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PURPOSE

The Airman Comprehensive Assessment (ACA) Guide is constructed to do just that – guide both the supervisor and subordinate through the process. While the AF Form 931, Airman Comprehensive Assessment (AB-TSgt), provides a robust tool for counseling our junior enlisted force and is meant to promote two-way communication, it does not provide first-time or inexperienced supervisors with the in-depth background and references to best approach formal counseling. Although the word narratives in the various ACA sections are meant to guide Airmen, there is an opportunity for leaders to expand upon that verbiage to better explain the sections and provide both examples and references for supervisors and subordinates alike to consider in an effort to make the most of the counseling experience.

In building this guide, we viewed Airmen from three perspectives. First, we considered the big “A” Airman perspective. Both the US Air Force and American people have a certain expectation of our Airmen in uniform regardless of rank, location, demographics, occupation or other considerations. It is the title “Airman” that binds us together. As such, supervisors must address subordinate performance from this perspective.

Second, we considered the Air Force Specialty Code (AFSC) perspective. In uniform, we all have a specific occupation for which we have trained and prepared to execute the mission. Supervisors must address subordinate performance related to the subordinate’s AFSC. **NOTE:** this applies to Airmen operating in their current AFSC, which may be different than their primary AFSC.

Finally, we considered the Duty Section perspective. Most Airmen are assigned to a particular work center alongside fellow Airmen performing similar duties. For some, they operate with a particular skillset that may be unique to the work center, but still serve as a critical part of that work center’s mission success. Supervisors must consider subordinates within the context of their particular work centers, how the subordinates contribute to the mission, and how well they function as part of the team.

In total, the Airman, AFSC and Duty Section perspectives give the supervisor a much more panoramic view of the subordinate’s performance. In short, the ACA, when viewed with all three perspectives together, gives us a better-rounded picture of the subordinate in question.

DISCLAIMER: This ACA Guide is simply meant as a reference, another tool for one’s supervisory toolbox. It is **NOT** an official, HAF endorsed, product. Use it with discretion and consistency.

UNDERSTANDING THE ACA

The ACA is, by design, a two-way communication tool. How that two-way communication occurs, in what context, and to what extent, depends greatly on the supervisor's preparation and approach, the subordinate's willingness to engage, and the actual reason for the ACA.

I. Personal Information. The ACA begins with a standard section detailing information about the subordinate. The supervisor completes this section.

II. Type of Assessment. The electronic ACA form itself will only allow certain inputs based on the type of feedback indicated. For example, if the Initial Feedback block is marked, Section VI blocks are inaccessible.

III. Self-Assessment. Emphasis on this section should occur on the initial feedback. One of the principle drivers of this tool is to give the subordinate an opportunity to provide the supervisor with insight of the subordinate's baseline understanding of some key foundational concepts. This section gives subordinates an opportunity to state their level of awareness, as well as seek more counseling on various key foundational principles. It focuses on four key areas:

- **Responsibility:** This subsection focuses on both professional responsibility to perform effectively and in an efficient manner, as well as personal responsibility to one's family.
- **Accountability:** This subsection focuses on adhering to core values and standards, as well as personal financial responsibility.
- **Air Force Culture:** This subsection focuses on living up to the legacy of the title Airman, including looking after our fellow Airmen and their families.
- **Self:** This subsection focuses on setting and attaining both personal and professional goals, as well as investing quality time in one's family and friends.

The subordinate answers either "Y" to indicate understanding or "N" to indicate needs more information. Supervisors should emphasize that indicating "N" will not impact the subordinate. Supervisors should encourage subordinates to indicate "N". **NOTE:** the subordinate must answer every statement in Section III for the remaining applicable parts of the form to be accessible.

When a new supervisor receives the ACA from the subordinate with a "Y" for any statement, he/she should validate understanding of each item by asking key questions relating to the topic. When a subordinate answers "N" to any statement, the supervisor may require guidance on how to approach this. For the new or inexperienced supervisor, this could prove extremely challenging.

Consider these questions:

- How does the supervisor address any "N" marked statement?
- Where does the supervisor get more information to assist the subordinate?
- What, if any, helping agencies, offices, personnel and/or documents exist to assist with the needed information?

- What, if any, information could a supervisor provide the subordinate in advance to better assist the person and, potentially, drive more in-depth discussion to resolve any issues that may surface?

NOTE: Section III is NOT to be used in preparing evaluations. It is simply meant to enhance communication.

To alleviate some of these concerns, we have done two things. First, we have compiled key references (see [Attachment 1 - References](#)) for both the supervisor and subordinate to consider. Note some of these are actual Air Force Instructions (AFIs) and other Air Force level documents that apply across the entire population. Others are simply references to local unit documentation. Both will require a certain level of understanding on the supervisor's part in order to better educate the subordinate.

Second, we attempted to breakdown each ACA Section III statement, to connect particular guidance and, when applicable, particular helping agencies and offices.

Within each subsection, we connect each statement to previously noted references and helping personnel and agencies (see [Attachment 2 - Self-Assessment References](#)). The references and listed helping agencies are by no means all-inclusive, and may in fact vary from unit to unit. As listed, the ones provided should give supervisors and subordinates alike a ready example or reference to better understand and appreciate the particular statement, as well as potentially demonstrate ways to incorporate a more effective Airman mindset.

While there is no requirement to do so, supervisors may find providing this breakdown to their subordinates in the beginning (even prior to a face-to-face formal counseling session) will better help everyone involved understand everything that goes into making a successful Airman. In addition, supervisors will gain much greater insight and be better prepared to assist subordinates to grow as Airmen and to face both personal and professional challenges by referencing the listed key documents and inquiring with helping agencies and personnel prior to a formal counseling session with their respective subordinates.

Once the subordinate completes Section III and IX of the Self-Assessment, the supervisor must complete the rest of the form, with the exception of comments, **prior to the formal counseling session.**

IV. Airman's Critical Role in Support of the Mission. How do the member's position and duties connect to the unit's mission? How do they connect to the wing's mission? What about the Air Force mission? The supervisor must concisely connect the subordinate's position and duties to the "big picture" Air Force. This should be fairly straightforward. One important point to keep in mind: if the subordinate's job were not important, it would not exist! We all have a particular AFSC and perform a particular function because the Air Force has a need.

V. Individual Readiness Index. This section provides a snapshot of a particular moment in time. The supervisor must check with the Unit Deployment Manager (UDM) to validate. This may also be done

through a Section Training Monitor, if your section has one, to ease the pressure on the UTM. Subordinates should review all readiness training aspects.

VI. Performance Considerations: Leadership/Primary Duties/Followership/Training. This section includes succinct word pictures to guide supervisors in making appropriate marking decisions. These markings are qualified as:

- **Few Airmen:** This rating refers to those who fail to meet the particular standard.
- **Majority of Airmen:** This rating refers to those who consistently meet standards.
- **Some Airmen:** This rating is reserved for those who routinely go above and beyond in many aspects.
- **Very Few Airmen:** This rating is reserved for a small percentage of Airmen that not only consistently go above and beyond, but routinely outpace their peers in most aspects.

This section includes the following five marked subsections (with included word pictures)

- **Task/Knowledge Proficiency**
- **Initiative/Motivation**
- **Skill Level Upgrade Training**
- **Duty Position Requirements, Qualifications and Certifications**
- **Training of Others**

Although the ACA provides a specific word picture for both the subsection and its graduated markings, both the supervisor and subordinate may have some difficulty interpreting the respective word pictures in a way that is more easily understood and/or relatable to them. In addition to guidance already listed on the ACA form itself, supervisors may reference [Attachment 3 – Performance Breakdown](#) for further consideration.

Section VI also includes a comments section at the end. Supervisors may use this section to concisely explain particular markings and give subordinates guidance on how to improve performance. For expanded explanation, supervisors should use an accompanying memorandum for record or other similar mechanism.

VII. Followership/Leadership Considerations: This section includes the following subsections:

- **Resource Utilization**
- **Comply with/Enforce Standards**
- **Communication Skills**
- **Caring, Respectful and Dignified Environment (*teamwork*)**

In addition to guidance already listed on the ACA form itself, supervisors may reference [Attachment 4 – Followership/Leadership Breakdown](#) for further consideration.

VIII. Whole Airman Concept Considerations. This section includes the following subsections:

- **Air Force Core Values**
- **Personal and Professional Development**
- **Esprit de Corps and Community Relations**

In addition to guidance already listed on the ACA form itself, supervisors may reference [Attachment 5 – Whole Airman Breakdown](#) for further consideration.

Section IX. Knowing Your Airman. This section includes several questions to help the supervisor better understand the subordinate, including goals, challenges, stressors, and other factors that may impact the subordinate’s performance.

During conversation, some concerns may arise that require more questioning or external assistance. Supervisors should actively and appropriately use the Wing Helping Agency Matrix as necessary to ensure the subordinate gets any assistance required.

In addition, supervisors should document any additional notes that do not fit into the actual ACA form on a separate memorandum of record or similar mechanism.

THE FEEDBACK PROCESS

Below are excerpts from AFPAM 36-2627 Airman and NCO Performance Feedback System to assist with the feedback and counseling process.

What Is Feedback? Feedback is a form of communication. For our purpose, it is a formal communication between the rater and the ratee about military duties and responsibilities, written at regularly scheduled intervals. In general, feedback should explain duty performance requirements and responsibilities, establish expectations, and tell ratees if they are performing as expected. As with all other types of communication, to be effective, duty performance feedback must be clearly stated and received. The formal feedback session is used to establish formal, private communication between ratees and their raters about expectations and actual performance.

Why Is Feedback Necessary? Quite simply, so people know what is expected of them and how they are performing. This information gives direction and also increases motivation. Airmen generally perform better when raters explain what the requirements are, point out areas that need improvement, and keep them updated on their progress.

Who Provides Feedback? The rater provides performance feedback. The rater (usually the firstline supervisor) is, in most cases, responsible for the total job effort and is in the best position to observe duty performance on a day-to-day basis. Also, the rater normally has the knowledge and experience necessary to discuss the Air Force’s expectations regarding general military characteristics and opportunities available within the Air Force Specialty (AFS).

Who Receives Feedback? Performance feedback sessions are mandatory for all enlisted personnel.

When Is Feedback Given? Initial feedback sessions are held within 60 days of a change of rating official or within 60 days of the closeout of an Enlisted Performance Report (EPR). The new rater uses this session to clearly define the expectations for the upcoming period. A continuing rater uses the session to discuss performance recorded on the EPR, along with providing direction and expectations for the new rating period. For enlisted personnel who receive EPRs, a "midterm" feedback session is held midway between the date supervision began and the projected EPR closeout date to focus on how well the ratee meets expectations. If a change of rating official is expected or the projected EPR closeout date limits the period of supervision to less than 150 days, a feedback session should take place approximately 60 days before the EPR closeout. For Airmen who do not receive EPRs, a follow-up session is due approximately 180 days after the initial session. This cycle should continue until there is a change of rater or the Airman begins to receive EPRs. Sessions are also held if the rater determines there is a need for one, or within 30 days of a request from a ratee, provided at least 60 days have passed since the last feedback session.

HELPFUL HINTS FOR EFFECTIVE FEEDBACK SESSIONS

Observing Performance and Keeping Notes. The primary purpose of feedback is to improve performance and professionally develop enlisted personnel to their highest potential. To enhance the effectiveness of these sessions, the following steps and tips should prove helpful. The most important factor in preparing for a feedback 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. A rater must be actively involved in the process to make feedback work. As a rater, you must routinely make 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. Whether or not the rater chooses to use a notebook or a daily calendar, reviewing performance without bias and keeping good notes allows for meaningful insight and helps in preparing for the feedback session.

Scheduling the Time and Place. Schedule the feedback session far enough in advance so the rater and ratee have sufficient time to prepare for it. Set aside time for the session so everything on the agenda is covered without the appearance of being rushed. For both parties to be relaxed and able to talk comfortably, select a room that allows for privacy, face-to-face discussions, has proper lighting and ventilation, and prevents any outside distractions or interruptions.

Setting the Agenda. The agenda should consist of a basic outline of topics and the sequence for discussion. Be sure to include the ratee's duty description and responsibilities, expectations and targets to hit in order to meet those expectations, a brief synopsis of the mission, and status of the unit. These essential items should lay the groundwork for an effective, productive working relationship between the rater and the ratee by motivating him or her to achieve the highest possible level of [future] performance. Another important step in establishing an agenda for future follow-on sessions is to review all notes of observed actions, results, previous feedbacks and to ask four basic questions:

- What has happened in response to the discussion during the last feedback session?
- What has been done well?
- What could be done better?

- What new areas need to be discussed?

Choosing the Best Approach. You can use numerous approaches to give feedback. We have adapted several from common sources of Air Force instructions on counseling (table 4.1). Regardless of the approach chosen, it must not be an artificial technique applied mechanically. One of the fundamental rules of feedback is to be yourself.

Directive. With the directive approach, analyze the situation, develop a solution or a plan for improvement, and tell the ratee what to do. Several common types of this approach include advice giving, forbidding and threatening, explanation, and reassurance.

Nondirective. With the nondirective approach, encourage the ratee to talk about trends by asking questions, drawing him/her into the process of developing a solution. This approach is extremely useful with individuals who usually have a positive attitude. However, it does require the rater to have excellent listening and questioning skills.

Combined. A third approach draws on both the directive and nondirective techniques. It relies on both the rater and ratee to develop solutions and offers the greatest flexibility.

Advantages and Disadvantages of Feedback Approaches.

Directive	Nondirective	Combined
Advantages		
Quickest method		Moderately quick.
Good for immature or insecure ratee	Encourages maturity	Encourages maturity
Allows raters to actively use their experience	Encourages open communication	Encourages open communication
	Develops personal responsibility	Allows raters to actively use their experience
Disadvantages		
Does not encourage maturity	Slowest method	May take too much time for some situations
Tends to discourage ratee from talking freely	Requires greatest supervisory skills	
Tends to treat symptoms, not problems		

Avoiding Pitfalls. The problems that can arise in the course of the feedback process are as varied as the people who are involved in the process. Such problems vary in degree, but can happen at any time. Pitfalls include personal bias, stereotyping, loss of emotional control, inflexible methods, reluctance to provide feedback and inadequate planning. Some other examples include focusing on the person versus the behavior. **EXAMPLE:** Drawing or jumping to conclusions based on limited observations or poor recall, rating performance as outstanding when it is not, telling the individual he or she is the "best" when the individual is not, and giving favorable ratings to an individual who is well-liked or unfavorable ratings to an individual who is not. Certainly, you can think of many other examples. However, the key is that pitfalls always lead to a discussion of general impressions versus specific aspects of performance.

Avoiding pitfalls is not easy. While we will not address each one specifically, two general guidelines help. First, raters should exhibit the proper role attitude. The role during feedback is not as a critic or a superior with no faults. Rather, the role is that of a coach or helper. Feedback should be a positive process. The goal is to develop the individual. This should be beneficial for all. The rater's job should be easier in the long run, the unit more productive, and the Air Force mission enhanced. When the feedback session is approached with a positive attitude, backed up by good observation skills, the potential pitfalls will be avoided. Secondly, raters can avoid many pitfalls by practicing good observation skills:

- Gathering supporting notes over a period of time.
- Discriminating between relevant and irrelevant information.
- Focusing on specific behaviors and outcomes.
- Deciding what aspects of the job are really measurable and important.
- Doing selective work sampling when direct observation is infrequent.
- Communicating with ratees.

Preparing the Feedback Form. The performance feedback worksheet should be prepared before the session takes place. Remember, the worksheet is private. It serves to direct the discussion and as a ready reference for reinforcement until the next feedback session. Generally, comments should contain conclusions about each area with specific examples noted during the observation period. The conclusions show the ratee where he or she stands. The rater must sign and date the form the day of the session. On completion of the session, the original of the form is given to the ratee. The rater also keeps a copy for future reference, but may not show it to anyone who is not authorized to view it.

During the Feedback Session

Opening the Feedback Session. Creating a relaxed atmosphere is conducive to having an open, relaxed discussion. It is extremely important to place the ratee at ease. Seating arrangements should foster communication, i.e., across the corner of a desk or table, or a chair-facing-chair arrangement works well. During this stage, focus on a neutral topic or event, recap the last feedback session, or thank the person for his or her efforts during the observation period, any opening conversation should be brief. Being friendly and sincere is essential.

Identifying the Purpose and Discussing Topics. The rater must take time to fully explain the purpose of the feedback session. It is at this initial stage that you should seek input from the individual. The ratee's ideas or opinions on what has been done so far and what can be done better are important aspects of developing goals and objectives for improvement. Remember to focus on the ratee's strengths and accomplishments as well as the recommended improvement areas. Be specific about the actual behavior that caused the accomplishment or deficiencies and describe the effects of the behavior on others.

Raters must be sure to give their full attention, mentally and physically. They must be sincerely interested in their personnel; otherwise, the airmen will recognize insincerity and not tell the personal information that is needed in order to help. An important aspect of giving an individual full attention is listening to what meaning is being communicated, not just the words and symbols that are used. For example, an individual's eye contact, posture, head nods, facial expressions, verbal behavior, etc., are all important indications of his or her inner emotions and attitudes. At the same time raters are concerned

about their own behavior; they must be sensitive to the same cues from the ratee and adjust accordingly.

Developing and Implementing a Course of Action. Using one of the feedback approaches, the rater and ratee should develop a plan to achieve success. This plan should include objectives and priorities that specify the quantity, quality, timeliness, and manner of actions desired. In order for the plan to be used to its fullest extent, ensure all key points are written on the performance feedback sheet and given to the ratee. This acts not only as a summary for the ratee, but also as a "memory jogger" of the discussion for later utilization.

Referring to Other Agencies. Although a rater might believe they are fully prepared to conduct a feedback there is still the possibility that a session might create an environment where problems surface. Remember your limitations, when confronted with a situation that requires outside "expert" assistance. Some of the outside agencies that can assist are listed on the Wing Helping Agency Matrix referenced in Attachment 1.

Tips for Better Feedback. Ratees must first accept the rater before they can willingly accept feedback. The successful rater does not rely on grade or position to be successful, raters must develop ratee confidence in their competence, sincerity, and fairness before the feedback session.

- Perceptions and opinions should be presented as such, and not as facts.
- Feedback should be in terms of specific relevant behavior and not on generalities, the rater's attitudes, or personal feelings toward the individual.
- Feedback should be concerned with those areas over which a person can exercise some control.
- When feedback is mainly evaluative versus purely descriptive, feedback should be in terms of established criteria, probable outcomes, and means of improvement. While feedback is intended to disclose expectations, it should be based on accepted standards and needs of the Air Force versus mainly personal opinions, likes, dislikes, and biases.
- 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. Negative feedback that does not aid in improved performance or a higher level of performance should be omitted.
- Listen carefully. Paraphrase what is heard to check perceptions. Ask questions for clarification.
- Give feedback in a manner that communicates acceptance of the ratee as a worthwhile person.
- Feedback should avoid "loaded" terms that produce emotional reactions and heightened defenses.
- Remember that feedback stops when communication stops.

Closing the Session

Summarizing. Before the session ends, take a few minutes to review and summarize the key items discussed and reinforce the goals for the next observation period. A good method of summarizing is to ask the ratee for comments on the discussion to make sure they understand the results of the session. It is especially important that this summarization helps end the session on a positive, encouraging, and forward-looking note. Be sure to sign and date the ACA, make a copy for your file, and give the original to the ratee.

Follow-up and Monitoring the Subordinate's Performance. The rater should plan for the next observation period as soon as the session is completed. The use of existing notes will help monitor the individual's performance progress and give the rater a starting point for the next feedback session. Again, do not consider feedback as only the formal sessions. You should never wait to give feedback. Informal feedback on a regular basis helps keep the ratee on the road to improvement, increase motivation, and prevent new problems from developing.

The goal of the feedback process is to improve individual duty performance. Through the rater's efforts, the individual benefits professionally, the rater benefits from a more productive worker, and the Air Force benefits from increased mission accomplishment. You are the "key player" in the process.

ACA AND THE ENLISTED EVALUATION SYSTEM

The Enlisted Evaluation System (EES) is dependent upon two separate parts: the ACA and the Enlisted Performance Report (EPR). Each plays a valuable role in how we develop and promote our Airmen. Although the ACA itself plays a foundational role in the EES, supervisors all too often overlook its critical importance to the EPR in general, and to the subordinate's Performance Assessment specifically. Every supervisor must understand the ACA's importance and leverage it accordingly in the EPR process.

In many ways, the EES tells an Airman's story. The Initial ACA serves as that Airman's introduction, setting expectations and laying the foundation for what everyone hopes is a great professional biography. The Midterm, Ratee Requested and Rater Directed ACAs serve as the story's body, highlighting not only how an Airman's story has developed, but how (and on what terms) both the supervisor and subordinate expect the ongoing story to evolve and finish. In short, ACAs are incredibly important.

The EPR serves as the story's conclusion and is, by design, left to be written at an appropriate point in time to summarize the Airman's story, as based on the Initial and subsequent ACAs. While the EPR may impact enlisted promotions, it has far less impact on a subordinate's professional success and mission accomplishment than the ACAs. After all, the purpose of feedback, both formal and informal, is to continually guide the subordinate; the EPR simply provides a summary of a specific period of time.

Under our newly revised EES, we must realize the EPR is now a two-part document. The first part, the Performance Assessment, directly relates to the ACAs. Within the Performance Assessment, the supervisor answers this simple question: **"How well did the Airman meet expectations?"** From a performance standpoint, this question is based on AFI 36-2903, *The Enlisted Force Structure*, as well as work center and supervisor input, among other things. By design, the Performance Assessment is a culmination of the prior ACAs within the period, further highlighting an ACA's importance. As such, both the ACA and Performance Assessment require absolute supervisor and rating chain honesty, however brutal, with the member to safeguard the enlisted promotion process and properly vector the member for success.

The second part, the Promotion Recommendation, is explicitly in the Commander's domain, subject to defined eligibility standards and based on various considerations (including comparative analysis with fellow eligible members of like rank). This too is by design. Although the Performance Assessment plays

a role in the Commander's decision-making process, it does not solely determine the Commander's Promotion Recommendation decision.

We cannot tell a yet-to-be-written story by simply penning a summary (EPR) and calling it good. With Airmen, we must build the story. Half-hearted attempts at development through less than timely, pertinent feedback does nothing to grow our Airmen and promote mission accomplishment. It does a disservice to them and the entire organization.

BOTTOM LINE: With timely, pertinent feedback through the ACA, supervisors empower subordinate development and, with courage, leverage that feedback to provide an accurate Performance Assessment. This, in turn, gives the Commander the accurate information necessary to make appropriate Promotion Recommendations. Give the EES and our Airmen the respect they both deserve.

ATTACHMENT 1 – REFERENCES

While there are several official documents one could conceivably reference, we set out to highlight those that most directly relate to the ACA. Each of these may lead to more in-depth and related documents that might assist every Airman to better understand a particular program, function, process or situation. The concise list:

Perspective	Reference
Airman	AFI 1-1, Air Force Standards AFI 36-2201, Air Force Training Program AFI 36-2406, Officer and Enlisted Evaluation System AFI 36-2618, The Enlisted Force Structure AFI 36-2903, Dress and Personal Appearance of Air Force Personnel AFI 36-2905, Fitness Program AFI 36-2906, Personal Financial Responsibility AFI 36-2909, Professional and Unprofessional Relationships AFI 91-202, The US Air Force Mishap Prevention Program AFMAN 36-2203, Drill and Ceremonies America’s Air Force: A Profession of Arms “The Little Blue Book” Air Force Handbook 1, The Airman Handbook Air Force Portal Air Force Benefits Fact Sheet Wing Helping Agency Matrix
Air Force Specialty Code	Applicable Air Force Instructions Advanced Distributed Learning Service (ADLS) Air Force Training Record (AFTR) Career Field Education and Training Plan (CFETP) Master Training Plan (MTP) AF Form 1098 AF Form 797 AF Form 623a Career Field Manager guidance AFSC-required certifications Optional certifications
Duty Section	Section Orientation Job description Operating Instructions Metrics Chain of Command Expectations Section Expectations

ATTACHMENT 2 – SELF-ASSESSMENT REFERENCES

RESPONSIBILITY:

Statement	Reference(s)	Helping Agencies/Personnel
1. Understands the importance of doing the right thing even when it is unpopular or difficult.	AFI 1-1, para. 1.3 America’s Air Force: A Profession of Arms “The little Blue Book”	Supervisor, First Sergeant, Mentor
2. Understands the importance of responsibility in the use of and care of equipment and assets.	AFI 36-2618, para. 4.2.1, 4.2.2, 5.1.12	Chain of Command
3. Understands the importance of admitting shortcomings or mistakes.	Air Force Handbook 1, para 10.4.7	Supervisor, First Sergeant, Mentor
4. Understands the importance of refusing to partake in inappropriate behavior(s) despite social pressure.	AFI 36-2618, para. 3.1.4.3, 3.1.5, 3.1.6	Supervisor, First Sergeant, Mentor
5. Understands the importance of accomplishing tasks in a timely manner.	AFI 36-2618, para. 3.1.1, 4.1.1	Chain of Command
6. Understands the importance of providing support and welfare to their family and ensuring they are prepared for separations and/or reunions. (If applicable)	Air Force Handbook 1, para. 15.10.+; AFI 36-2618, para. 3.1.4.5, 4.1.4.3, 4.1.4.5; AFI 36-2906, para. 1.2.7 AF Benefits Factsheet	Airman and Family Readiness Center (A&FRC), First Sergeant, Key Spouse

ACCOUNTABILITY:

Statement	Reference(s)	Helping Agencies/Personnel
7. Understands the importance of the Air Force Core Values/Standards and how others should be accountable.	AFI 1-1, para. 1.3; Air Force Handbook 1, para. 10.2; America’s Air Force: A Profession of Arms “The little Blue Book” AFI 36-2618	Supervisor, First Sergeant, Mentor
8. Understands the importance of applying situational awareness and sound judgment.	AFI 36-2618, para. 3.1.4.3, 3.1.5, 3.1.6 Air Force Handbook 1, Fig 9.9; AFI 91-202	Chain of Command, First Sergeant, Mentor
9. Understands the importance of living within their means (finances, budgets, saves, spends responsibly, etc.).	A&FRC Financial Management; MyPay; AF Portal; Virtual Finance; AFI 36-2618, para. 3.1.4.3, 4.1.4.3.; AFI 36-2906, para. 1.2.7	A&FRC, First Sergeant, Airman’s Attic, Thrift Shop, Food Pantry

AIR FORCE CULTURE:

Statement	Reference(s)	Helping Agencies/Personnel
10. Understands the importance of leading by example.	Air Force Handbook 1, para. 10.7.4.1; AFI 36-2618, para. 4.1.5, 5.1.9	Chain of Command, First Sergeant, Mentor
11. Understands the importance of respecting one's self and others.	AFI 36-2618; America's Air Force: A Profession of Arms "The little Blue Book"	Supervisor, First Sergeant, Mentor, Chaplain, Mental Health
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).	AFI 36-2618; Code of Conduct Article 6	Chain of Command, First Sergeant, Duty Section, Chaplain, Airman's Attic, Thrift Shop, Food Pantry
13. Understands the importance of showing enthusiasm in being an Airman and inspiring others to reach their full potential.	Air Force Handbook 1, para. 10.19.1	Chain of Command, First Sergeant, Mentor, Professional and Private Organizations
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).	America's Air Force: A Profession of Arms "The little Blue Book" AFI 36-2618; Airman's Creed	Chain of Command, First Sergeant, Mentor, Wing Historian, Professional and Private Organizations

SELF:

Statement	Reference(s)	Helping Agencies/Personnel
15. Understands the importance of setting aside time to assess self, to include personal and professional goals.	Air Force Resiliency (4 Pillars); Air Force Handbook 1, Fig 9.7	Community Support Coordinator,
16. Understands the importance of setting aside quality time to be with family and friends.	AF Portal; AFI 36-2618, para. 3.1.4.3, 4.1.4.3	Chain of Command, First Sergeant, Chaplain, Mentor, A&FRC, Mental Health
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussion during feedback session.	AF Portal; My Vector;	Supervisor, Mentor, Career Assistance Advisor (CAA), Education Center, A&FRC

ATTACHMENT 3 – PERFORMANCE BREAKDOWN

1. **Task Knowledge/Proficiency.** Consider the quality, quantity, results, and impact of the Airman’s knowledge and ability to accomplish tasks.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Demonstrated insufficient ability; required re-accomplishment of tasks; requires more guidance/experience	Demonstrated acceptable ability and consistently produced good quality, quantity, results, and impact	Routinely delivered high-quality work early; produced more than expected of current grade	Knowledge and skills impact far beyond those of peers; efforts directly elevated unit’s impact on mission success
Required constant supervision	Required recurring supervision	Required little supervision	Required almost no supervision
Failed to complete task certification or decertified on tasks	Certified on all tasks on time	Certified on all tasks, many ahead of schedule	Certified on all tasks, most ahead of schedule, far ahead of peers
Caused or contributed to mission failure	Contributed to on-time mission success using required resources	Contributed to mission success ahead of schedule OR using less resources	Contributed to mission success ahead of schedule AND using less resources
Created/failed to stop mishap	Followed proper task guidance and avoided mishaps	Followed proper task guidance; ID’d near misses or unsafe practices	Followed proper task guidance, ID’d near misses or unsafe practices, AND kept others accountable
Failed to meet workload production requirements (quality, quantity, timeliness)	Met workload production requirements (quality, quantity, timeliness)	Exceeded some workload production requirements (quality, quantity, and/or timeliness)	Exceeded most, if not all, all workload production requirements (quality, quantity, and timeliness)
Failed to meet mission requirements (metrics)	Met mission requirements (metrics)	Exceeded some mission requirements (metrics)	Exceeded most, if not all, mission requirements (metrics)
Failed to function at current rank/skill level	Successfully functioned at current rank/skill level	Successfully functioned above current rank OR skill level	Successfully functioned above current rank AND skill level
Effort negatively impacted mission	Effort contributed to mission success	Effort enhanced unit’s impact on mission	Effort significantly impacted mission success

2. Initiative/Motivation. Describes the degree of willingness to execute duties, motivate colleagues and develop innovative processes.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Displayed little to no effort in accomplishing duties, lacked motivation and did not display initiative	Displayed good effort in performance of assigned tasks; mindful of others' needs and developed new processes	Self-starter on task completion, proactively assisted colleagues, routinely sought out new ways to execute mission	Inspired work ethic, aggressively sought to improve others' motivation, drove innovative environments
Required constant supervision involvement to execute duties	Required recurring supervision involvement to execute duties	Required little supervision involvement to execute duties	Required almost no supervision involvement to execute duties
Rarely embraced innovative and new processes	Embraced innovative and new processes only after standard established by leadership	Embraced many innovative and new processes when introduced	Almost always embraced and encouraged support/development of innovative and new processes
Rarely motivated colleagues/teams; sometimes impeded progress	Occasionally motivated colleagues/teams; never impeded progress	Routinely motivated colleagues/teams; occasionally promoted progress	Almost always motivated colleagues/teams, routinely promoted progress, and led by example
Rarely stepped up to lead project/event/task; actively avoided leadership opportunities	Occasionally stepped up to lead project/event/task; sometimes required supervisory encouragement	Routinely stepped up to lead project/event/task; rarely required supervisory encouragement	Almost always stepped up to lead project/event/task; proactively sought out leadership opportunities

3. Skill Level Upgrade Training. Consider skill level awarding course, CDC timeliness completion, course exam results, and completion of core task training. **NOTE:** this section may not be applicable if the Airman possessed the required skill level and training.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Did not complete or took excessive time to obtain required skill level	Progressed in or obtained skill level within prescribed time and standard	Progressed in or obtained skill level ahead of time and above standard	Completed CDCs and core task training requirements far ahead of schedule and obtained excellent course exam score
Required constant supervision on completion of CDCs, core tasks etc.	Required recurring supervision on completion of CDCs, core tasks etc.	Required little supervision on completion of CDCs, core tasks etc.	Required almost no supervision on completion of CDCs, core tasks etc.
Decertified/late on core tasks completion	Certified on all core tasks on time	Certified on all core tasks, many ahead of schedule	Certified on all core tasks, almost all far ahead of peers
CDC volume(s) turned in late and/or incomplete	CDC volume(s) turned in on time (30 days) with minimal URE mistakes	Many CDC volumes turned in ahead of schedule and with few URE mistakes	Almost all CDC volumes turned in ahead of schedule, almost always ahead of peers and with very few URE mistakes
Failed CDC set EOC exam(s)	Passed CDC set EOC exam(s)	Passed CDC EOC exam(s) above AFSC average	Passed CDC set(s) EOC exam(s) with a 90% or better and/or much higher than AFSC average
Failed to achieve required skill level in a timely manner	Achieved required skill level on time	Achieved required skill level on time and completed many requirements ahead of schedule	Achieved required skill level on time and completed almost all requirements ahead of peers

4. Duty Position Requirements, Qualifications and Certifications. Consider duty position qualifications, career field certifications (if applicable), and readiness requirements. **NOTE:** this section may not be applicable if the Airman possessed training commensurate with grade.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Did not complete or took excessive time to obtain required training	Progressed in or obtained training within prescribed time and standard	Progressed in or obtained training ahead of time and above standard	Completed training requirements far ahead of schedule and if tested obtained excellent scores
Required constant supervision in order to complete mandatory training (Career Field, Readiness, Certifications)	Required recurring supervision in order to complete mandatory training (Career Field, Readiness, Certifications)	Required little supervision in order to complete mandatory training (Career Field, Readiness, Certifications)	Required almost no supervision in order to complete mandatory training (Career Field, Readiness, Certifications)
Required training (Career Field, Readiness) consistently overdue; required constant reminders	Required training (Career Field/Readiness) accomplished on time; occasionally required reminders	Completed required training (Career Field/Readiness) prior to due date; rarely required reminders	Completed required training (Career Field/Readiness) well ahead of schedule; almost never required reminder
Failed required certification test	Passed required certification test on time	Passed required certification test ahead of schedule with above average score; may have sought out optional certification(s)	Passed required certification test ahead of schedule and obtained excellent score; successfully passed optional certification(s)

5. Training of Others. Consider the impact the Airman made to train others. **NOTE:** this section may not be applicable if the Airman had no valid opportunity to train.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
When tasked to train, Airman made minimal to no effort to train others; did not meet expectations	Effectively imparts skills and knowledge to others	Consistently seized opportunities to train subordinates and peers; trainees became highly skilled	Peerless teacher; selflessly imparts expertise to subordinates, peers and superiors with significant impact on mission
Made little, if any, effort to train others	Led training sessions, upon request	Routinely led training sessions; occasionally sought by leadership as training SME	Almost always led training sessions; consistently sought out by leadership as training SME
Lacked professionalism, unprepared and/or not timely	Provided adequate and timely training	Provided professional, well prepared and timely training	Provided highly professional, very well prepared and timely training; preparation and passion for subject matter clearly evident
Trainees learned little, if anything, from training provided	Trainees learned or refined skills that adequately supported the mission	Trainees learned new skills that effectively impacted the mission	Trainees learned new skills that significantly enhanced the mission

ATTACHMENT 4 – FOLLOWERSHIP/LEADERSHIP BREAKDOWN

1. Resource Utilization. Consider how effectively the Airman utilizes resources to accomplish the mission.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Improperly or inconsistently managed time and other resources	Made good use of available time and other resources within Airman’s control	Sought better ways to more effectively utilize time and other resources	Sought after utilization expert in saving time, equipment, manpower, and budget with impact outside of work center or unit
Caused or contributed to mission failure due to improper use of resources	Contributed to mission success on time using required resources	Contributed to mission success ahead of schedule OR using less than required resources	Contributed to mission success ahead of schedule AND using less resources
Fraudulently or wastefully used resources (computer, GOV, TDY funds, admin/medical supplies, etc.)	Adequately used resources	Effectively used resources; held others accountable	Effectively and efficiently used resources; devised new methods to save/reutilize resources
Caused or contributed to equipment loss due to negligence	Adequately accounted for equipment	Effectively accounted for equipment; held others accountable	Effectively and efficiently managed equipment; devised new methods to utilize equipment
Routinely late, or failed to show, for duty, appointments, and/or training	Consistently on time for duty, appointments, and training	Almost always on time; sometimes early	Almost always on time; routinely early; encouraged others to attend in a timely manner
Failed to submit legal documents in an appropriate or timely manner (timecards, travel vouchers, leave submission, etc.)	Submitted documents in a legal, appropriate, and timely manner	Sought/applied legal ways to save government money while submitting timely documents	Innovated legal ways for self/others to save government money; encouraged/assisted others

2. Comply with/Enforce Standards. Consider personal adherence and enforcement of fitness standards, dress and personal appearance, customs and courtesies, and professional conduct.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Failed to meet some or all standards	Consistently met all standards, exceeded some	Exceeded all standards of fitness, conduct, appearance and behavior; influenced others by example	Is the model Airman, raised the standard in all areas for others to emulate; coached others
Received multiple verbal or written counseling (uniform, customs/courtesies, etc.)	Occasional counseling on standards; immediately corrected	Rare counseling on standards; held self and others accountable	Set the example for others to emulate; epitomized AF customs/courtesies
Failed to maintain fitness standards	Maintained satisfactory fitness standards	Maintained excellent fitness standards	Maintained excellent fitness standards; motivated others to achieve fitness goals
Failed to consistently maintain professional conduct on/off duty	Consistently conducted self professionally on/off duty	Consistently conducted self professionally on/off duty; encouraged others	Epitomized professional conduct on/off duty; actively encouraged others and held them accountable

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.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Not articulate; does not assimilate or convey information in a clear and concise manner	Able to convey most information in an understandable manner; makes some effort to improve communication skills	Clearly conveyed complex information in a concise manner; improved communication skills in themselves and others; encouraged and considered others' input	Remarkable communicator; mentor and teacher; has the presence and confidence in any setting; sought out by leaders for various communication forums
Often unable to effectively communicate thoughts, ideas, concepts and tasks	Adequately communicated thoughts, ideas, concepts and tasks	Effectively communicated thoughts, ideas, concepts and tasks; occasionally considered and/or selected for speaking, written communication roles	Epitomized effective communication of thoughts, ideas, concepts and tasks; often by-name selected for speaking, written communication roles
Failed to consistently use Chain of Command in appropriate manner	Adequately used Chain of Command appropriately	Effectively used Chain of Command appropriately	Used Chain of Command very effectively; encouraged others to use Chain of Command appropriately, as well
Failed to consistently follow verbal and/or written instructions	Adequately followed verbal and/or written instructions	Effectively followed verbal and/or written instructions; occasionally passed on information to others	Followed verbal and/or written instructions highly effectively and in a timely manner; almost always proactively passed on information to others
Routinely failed to acknowledge and/or respond to communication	Adequately acknowledged and/or appropriately responded to communication	Almost always acknowledged and/or effectively responded to communication in timely manner	Almost always able to effectively acknowledge and/or respond to communication from higher leadership using professional, logical and well-designed thought process

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 state for an **environment of dignity and respect**, to include **promoting** a healthy organizational climate.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Airman displayed little to no respect for others and/or themselves	Fostered a dignified environment by consistently treating Airmen and themselves with respect	Displayed strong interpersonal skills by proactively meeting others’ needs, held others accountable for professional conduct to enhance a dignified environment	Unmatched interpersonal skills; always displayed exemplary conduct and behavior with actions that are tone-setting, resulting in measurable increases in teamwork and unit effectiveness
Failed to consistently foster teamwork or accept diversity at any level	Adequately functioned within unit; fostered occasional teamwork and accepted diversity	Consistently worked well within unit; fostered good teamwork and promoted diversity	Almost always promoted team unity at all levels. Sought to foster outstanding teamwork and diversity throughout the installation
Failed to consistently promote a positive work environment; used inappropriate language, gestures, displays, etc.	Passively promoted a positive work environment; almost never used inappropriate language, gestures, displays, etc.; immediately self-corrected	Promoted a positive work environment; not known for using inappropriate language, gestures, displays, etc.; corrected those who did	Actively promoted a positive work environment; led by example and routinely encouraged others to help build a highly effective team
Rarely participated in team building activities	Routinely participated in team building activities	Routinely participated in, and promoted, team building activities; occasionally led activities	Almost always sought and/or organized team building activities
Often hindered Airmen from forming their own opinions/processes	Routinely supported members forming their own opinions/processes	Consistently encouraged Airmen to educate themselves on issues and concerns to help form their own opinions	Almost always enabled Airmen to form their own opinion and processes using varied resources

ATTACHMENT 5 – WHOLE AIRMAN BREAKDOWN

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.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Airman failed to adhere to the Air Force Core Values	Consistently demonstrated the Air Force Core Values, both on and off duty	Embodiment of Integrity, Service Before Self, and Excellence; encouraged others to uphold Air Force Core Values	Airman for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired others to embody Core Values
Untrustworthy; pencil whipped work, took credit for others' performance, cheated, etc.	Adequately demonstrated Integrity traits both on and off duty	Consistently demonstrated Integrity traits both on and off duty; routinely held others accountable	Epitomized "Integrity First" both on and off duty and fostered an atmosphere of honesty throughout the unit; almost always held others accountable
Routinely placed self before service; failed to accept constructive criticism and feedback, prioritized personal goals over mission requirements; displayed little trust in leadership, etc.	Occasionally placed personal priorities before mission, but self-corrected; accepted constructive criticism and made some effort to improve	Consistently placed the mission before personal priorities; actively sought feedback and made great efforts to improve	Epitomized "Service Before Self" and almost always placed mission before personal priorities; actively sought feedback and made great efforts to improve; sought ways to help and promote others at own personal expense (time, recognition, etc.)
Made minimal effort; lacked of initiative, demonstrated poor customer service, cut corners, etc.	Routinely demonstrated and maintained effective work ethic and adequate professionalism in daily tasks	Consistently demonstrated and maintained strong work ethic and professionalism in daily tasks; occasionally chosen by leadership for advanced and/or higher level unit tasks	Epitomized "Excellence in All We Do" by demonstrating tremendous work ethic and great initiative; positively influenced others to perform at their best; routinely chosen by leadership for advanced and/or higher level unit tasks

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**.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Made little to no effort to complete expected professional and/or personal development	Established goals and progressed to meet those goals for professional and/or personal development	Driven Airman; exceeded both professional and personal development goals with positive impact on individual performance or mission accomplishment	Relentlessly pursued personal and professional development of themselves and others; efforts resulted in significant positive impact to unit and/or Air Force
Has not begun nor aspired to complete PME	Worked towards or completed appropriate PME within allotted timeframe	Completed appropriate PME within allotted timeframe; occasionally sought additional enhancement opportunities	Completed appropriate PME and finished ahead of schedule (if applicable); routinely sought additional enhancement opportunities and applied knowledge to develop others
Rarely attended any professional and/or educational development, including college courses, seminars, organizations, etc.	Attended some Professional Development courses, seminars, and/or organizations and worked on higher education when encouraged	Consistently attended Professional Development courses, seminars, and/or organizations without impeding the mission; actively pursued higher education opportunities and/or completed CCAF; applied knowledge within duty section	Almost always sought to lead and/or facilitate Professional Development courses, seminars and/or organizations; completed CCAF and actively pursued higher educational opportunities; effectively applied knowledge to better others and/or unit
Did not seek/take mentorship opportunities	Accepted mentoring when addressed; open to constructive criticism	Actively sought mentoring; applied mentorship to daily life and work section	Embraced mentorship and feedback from every level, including lower ranks; applied lessons learned to effectively help others

3. Esprit de Corps and Community Relations. Consider how well Airman promotes camaraderie, embraces esprit de corps and acts as an Air Force ambassador.

Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Made little to no effort to promote esprit de corps or community involvement	Fostered esprit de corps through volunteerism and actively involved in base and community events	Active participant; organized and occasionally led team building and community events	Epitomizes and Air Force ambassador; Airman consistently and selflessly led efforts that inspired esprit de corps with significant impact to the mission and community
Very rarely promoted unit camaraderie	Occasionally promoted unit camaraderie	Routinely promoted unit camaraderie	Almost always promoted unit camaraderie
Made little, if any, effort to volunteer	Occasionally took on volunteer opportunities commensurate with rank	Routinely took on volunteer opportunities commensurate with rank; occasionally took on volunteer opportunities above rank and experience with some success	Actively sought out and succeeded in volunteer opportunities above rank and experience
Avoided private/community organization involvement	Occasionally attended private and/or community organization meetings	Routinely volunteered with private/community organization(s)	Actively involved with private and/or community organization(s), held subcommittee and/or an executive position(s)
Made few, if any, attempts to support military traditions including Changes of Command, Reveille and Retreat ceremonies, promotions, Commander's Calls, etc.	Volunteered for some military traditions including Changes of Command, Reveille and Retreat ceremonies, promotions, Commander's Calls, etc.	Volunteered and encouraged others to participate in military traditions including Changes of Command, Reveille and Retreat ceremonies, promotions, Commander's Calls, etc. occasionally sought/accepted leadership role	Actively sought to lead, organize, and/or participate in military traditions including Changes of Command, Reveille and Retreat ceremonies, promotions, Commander's Calls, etc.
Rarely, if ever, represented the Air Force well	Routinely represented the Air Force well within the local community	Occasionally sought out by leadership to represent the Air Force	Actively sought out by leadership to represent the Air Force