importance of showing enthusiasm in being an Airman and inspiring others to reach their full potential.		
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).		
<b>SELF:</b>		
15. Understands the importance of setting aside time to assess self, as well as personal and professional goals.		
16. Understands the importance of setting aside quality time to be with family and friends.		
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussing during the assessment session.		
<b>IV. AIRMAN'S CRITICAL ROLE IN SUPPORT OF THE MISSION</b> (To be completed by Rater)		
<b>V. INDIVIDUAL READINESS INDEX</b> (Completed by Rater after talking to unit deployment manager) <b>R = RED (UNSAT/NOT CURRENTLY DEPLOYABLE); G = GREEN (SAT/CURRENTLY DEPLOYABLE)</b> <input type="checkbox"/>		
Are all deployment requirements current in accordance with AFI 10-403?		AEF Indicator <input style="width: 80px;" type="text"/>
<b>VI. PERFORMANCE FEEDBACK</b> (To be completed by Rater) - Information may be used on next OPR		
1. Job Knowledge. Has knowledge required to perform duties effectively. Strives to improve knowledge. Applies knowledge to handle non-routine situations.		
<input type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds		
2. Leadership Skills. Sets and enforces standards. Promotes a healthy organizational climate. Works well with others. Fosters teamwork. Displays initiative. Self-confident. Motivates subordinates. Has respect and confidence of subordinates. Fair and consistent in evaluation of subordinates.		
<input type="checkbox"/> N/A Initial Feedback <input type="checkbox"/> Does Not Meet <input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds		

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3. Professional Qualities. Exhibits loyalty, discipline, dedication, integrity, and officership. Adheres to Air Force standards. Accepts personal responsibility.		
<input type="checkbox"/> N/A Initial Feedback	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds
4. Organizational Skills. Plans, coordinates, schedules, and uses resources effectively. Meets suspense's. Schedules work for self and others equitably and effectively. Anticipates and solves problems. Develops innovative solutions.		
<input type="checkbox"/> N/A Initial Feedback	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds
5. Judgment and Decisions. Makes timely and accurate decisions. Emphasizes logic and decision making. Retains composure in stressful situations. Adheres to safety and occupational health requirements. Recognizes and acts to take advantage of opportunities.		
<input type="checkbox"/> N/A Initial Feedback	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds
6. Communication Skills. Listens, speaks, and writes effectively. Clearly and succinctly conveys ideas.		
<input type="checkbox"/> N/A Initial Feedback	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets <input type="checkbox"/> Above Average <input type="checkbox"/> Clearly Exceeds
7. Physical Fitness. Maintains Air Force physical fitness standards. Discuss current AF Fitness Program and how lifestyle ensures fitness standard goals.		
<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Meets	<input type="checkbox"/> Exempt      Next FA Due <input style="width: 80px;" type="text"/>
<b>VII. KNOWING YOUR AIRMAN</b> <i>(To be discussed by Ratee and Rater during the 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> ?		
2. What are some of your <b>goals for self-improvement</b> ? <i>(Goals should be SMART -- Specific, Measurable, Attainable, Realistic, and Time-bound).</i>		
2a. Do you have <i>personal</i> (family, financial, fitness, etc.) goals? Would you like to discuss?		
2b. What are your <i>professional</i> (assignments, academic and professional education, etc.) goals <i>(i.e., SOS, ACSC, AWC, Masters Degree)</i> ?		
3. Do you have stressors in your life? If so, what are your 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? <i>(e.g., unit improvements, safety, productivity enhancements, existing programs, living conditions)</i>		
7. Expectations for unit and ratee <i>(Areas for Improvement, strengths and weaknesses; recommendations to improve)</i>		
8. NOTE: This information is to enhance open communication, the rater will not utilize or document any areas discussed in Section III or VII when preparing evaluations <i>(Ref: AFI 36-2406)</i>		
RATEE SIGNATURE	RATER SIGNATURE	DATE