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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 932, Airman Comprehensive Assessment (MSgt-CMSgt), provides a robust tool for counseling our senior 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 Leadership perspective. Most Senior Non Commissioned Officers (SNCO) are responsible for leading and managing team(s) of Airmen performing various duties. Supervisors must consider subordinates within the context of their particular unit, how the subordinates contribute to the mission at the unit, group, wing level, and how well they lead the team(s).

In total, the Airman, AFSC and Leadership 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" if more information is needed. **NOTE:** The subordinate must answer every statement in Section III for the remaining applicable parts of the form to be accessible.

When a 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. Please 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. Subordinates face both personal and professional challenges. Supervisors should reference the listed key documents, as well as inquire with helping agencies and personnel prior to a formal counseling session with their respective subordinates.

Once the subordinate completes Section III and VIII 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 Public Health, to ease the pressure on the UDM. Subordinates should review all readiness aspects.

VI. Performance Considerations: Leadership/Primary Duties/Fellowship/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 eight marked subsections (with included word pictures)

- **Mission Accomplishment**
- **Resource Utilization**
- **Team Building**
- **Mentorship**
- **Communication Skills**
- **Complies with/Enforces Standards**
- **Duty Environments**
- **Training**

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 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 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. 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 4 – Whole Airman Concept Breakdown](#) for further consideration.

Section VII 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.

Section VIII. 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 referenced in Attachment 1 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 AFPAM 36-2627, 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 and ratee 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 respectful 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 electronically sign and date the ACA, send a copy to the subordinate, and ensure both the subordinate and supervisor retain a copy for their files.

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.

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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. 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 36-2618, *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.

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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 AFPAM 36-2627, Airman and NCO Performance Feedback System (EES) 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 Portal Air Force Benefits Fact Sheet Air Force Handbook 1, The Airman Handbook 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 My Vector
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	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. **Mission Accomplishment.** Consider the Airman’s ability to lead and produce timely, high quality/quantity, mission oriented results.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Displayed little to no aptitude or competence to complete tasks; failed to lead team to effective results	Consistently led team(s) to produce quality results; accomplished all assigned tasks	Mission oriented leader; repeatedly led team to execute high quality work early; efforts directly elevated work center performance	Widely recognized and emulated as a producer and leader; drove significant improvement towards mission accomplishment beyond assigned unit
Caused or contributed to mission failure	Contributed to on-time mission success using required resources	Contributed to mission success ahead of schedule or by using less resources	Contributed to mission success ahead of schedule and using less resources
Created/failed to prevent mishap	Followed proper task guidance and prevented mishaps	Followed proper task guidance; identified potential hazards and/or unsafe practices	Followed proper task guidance, identified potential hazards and/or unsafe practices, AND held 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, 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
Efforts negatively impacted mission	Efforts contributed to mission success	Efforts enhanced unit’s impact on mission	Efforts significantly impacted mission success

2. Resource Utilization. Consider how effectively the Airman leads their team to utilize their resources (time management, equipment, manpower, and budget) to accomplish the mission.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Ineffectively managed manpower, time and other resources	Ensured proper and effective use of all resources under their control to ensure mission accomplishment	Innovatively led team to continuously improve efficient use of assigned resources	Recognized expert; generated new innovators that saved resources while enhancing mission accomplishment
Failed to accomplish tasks by assigned suspense	Accomplished tasks by assigned suspense	Accomplished some tasks prior to assigned suspense	Accomplished most, if not all tasks prior to assigned suspense
Failed to attend and/or reported late to meetings; consistently unprepared to participate	Attended meetings in a timely manner and consistently prepared to participate	Attended meetings, came prepared and actively participated; occasionally took a leading role	Efficiently led several meetings; guided key decisions; enhanced mission accomplishment
Failed to properly account for/maintain equipment	Properly accounted for/maintained equipment	Improved accountability and maintenance; ensured efficient equipment usage; exceeded some standards	Optimized accountability and maintenance; ensured efficient equipment usage; exceeded most, if not all standards; saved resources and enhanced mission capabilities
Failed to effectively manage manpower	Effectively managed manpower	Improved manpower management through streamlined processes and efficient personnel utilization	Maximized available manpower; leveraged personnel, skillsets and innovative solutions to enhance mission accomplishment
Failed to effectively develop and manage budget	Effectively developed and managed budget	Streamlined fiscal utilization; adapted budget allocations to meet emerging mission requirements	Optimized available budget; leveraged alternative funding streams and identified creative solutions to save resources and enhance mission accomplishment

3. Team Building: Consider the amount of innovation, initiative and motivation displayed by the Airman and their Subordinates. (Collaboration).



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Displayed little to no effort in building team; subordinate capability hindered	Effective collaborator; promoted relationships among team members and sought to accomplish mission in ways that support team cohesion	Aggressively partnered to achieve goals; promoted highly creative and energetic team that increased mission capability	Widely recognized and emulated as a teacher, coach and leader; drove team to significant mission capability improvements beyond unit
Failed to attempt or promote work center innovation and/or process improvements	Attempted or promoted work center innovation and/or process improvements	Led innovative team; improved work center operations and/or processes; engaged with other unit(s) to improve higher level operations and/or processes	Widely recognized innovator; led highly successful team(s); improved operations and/or processes at multiple levels that significantly impacted the mission
Failed to demonstrate or promote initiative	Demonstrated and promoted initiative	Led proactive team; anticipated and/or identified problems; developed viable solutions	Sought after problem solver; led dynamic team(s); developed successful solutions with wide-ranging mission impact
Failed to demonstrate or promote motivation	Demonstrated and promoted motivation	Led cohesive team; achieved operational goals and objectives	In demand leader; successfully coached diverse team(s); exceeded goals and objectives; significantly impacted mission accomplishment

4. Mentorship: Consider how well Airman knows their subordinates, accepts personal responsibility for them, and is accountable for their professional development.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Displayed little to no effort to mentor subordinates, took no accountability, abdicated responsibility for subordinate development	Active, visible leader, deliberately developed Airmen into better followers, leaders, and supervisors	Develops and institutes innovative programs; challenges subordinates to exceed their potential thereby enhancing mission capability	Sought after mentor, subordinate and unit performance far surpassed expected results due to their mentorship skill
Failed to familiarize themselves with, or actively mentor Airmen	Invested time to familiarize themselves with, and actively mentor Airmen	Engaged leader; encouraged Airmen to maximize their potential and enhance unit effectiveness	Inspiring mentor; sought out by Airmen throughout organization; helped individuals/teams reach their potential; unit performance exceeded goals/expectations
Denied personal responsibility for subordinate/unit performance	Accepted personal responsibility for subordinate/unit performance; sought solutions as needed	Promoted trust; encouraged appropriate risk taking and learning from failure to enhance individual/team effectiveness	Empowered subordinates/unit; owned others' shortcomings, praised individuals/unit for successes; unit performance exceeded goals/expectations
Made little to no effort to develop professional Airmen	Deliberately and continuously developed professional Airmen	Challenged subordinates to exceed their potential; vectored Airmen for targeted growth opportunities	Established and/or enhanced professional development opportunities across the organization; sought new ideas and/or innovative ways to exceed unit goals/expectations

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.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Lacked ability to effectively communicate	Able to receive information and effectively communicated up/down the chain of command; fostered approachable environment	Expert communicator, clearly conveyed complex information to subordinates and superiors; fostered enhanced communication skills in others; encouraged candid environment	Dynamic communicator and astute listener; has presence and confidence in any setting; Airman and subordinates sought out by leaders for various communication forums
Consistently failed to effectively communicate with others	Effectively communicated with others	Expertly communicated with others; displayed enhanced ability to understand and break down complex information tailored to the audience	Sought after communicator and astute listener; displayed remarkable ability to inform, educate, persuade and inspire others through various mediums
Consistently failed to effectively translate leadership’s direction into individual/unit action	Effectively translated leadership’s direction into individual/unit action	Clearly understood, promoted and translated leadership’s directions as their own; inspired actions that enhanced operations	Sought after by leaders to articulate vision; inspired unit to exceed organizational goals and expectations
Failed to foster an environment for open dialogue	Fostered an environment for open dialogue	Approachable and actively seeks out communication with others; encourages free flow of ideas; enhanced morale/cohesion	Invited open communication; fostered culture of respect and open-mindedness; enhanced morale/cohesion and significantly impacted mission accomplishment

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.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Failed to personally meet some or all standards and/or failed to address subordinates non-compliance	Consistently met and enforced standards in all areas; influenced others by example	Exceeded all standards of fitness, conduct, appearance, and behavior; proactively coached others to meet standards	Is the Airman emulated by others, raised the standard in all areas; persistently drove Airmen to exceed standards
Failed to maintain and promote fitness standards	Met fitness standards and promoted others to do the same	Exceeded fitness standards and promoted others to do the same	Sought after fitness leader; motivated others across the organization to lead a fit lifestyle
Failed to comply with and enforce dress and appearance standards	Complied with and enforced dress and appearance standards	Exceeded dress and appearance standards; coached others to exceed standards	Superior dress and appearance emulated by others; deliberately developed Airmen across the organization to maintain an elite military image
Failed to demonstrate and enforce customs, courtesies and professional conduct	Consistently demonstrated and enforced customs, courtesies and professional conduct	Displayed exemplary customs, courtesies and professional conduct; inspired others to do the same	Epitomized superior customs, courtesies and professional conduct; fostered an environment of professionalism across the organization
Failed to maintain/enforce professional relationships with enlisted, officers and civilians; and/or fraternized with officers	Maintained/enforced professional relationships with enlisted, officers and civilians; did not participate in fraternization and ensured others did not as well	Actively participated/promoted professional relationships with enlisted, officers and civilians that enhanced morale/discipline within the organization; did not participate in fraternization and ensured others did not as well	Networked with enlisted, officers and civilians beyond the organization which led to enhanced morale/cohesion and significantly impacted mission accomplishment

7. Duty Environments: Describes how well the Airman establishes and maintains caring, respectful, and dignified environments while valuing diversity, to include promoting a healthy organizational climate.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Actions failed to cultivate a respectful atmosphere	Produced work center marked by mindful consideration and absent of negative treatment of others	Generated energetic, positive environments people seek to work at, demanded equal and dignified treatment for all	Model supervisor and leader who coached others to duplicate vibrant and highly productive teams marked by respectful treatment of others
Failed to establish and maintain a culture of respect for diversity	Established and maintained a culture of respect for diversity and encouraged others to do the same within the work center	Enhanced a culture of respect for diversity beyond the work center and encouraged others to do the same	Inspired others to improve work environment through mentorship and fostered an environment of diversity across the organization
Failed to promote a positive culture and degraded morale	Established a positive culture that fostered growth, development and productivity that enhanced work center morale	Broadened a positive culture that made people want to come to work, be part of the team and enhanced morale beyond the work center	Influential leader that inspired Airmen to create a positive culture that made people want to come work and contribute to the team; enhanced morale and significantly impacted mission effectiveness

8. Training: Describes how well the Airman and their team complies with upgrade, duty position, and certification requirements.



Better

FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Consistently failed to produce qualified team members and/or adhere to training requirements	Produced Airmen who successfully progressed and obtained training qualifications on-time; met personal training requirements	Generated high-performance team(s) that developed and instituted innovative training programs; challenged self, subordinates and other trainees to exceed requirements	Sought after training leader, continually refined team training techniques to enhance productivity; mentored other team leads to replicate benchmark training environment
Failed to complete upgrade training in allotted time	Completed upgrade and positional training in allotted time and ensured others did the same	Completed upgrade training ahead of allotted time and ensured others did the same	Sought after by leadership to train others; team consistently exceeded training standards
Failed to complete mandatory certifications	Completed all mandatory certifications and ensured others did the same	Completed all mandatory certifications ahead of allotted time and ensured others did the same	Fostered an environment of professional enhancement/growth; inspired others to pursue certifications that significantly impacted mission effectiveness

ATTACHMENT 4 – WHOLE AIRMAN CONCEPT BREAKDOWN

- 1. Air Force Core Values.** Consider how well the Airman **adopts, internalizes, demonstrates** and **insists** on adherence of our Air Force Core Values of Integrity First, Service Before Self, and Excellence in All We Do.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Airman failed to adhere to and enforce the Air Force Core Values	Ensured subordinates and self consistently demonstrated the Air Force Core Values on and off duty	Embodiment of Integrity, Service, Before Self, and Excellence; demanded other uphold and live by the Core Values	Airman for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired others to embody the 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. Cultivated negative organizational climate.	Occasionally placed personal priorities before mission, but self-corrected; accepted constructive criticism and made effort to improve self and others.	Consistently placed the mission before personal priorities; actively sought feedback and made great efforts to develop and promote subordinates.	Epitomized "Service Before Self" and almost always placed mission and unit before personal priorities; actively sought feedback and made great efforts to develop subordinates; sought ways to help and promote others at own personal expense (time, recognition, etc.)
Made minimal effort; lacked initiative, demonstrated poor customer service, cut corners, neglected supervisory or leadership duties.	Routinely demonstrated and maintained effective work ethic and adequate professionalism in daily tasks, mentored others.	Consistently demonstrated and maintained strong work ethic and professionalism in daily tasks; occasionally led peers or teams in 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 led unit and peers in advanced/higher level.

2. Personal and Professional Development. Consider effort the Airman devoted to improve their subordinates, their work center/unit and themselves.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
<p>Made little to no effort to encourage subordinates to complete expected personal and/or professional development or progress in their own development</p>	<p>Established attainable goals for subordinates and self; ensured progress to meet those goals</p>	<p>Driven leader; led others and self to pursue professional and personal development goals with distinctive increase in work center performance</p>	<p>Tenaciously led others and self to exceed developmental goals, resulting in significant positive impact that radiated beyond unit; benchmarked by other work centers</p>
<p>Has not begun nor aspired to complete PME. Made no effort to inspire others to improve.</p>	<p>Worked towards or completed appropriate PME within allotted timeframe. Guided subordinates to complete rank commensurate PME.</p>	<p>Completed appropriate PME within allotted timeframe; occasionally sought additional enhancement opportunities and inspired others to pursue professional and personal development.</p>	<p>Completed appropriate PME ahead of schedule (if applicable); routinely sought additional enhancement opportunities and applied knowledge to develop others/inspired others to excel.</p>
<p>Rarely attended any professional and/or educational development, including college courses, seminars, organizations, failed to mentor others to do the same.</p>	<p>Attended some Professional Development courses, seminars, and/or organizations and worked on higher education when encouraged. Guided subordinates to participate in professional development.</p>	<p>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 mentored others towards advancement.</p>	<p>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 significantly improve others and inspired beyond the unit.</p>
<p>Did not seek/take advantage of mentorship opportunities.</p>	<p>Accepted mentoring when addressed; open to constructive criticism. Offered some guidance to others.</p>	<p>Proactively sought mentoring; applied mentorship to daily life and work section. Consciously guided others towards professional growth and advancement.</p>	<p>Embraced mentorship and feedback from every level, including lower ranks; applied lessons learned and markedly brought positive impact to mission and community.</p>

3. Esprit de Corps and Community Relations. Consider how well Airman promotes camaraderie, enhances esprit de corps, and develops Air Force ambassadors.



FEW AIRMEN	MAJORITY OF AIRMEN	SOME AIRMEN	VERY FEW AIRMEN
Made little to no effort to enhance esprit de corps or community	Required subordinates to foster esprit de corps through personal volunteerism and involvement in base/community events	Organized and led team building and community events; resulted in increased work center moral and improved community relations	Consistently and selflessly cultivated leaders that inspired esprit de corps with significant positive impact to the mission and community
Very rarely promoted unit camaraderie.	Occasionally promoted unit camaraderie.	Routinely promoted unit camaraderie and teamwork.	Almost always promoted unit camaraderie, inspired others resulting in significant improvement to the unit.
Made little, if any, effort to volunteer or encourage unit participation.	Occasionally took on volunteer opportunities commensurate with rank and encouraged subordinate involvement.	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 and actively groomed subordinates to lead.
Did not encourage and avoided private/community organization involvement.	Occasionally attended private and/or community organization meetings and guided others.	Routinely volunteered with private/community organization(s). Taught value of involvement to subordinates.	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 self and guided others to take part in 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/encouraged team building.	Actively sought to lead, organize, and/or participate in military traditions. Inspired others to actively support Changes of Command, Reveille and Retreat ceremonies, promotions, Commander's Calls, etc.
Rarely, if ever, represented the Air Force well. Failed to demonstrate positive example.	Routinely represented the Air Force well within the local community and developed ambassadors.	Occasionally sought out by leadership to represent the Air Force and improved community relations.	Actively sought out by leadership to represent the Air Force, consistently cultivated leaders and inspired significant positive impact to the mission and community.