



# NAVAL POSTGRADUATE SCHOOL

MONTEREY, CALIFORNIA

**PERFORMANCE EVALUATION NEEDS ASSESSMENT**

by

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## TABLE OF CONTENTS

<b>I. INTRODUCTION .....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>A. MOTIVATION.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.</b>
<b>B. FINDINGS .....</b>	<b>2</b>
<b>II. SERVICE COMPARISON OF PERFORMANCE EVALUATION FORMS ...</b>	<b>7</b>
<b>A. U.S. NAVY FITREPS/EVALS.....</b>	<b>7</b>
<b>B. ACROSS SERVICE COMPARISON OF EVALUATION FORMS.....</b>	<b>9</b>
<b>III. NAVY FOCUS GROUP RESULTS.....</b>	<b>ERROR! BOOKMARK NOT DEFINED.8</b>
<b>A. BACKGROUND .....</b>	<b>18</b>
<b>B. FINDINGS .....</b>	<b>19</b>
<b>IV. SURVEY FINDINGS .....</b>	<b>27</b>
<b>A. DESCRIPTION AND DATA/SAMPLE SUMMARY.....</b>	<b>27</b>
<b>B. PART 1: OPINIONS ABOUT CURRENT EVALUATION SYSTEM .....</b>	<b>29</b>
<b>C. PART 2: OPINIONS ABOUT PROPOSED REFORMS.....</b>	<b>35</b>
<b>V. CONCLUSION AND RECOMMENDATIONS.....</b>	<b>46</b>
<b>APPENDIX.....</b>	<b>49</b>
<b>LIST OF REFERENCES.....</b>	<b>76</b>
<b>INITIAL DISTRIBUTION LIST .....</b>	<b>79</b>



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# I. INTRODUCTION

## A. MOTIVATION

Identifying and promoting talent is key to increasing efficiency and productivity in any organization. This is particularly important for the Navy and US Military because individuals are promoted from within the system and there is less scope to hire individuals into higher level positions. To that end Navy talent management has received considerable attention in recent years with growing calls for modernizing the evaluation system (Department of the Navy, 2021), which went through a last major overhaul in the 1990s (Cordial, 2017). In line with these efforts, the Navy released a new online performance evaluation interface, eNavFit, in February 2022 replacing the legacy NAVFIT98 system (Swysgood, 2022). With the Navy considering further changes, this project offers a valuable and timely assessment of the current Navy performance evaluation system drawing on an across-services comparison of evaluation forms, focus group feedback from Navy subject matter experts (SMEs), and a survey of proposed reforms.

Many studies have looked at military performance evaluation ranging from small interviews of SMEs such as Hardison et al. (2015) to more data intensive analysis of individual evaluations such as Larger (2017) with both types of studies highlighting issues surrounding performance evaluations.<sup>1</sup> Drawing on comparisons with civilian practices and the United States Marine Corps (USMC) system respectively, Small (2020) and Ellison (2014) summarize key problems with the Navy system. In particular, Small (2020) identifies the dated NAVFIT98 interface, poor transparency, low quality feedback to sailors, and a culture of inflation.

Inflating evaluations is not unique to the current system or the Navy. As early as 1924, inflation was a problem: “It is generally remarked that boards of selection find all reports of fitness almost equal and uniformly good, so that judging solely by fitness reports it is almost impossible to distinguish the exceptionally able officer from the average officer” (Cordial 2017). Baker (2007) and Wolfgeher (2009) document similar problems

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<sup>1</sup> See Chapter IV of Faber (2022) for a detailed literature review of performance evaluation studies in the US military.

of inflated evaluations in the Air Force. And, Evans and Robinson (2020) find problems of accuracy in a sample of Army performance evaluations. Indeed, the idea of forced distribution, which restricts the number of top promotion recommendations, tries to address inflation, and increase the accuracy of the evaluation. Yet, for the Navy, this solution leads to lower quality feedback to sailors. The Navy system also falls short in using career coaching, peer assessments, and bottom-up reviews as is common in civilian organizations (Small 2020).

Building on these studies, our project takes a three-pronged approach to evaluating the Navy system. First, we compare key features of the Navy evaluation instruments to those used by the other services. Second, drawing on this comparative exercise, we conduct focus groups of Navy SMEs to solicit their feedback on (1) the current system and (2) their top recommendations to address issues with the performance evaluation system. Third, we use the SME recommendations as inputs in a survey where Navy personnel (enlisted sailors and officers) evaluate and rank the different recommendations for reform along five dimensions: increased feedback to sailors; increased honesty and accurate assessment of sailors; increased clarity for personnel decisions; increased ease of use; and increased alignment with Navy expectations.

## **B. FINDINGS**

To assess the current system, we begin by comparing the Navy evaluation instruments namely Fitness Reports (FITREPs) and Evaluations (EVALs) to the evaluation forms used by the other services. The Navy FITREP/EVAL instruments share many common features with those of other services. All the services document similar information on the ratee, rater, background information, and the traits used for individual evaluation. Yet, the Navy is unique on some fronts. First, the Navy uses coarser measures of physical fitness unlike the Army and USMC. Second, the Navy uses fewer forms tailored by rank unlike the Army and Coast Guard that have multiple forms for different ranks. Third, the Navy offers fewer narrative options for evaluating individual traits and does not use multiple raters and reviewers like the other services. While some commands and ranks may incorporate more than one reviewer, the process is informal in the Navy especially on the officer side.

Fourth, the Navy conflates performance on individual traits with the comparative assessment of a ratee. This diminishes the quality of the feedback received by sailors. Unlike the other services, the Navy instrument generates an average of performance using the scores of the individual traits, which is then summarized against the reporting senior's cumulative average (RSCA). In contrast, raters in the Army, Coast Guard, and Marine Corps perform a separate comparative assessment of the ratee without using the average of the individual trait evaluations. While the Marine Corps generates a scaled version of an individual trait average, there are differences from the Navy. The USMC uses fourteen traits evaluated on a seven-point scale including one on performing evaluations accurately and honestly. Moreover, they ask reporting seniors to comment on and justify individual trait ratings, especially high ratings. They also use a comparative "Christmas tree" where reporting seniors mark where a Marine stands relative to their peers. Excluding the few very unsatisfactory service members (who make up the narrow "trunk," the pyramidal shape of the tree discourages inflating the performance of their subordinates. Finally, the Air Force is unique among the services in using two separate forms, one for evaluation and another one for the promotion recommendation.

Building on this across service review of evaluation forms, we conducted twelve focus groups in 2021 with 52 Navy promotion board members soliciting their feedback on what works and what does not work with different aspects of Navy performance evaluation and their top recommendations for change. Beginning with the recommendations, focus group participants identified four areas in need of major overhaul. First, many participants recommend rating or community specific evaluations with each rating or community defining their "best and fully qualified" that enables an absolute comparison to a standard. Second, respondents recommend replacing the promote (P), must promote (MP) and early promote (EP) system coupled with forced distribution to a system whereby reporting seniors write a letter to the board with their promotion recommendation, while the evaluation instrument offers feedback to the individual. This is similar to the Air Force practice. Third, in every focus group, respondents complained about the culture of over inflation in the narrative write up. They recommend a major overhaul to the Navy culture that would instill more honesty in the write up and evaluation of an individual. Finally, on

the administrative side, respondents recommend a fully electronic and responsive digital system with more space for the narrative write up.

Regarding specific aspects of the Navy instruments, most respondents said reporting seniors do their best with the current system in documenting past performance with many reporting less satisfaction with documenting future potential on the forms. Respondents were split on their assessment of the Navy's system of forced distribution and ranking with some arguing it allows for comparisons across different reporting seniors and guards against over inflation, and others arguing that less experienced reporting seniors mis-manage their RSCA in early years hurting individuals under their command in later years as they learn to better manage their average. Better training of junior officers by senior officers would ameliorate these problems according to some respondents.

Most respondents did not endorse moving to a binary trait evaluation like the Air Force of meeting a standard versus not meeting a standard. Similarly, we had agreement among the focus group respondents that the benefit of using multiple raters or reviewers like the other services was not worth the administrative burden. There was also agreement on the value of effective midterm counseling, which they argued is very inconsistently practiced across commands. Finally, respondents argued that annual evaluations are sufficient in frequency though some expressed misgivings about the current periodicity whereby all O-3s for example are evaluated in January regardless of their length at that command.

Using this feedback, we surveyed a larger and more representative group of enlisted and officer personnel asking them to rank the recommendations proposed by the Navy SMEs in the focus groups. Our survey respondents are slightly older and include more officers than the Navy average. That said, the share of female and minority respondents are very close to the overall Navy numbers. Around 19% of our respondents are female across both enlisted and officer respondents. This is marginally below the overall Navy share of 21% female. Moreover, the share of minority respondents at 40.3% for enlisted ranks and 24% for officer ranks is almost identical to the Navy share of non-Whites at 40.1% and 24% as of the June 2022 Total Force Demographic Report for the Navy.



Before asking respondents to evaluate the proposed changes, we asked a series of questions to capture current sentiment regarding the Navy evaluation system. The responses were very concerning with most respondents expressing negative views about the current system. For example, only 18% of enlisted respondents agree that the evaluation ensures the best and fully qualified are promoted compared to 31% for officers. The only dimension where the majority had a positive response was regarding timely completion of evaluations with 40% of enlisted and 64% of officers agreeing that their evaluations have been processed on time. The most important demographic predictor of differences in views regarding the current system is officer versus enlisted sailor status with enlisted personnel holding more negative views of the evaluation system compared to officers. This holds true even for differences in opinions regarding the proposed reforms. We do not find significant differences in views by gender or race for current perceptions of the system and the proposed changes.

Turning to the proposed reforms, we found no dominant popular or unpopular reforms to improve either “feedback to sailors” or “honest and accurate assessment”. Officers marginally preferred the option of focusing one part of the FITREP/EVAL on honest feedback to help sailors learn and develop under reforms to improve “feedback to sailors.” They also marginally preferred reform to make it easier to submit adverse reports under “honest and accurate assessment.” Under the domain of “clarity for personnel decisions,” the winner was changing the timing of evaluations to allow for a period of time after a sailor has moved to a new command. This was also supported by the text responses where many respondents argued the current system prioritizes seniority over merit when an O-3 for example that has transferred to a new command in November is evaluated with other O-3s that have been at the same command for an entire 12 months when all the O-3s are evaluated in January.

Under the same category of “clarity for personnel decisions”, the least popular proposed reform is to reduce the number of competitive categories for officers to unrestricted line, restricted line, and staff corps. For increased “ease of use,” most respondents dislike the idea of allowing promotion board members to review records prior to arriving at the selection boards. Finally, for increased “alignment with Navy expectations,” respondents are nearly unanimous in rejecting the proposal to periodically

change the evaluation forms to include priorities of the CNO, while the most popular reform by far is to provide consistent and centralized training to reporting seniors in writing evaluations. The focus group respondents also emphasized better training with recommendations for how and when such training should occur.

Based on the across service comparison, focus group and survey feedback, we recommend the Navy (1) consider separating the individual evaluation of traits from the comparative assessment and potential piece of the evaluation, (2) offer better training lead by experienced reporting seniors on writing clear, honest and informative evaluations, (3) change the timing of evaluations such that summary groups do not include individuals that have served for widely different lengths of time under the same reporting senior, (4) formally incorporate more reviewers or raters in the evaluation process, and (5) reduce the administrative burden of the evaluation process. The new eNavFit is a step in the right direction to reducing this burden. Finally, we recommend the Navy must analyze the effects of any reforms as they are rolled out allowing for changes and updates to correct issues as they are discovered. This would enable more dynamic talent management as opposed to fixing issues as part of major overhauls that occur once every 20 years or so.

The rest of the report is organized as follows. Chapter II compares the Navy evaluation instruments to the other services. Chapter III summarizes the focus group findings, while Chapter IV summarizes the survey findings. Chapter V concludes with our recommendations for reforms to the current system.

## **II. SERVICE COMPARISON OF PERFORMANCE EVALUATION FORMS**

This section briefly describes the instruments used to evaluate officers, namely fitness reports (FITREPs), and enlisted personnel, namely evaluations (EVALs) in the US Navy. It then compares the key features of the Navy instrument with the other services. This discussion is based on instructions and policies as of February 2022 before the official roll out of eNavFit. We touch upon the changes introduced by eNavFit after describing the evaluation forms.<sup>2</sup>

### **A. US NAVY FITREPS AND EVALS**

According to Navy instructions, the evaluation forms “serve as a guide for the member’s performance and development, enhance the accomplishment of the organization mission and provide additional information to the chain of command” (CNO, 2019, p. I-1). This instruction highlights the dual purpose of the evaluation forms, namely, to inform sailors of their performance, and to inform promotion boards along with other chain of command about a sailors’ performance. The Navy uses three evaluation forms: officer FITREPs for ranks W1-O6, enlisted EVALs for enlisted ranks E1-E6, and chief evaluations (CHIEFVALs) for enlisted ranks E7-E9 (CNO, 2019). The officer FITREPs are completed by their reporting seniors, namely their COs or the Officer in Charge (OIC), while EVALs are completed by raters and senior raters. We begin the discussion with the officer FITREPs.

On a FITREP form, the first 27 blocks ask for administrative information on the ratee namely their grade/designation, unit, rater, the occasion for the report (periodic, detachment of individual, detachment of reporting senior, or special), period of report, type of report, physical readiness, billet sub-category, and the name, rank, grade, and unit of the reporting senior. Block 28 offers ratees a chance to describe their command employment and achievements followed by their primary/collateral/ watchstanding duties in Block 29 (CNO, 2019). Blocks 30 to 32 document the date of midterm counseling. The guidance is

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<sup>2</sup> This section draws on LT Faber’s thesis, “Improving the Navy’s Performance Evaluation System with Successful Practices”, which was advised by the authors of this report and completed in March 2022 (Faber, 2022).

for midterm counseling to be conducted halfway through a sailors' evaluation cycle (CNO, 2019).

The next set of blocks (33 to 39) relate to an individual's performance evaluation. Officers are evaluated on seven traits using a five-point scale ranging from 1 (below standards), 2 (progressing), 3 (meets standards), 4 (above standards), and 5 (greatly exceeds standards). The seven traits evaluated are (1) professional expertise, (2) command or organizational climate/equal opportunity, (3) military bearing/character, (4) teamwork, (5) mission accomplishment and initiative, (6) leadership, and (7) tactical performance for those who are warfare qualified (CNO, 2019). Reporting seniors use the average rating across the seven traits to rank individuals against their peers of the same rank (CNO, 2019).

The next three blocks (40-42) pertain to promotion potential. In block 40, reporting seniors make recommendations on the next two career milestone, in block 41 reporting seniors comment on an individual's performance with an 18-line limit, and in block 42 reporting seniors note their promotion recommendation on a 5-point scale ranging from "significant problems", "progressing", "promotable" (P), "must promote" (MP), and "early promote" (EP). The highest recommendation is EP. To reduce grade inflation, the Navy restricts the number of EP and MP recommendations a reporting senior can give based on the reporting senior's span of control and the ratee's rank (CNO, 2019). Block 43 lists the summary group in each recommendation category. Typically, officer summary groups are individuals of the same pay grade, promotion status, and competitive category being evaluated by the same reporting senior on the same date (CNO, 2019). Promotion boards compare the promotion recommendation of an individual against the summary group, for example, is the individual the sole recipient of an EP in a summary group of six where the reporting senior gave 3 Ps, 2 MPs and 1 EP.

Block 45 is space for the reporting senior signature, date, the ratee's trait average, and the summary group average followed by Block 46 where there is an option for the ratee to submit a statement about their report, or not. Appendix Figure 1 shows the two pages of the FITREP.

For enlisted personnel, the EVAL form is like the FITREP with the same administrative blocks. It also evaluates individuals using a five-point scale on four traits

common to the officer FITREP (command or organizational climate/equal opportunity, military bearing/character, teamwork, and leadership) and three other traits unique to the EVAL (professional knowledge, personal job accomplishment/initiative, and quality of work). The EVAL has two narrative blocks, one for a reporting senior to comment on an individual's performance like the FITREP and a second block to record qualifications/achievements (CNO, 2019). Unlike FITREPs, EVALs involve two raters, a senior rater and reporting senior (CNO, 2019). Appendix Figure 2 shows an EVAL form. Finally, the CHIEFEVAL form is like the officer FITREP, except for the seven traits being evaluated. For CHIEFEVALs, they are (1) deckplate leadership, (2) institutional and technical expertise, (3) professionalism, (4) loyalty, (5) character, (6) active communication, and (7) sense of heritage (CNO, 2019). Appendix Figure 3 shows a CHIEFEVAL form.

Under the legacy system, the forms were completed using a form-filler computer application known as NAVFIT98A (CNO, 2019). This required hard copies of forms to be printed, signed, and mailed to Navy Personnel Command in Tennessee. eNAVFIT is the new online system released in February 2022 that can be accessed through the BUPERS web portal (BOL). It allows for online input, review, digital signatures, and electronic submission (Swysgood, 2022). It also allows reporting seniors to designate a trusted agent who can complete administrative tasks on behalf of a reporting senior. While the content of the evaluation forms is the same, the new system is a big step forward in reducing the administrative burden of performing evaluations.

## **B. ACROSS SERVICE COMPARISON IN EVALUATION FORMS**

We now compare the US Navy evaluation instruments to those used by the other services to identify common practices across the services and potential differences the Navy may want to consider as they update their performance evaluation system. Given the many evaluation forms used across the services, we restrict our focus to similar ranks as covered by the Navy EVALs and FITREPs. In cases where other services use multiple rank-specific forms, we select one representative form. To that end, we focus on the USMC FITREP used to evaluate ranks E4-O8 (Appendix Figure 4), Army Officer Evaluation

Report used to evaluate ranks O1-O3/WO1-CW2 (Appendix Figure 5), Army Non-Commissioned Officer Evaluation Report SSG-1<sup>st</sup>/MSG (Appendix Figure 6), Air Force Officer Performance Report O3-O5 (Appendix Figure 7), Air Force Enlisted Performance Report E1-E6 (Appendix Figure 8), US Coast Guard Officer Evaluation Report W2-W3/O3-O5 (Appendix Figure 9), US Coast Guard Enlisted Evaluation Report for Third Class Petty Officer E4 (Appendix Figure 10).<sup>3</sup>

We begin by comparing the informational features of the representative forms by service as shown in Table 1 below. The services vary in whether they use the same form to evaluate multiple ranks, or whether they use multiple forms to better tailor the evaluation to the rank. On one end is the US Coast Guard that uses different forms for the different enlisted ranks. On the other end are the Navy and Air Force that use a single form to cover multiple officer ranks up to O-6. Apart from the USMC FITREP and US Coast Guard Enlisted Evaluation Report, the length of the Navy evaluation form is similar to the other services. In terms of basic information, the forms all document the name, rank, and unit of the ratee, along with the rater's information, the period of the report, and reason for the report. Apart from the USMC and US Coast Guard, the other services require annual performance evaluations for their enlisted and officer personnel like the US Navy. USMC and US Coast Guard use semi-annual evaluations for their officers of rank O1-O2. While this may create additional administrative burden, it provides more regular and timely feedback to junior officers.

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<sup>3</sup> Our summary does not include the new USMC Junior Enlisted Performance Evaluation System (JEPES) for Marines of ranks E1-E4. Please see Faber (2022) for details on the specific policy instructions of the other services' performance evaluation forms.

TABLE 1: ACROSS SERVICE COMPARISON OF INFORMATIONAL QUESTIONS									
	USN FITREP	USN EVAL	USA OER	USA NCOER	USMC FITREP	USAF OPR	USAF EPR	USCG OER (e.g. W2-W3/O3-O5)	USCG EER (e.g. E4)
<b>Form(s)</b>	One form	One form each for E1-E6 and E7-E9	One form each for O1-O3/WO1-CW2, O4-O5, and O6	Sergeant, Staff Sergeant to First Sergeant, and Command Sergeant Major/Sergeant Major	One form for E5-O8, JEPES for E1-E4	One form	One form each for E1-E6, E7-E8, and E9	One form for W2-W3/O3-O5, W4/O1-O2, O6	One form for E1-E3, E4, E5, E6, E7, E8, and E9
<b>Representative Form</b>	USN FITREP	USN EVAL	USA OER O1-O3/WO1-CW2	USA NCOER SSG-1st/MSG	USMC E5-O8	USAF OPR	USAF EPR E1-E6	USCG OER W2-W3/O3-O5	USCG EER E4
<b>Number of pages</b>	2	2	2	2	6	2	2	2	5
<b>Basic Info (name, grade/rank, date, unit info, rater's info, report period, reason for report, etc.)</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
<b>Physical Fitness</b>	Pass/Fail	Pass/Fail	Pass/Fail, Height, Weight, Within Standard?	Pass/Fail, Height, Weight, Within Standard?	PFT/CFT scores/Height/Weight/Body Fat	No	No	No	No
<b>Duty Assignment</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
<b>Billet Description, Duties &amp; Accomplishments</b>	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No
<b>Qualifications</b>	No	Yes	No	No	Rifle	No	Education milestones (i.e. PME)	No	No
<b>Duty Preferences</b>	No	No	No	No	Yes (Top 3 Choices)	No	No	No	No

On the physical fitness front, the US Army and USMC document more information on the ratee such as their height and weight. In the case of USMC, they also document body fat. In contrast, the Navy only documents whether the ratee passed or failed their physical fitness test, while the Air Force and Coast Guard do not document physical fitness in their evaluation. All the services document the duty assignment and duties associated with the billet apart from the Coast Guard Enlisted Evaluation Report. Yet, the services are inconsistent in documenting ratee qualifications with only the USMC and Air Force Enlisted Progress Report listing a block for qualification. Unlike the other services, the USMC is the only service to ask individuals for their choice of top three duty preferences.

This review suggests the Navy documents similar information on rates in their evaluation forms. Two areas of difference are (1) the Navy reports a coarse measure of physical fitness (Pass/Fail) unlike the Army and USMC, and (2) the Navy uses fewer tailored forms separated by rank unlike the Army and Coast Guard.

Table 2 summarizes the across-service differences in traits, rating scales, and raters. Unlike Table 1 where the informational portion of the Navy forms were like the other services, the traits portion of the Navy form differs from the other services in two fundamental ways. First, every other service offers space for narrative comments to justify the trait evaluations. The Air Force Officer Performance Report is the only other exception. Second, the other services use multiple raters unlike the Navy that relies on a single reporting senior for their officer FITREP. It may well be the case that additional raters in the Navy may serve as reviewers, or authenticators, like in the other services. Nonetheless, their presence is a formal part of the evaluation form of other services with space for additional rater/reviewer comments.

<b>TABLE 2: ACROSS SERVICE COMPARISON OF TRAITS, PERFORMANCE ASSESSMENT, AND PROMOTION</b>									
	<b>USN FITREP</b>	<b>USN EVAL</b>	<b>USA OER</b>	<b>USA NCOER</b>	<b>USMC FITREP</b>	<b>USAF OPR</b>	<b>USAF EPR</b>	<b>USCGOER (e.g. W2-W3/O3-O5)</b>	<b>USCGEER (e.g. E4)</b>
<b>Traits</b>	7 traits	7 traits	6 Traits	6 Traits	14 traits in 5 categories	6 traits	3 trait categories with a total of 12 sub-traits	18 traits in 3 categories	13 traits in 4 categories, 1 additional trait on "conduct"
<b>Traits - Rating Scale</b>	5-point scale, 1 = Below Standards, 5 = Greatly Exceeds Standards	5-point scale, 1 = Below Standards, 5 = Greatly Exceeds Standards	Narrative	4-point scale (Far Exceeded Standard, Exceeded Standard, Met Standard, Did Not Meet Standard) for five traits, binary scale (met standard/did not meet standard) for one trait	7-point scale (A = unacceptable to G = distinguished performance)	Binary, Met/Does Not Meet Standard	5-point scale (Not Rated, Met some but not all expectations, Met all expectations, Exceeded some, but not all expectations, Exceed most, if not all expectations)	7-point scale	7-point scale, 1 trait (conduct) on a binary scale (satisfactory/unsatisfactory)
<b>Traits - Narrative Option</b>	No	No	Yes	Yes	Yes	No	Yes	Yes	Yes (limit to 2 lines max)
<b>Rater(s)</b>	Reporting Senior	Rater and Reporting Senior	Rater, Intermediate Rater, and Senior Rater	Rater and Senior Rater, Supplementary Review (if Required)	Reporting Senior, Reviewing Officer	Rater, Additional Rater, Reviewer	Rater, Additional Rater, Reviewer, Final Evaluator	Supervisor evaluates and Reviewing Officer authenticates	Supervisor, Marking Official, and Approving Official

Regarding the number of traits evaluated, the Navy is middle of the pack with seven traits slightly above six traits on the Army and officer Air Force forms, yet below the 14 and 18 traits on the USMC and Coast Guard Officer Evaluation Report forms. Both the USMC and the Coast Guard use a seven-point scale for most traits, the Army uses a four-point scale, and the Air Force uses a binary scale (met/does not meet standard) on Officer Performance Reports and a five-point scale for Enlisted Performance Reports like the Navy forms.



Table 3 lists the specific traits evaluated by each service. In the table the colored boxes are unique traits specific to a single service evaluation form. There are many common themes across the services such as traits evaluating leadership, teamwork, and character with some differences. For example, the Navy is the only service evaluating tactical warfare, which evaluates warfare qualified Officers on their basic and tactical employment of weapons systems. The Navy CHIEFEVAL is the only form evaluating “loyalty” and “sense of heritage.” The Air Force is the only service evaluating organizational skills. Others that are also unique to Air Force Enlisted Performance Reports include “motivation,” “qualification & certifications,” “compliance to standards,” and “service core values,” while traits like “adaptability,” “competence,” “speaking,” “writing,” and “health & well-being” are unique to the Coast Guard Officer Evaluation Report. Finally, the Marines are unique in evaluating people on the conduct of their evaluations.

**TABLE 3: ACROSS SERVICE COMPARISON OF SPECIFIC TRAITS**

Traits	USN FITREP (Officers)	USN CHIEFE VAL (E7- E9)	USN EVAL (E1-E6)	USA OER (O1- O3/WO1- CW2)	USA NCOER (SSG- 1ST/MS- G)	USMC FITREP (E4-O8)	USAF OPR (O3-O5)	USAF EPR (E1-E6)	USCG OER (W2- W3/O3- O5)	USCG EER (E4)	USCG EER (E6)
Organizational Climate/Equal Opportunity	X		X						X		
Military Bearing/Character	X	X	X	X	X					X	X
Teamwork	X		X					X	X	X	X
Leadership	X	X	X	X	X	X	X				
Tactical Performance (Warfare)	X										
Professional Knowledge			X				X	X			
Quality of Work			X							X	X
Mission Accomplishment/Initiative/Achieves	X		X	X	X	X			X	X	X
Institutional and Technical Expertise	X	X								X	X
Professionalism		X					X				
Loyalty		X									
Active/Effective Communication		X				X	X		X	X	X
Intellect and Wisdom				X	X	X					
Performance						X					
Proficiency						X					
Courage						X					
Effectiveness Under Stress						X			X		
Developing Subordinates/Others				X	X	X			X		
Setting the Example						X					
Ensuring Well-Being of Subordinates						X					
Professional Military Education						X					
Decision Making / Problem Solving						X	X			X	X
Judgment						X	X		X		
Accurate/Timely Completion of Evaluations						X			X		
Presence				X	X				X		
Organizational Skills							X				
Motivation								X			
Personal/Professional Development								X		X	X
Qualifications & Certifications								X			
Training Others								X	X		
Resource Management								X	X		
Compliance to Standards								X			
Service Core Values								X			
Customs, Courtesies, and Traditions										X	X
Readiness									X	X	X
Respecting Others										X	X
Accountability/Responsibility									X	X	X
Influencing Others										X	
Directing Others									X		X
Conduct										X	X
Adaptability									X		
Competence									X		
Speaking									X		
Writing									X		
Health and Well-Being									X		

Table 4 summarizes the across-service differences in the overall performance assessment, promotion recommendation, and future potential of the service member. Like the Navy, the USMC is the only other service that generates a measure of overall assessment by averaging across the individual trait scores. Army raters assess overall performance on a separate four-point scale (the highest rating of “Excels” is restricted to 49% to prevent inflation among officers) like enlisted raters in the Air Force, while the Coast Guard and officer raters in the Air Force use narratives to document overall

performance. Even the services that assess overall performance using a trait average or another scale have narrative blocks for raters to discuss their overall assessment of the ratee.

TABLE 4: ACROSS SERVICE COMPARISON OF PERFORMANCE ASSESSMENT AND PROMOTION									
	USN FITREP	USN EVAL	USA OER	USA NCOER	USMC FITREP	USAF OPR	USAF EPR	USCGOER (e.g. W2-W3/O3-O5)	USCGEER (e.g. E4)
<b>Overall Performance Assessment</b>	Individual Trait Average	Individual Trait Average	Overall Performance on a 4-point scale with "Exceeds" restricted to 49% of summary group (Exceeds, Proficient, Capable, Unsatisfactory)	Overall Performance on a 4-point scale (Far Exceeded Standard, Exceeded Standard, Met Standard, Did Not Meet Standard)	Individual Trait Average, Scaled	Overall assessment block for each rater	Overall assessment on a 5-point scale, (Not Rated, Met some but not all expectations, Met all expectations, Exceeded some, but not all expectations, Exceeded most, if not all expectations)	No	No
<b>Space for Narratives</b>	Space for RS to comment on performance	Space for RS to comment on performance	Space for Rater to discuss each trait and overall performance, and senior rater's comments on overall potential	Space for Rater to discuss each trait and overall performance, and senior rater's comments on overall potential	Space for RS to discuss each trait categories and additional comments, space for RO to supplement comparative assessment	Space for overall assessment block for each rater	Space for additional rater, reviewer, final evaluator, and functional examiner	Space after each trait sections, reporting officer comments	Space in each sections of the traits
<b>Promotion Recommendation/ Advancement Potential</b>	P/MP/EP and 2 future assignments	P/MP/EP and 2 future assignments	3 future successive assignments	2 future successive assignments and 1 broadening assignment	Yes/No/NA	No, Separate Promotion Form	Up to 3 future roles, Scale of Do Not Promote, Not Ready Now, Promote, Must Promote, Promote Now	6-point scale (Below zone select, in-zone reorder, Promote w/top 20% peers, Promote, Promotion potential, Do not promote)	3-point scale (Ready, Not Ready, and Not Recommended)
<b>Potential</b>	No	No	4-point scale with "Most Qualified" restricted to 49% of summary group (Most Qualified, Highly Qualified, Qualified, Not Qualified)	4-point scale with "Most Qualified" restricted to 24% of summary group (Most Qualified, Highly Qualified, Qualified, Not Qualified)	Comparative Assessment, Christmas Tree (Eminently Qualified, One of the Few Exceptionally Qualified, One of the Many Qualified, A Qualified, Unsatisfactory)	No	No	Comparative Assessment (Best officer of this grade, One of the few distinguished officers, one of the many high performing officers, Marginally performing officer, Unsatisfactory)	Narrative space to make comments

One advantage perhaps of using narratives and a separate scale for overall assessment is it encourages more honesty in the evaluation of the individual traits. As we describe in the next section, the Navy system of documenting and using a trait average has led many raters to reverse engineer their evaluation, i.e., the rater first decides whether they want to score the ratee above or below their RSCA and then answers the individual trait

questions to generate that desired average. The USMC partially gets around this issue by (1) including a trait on “Fulfillment of Evaluation Responsibilities” where Marines are evaluated on the “extent to which this officer serving as a reporting official conducted, or required others to conduct, accurate, uninflated, and timely evaluations,” and (2) a comparative assessment of an individual that is separate from the trait average.

Promotion recommendations differ somewhat across the services. As described above, the Navy relies on its five-point ranking (significant problems, progressing, promotable, must promote, and early promote) with forced distribution. Like the Navy, the Air Force uses a five-point ranking with forced distribution on their enlisted forms (do not promote, not ready now, promote, must promote, and promote now). On the officer side, the Air Force introduced a new one-page promotion recommendation form, separate from the evaluation with a three-point ranking of definitely promote, promote, and do not promote this board. The Coast Guard uses a three-point ranking (ready, not ready, and not recommended) for enlisted personnel, and a six-point scale for their officers. In contrast, the Marines use a binary yes or no recommendation for promotion, while the Army asks raters to list future assignments like the Air Force and Navy without any ranking.

Neither the Air Force nor the Navy asks for a separate assessment of potential. In contrast the Army, Marine Corps, and Coast Guard Officer Evaluation Report forms ask raters to comment on potential using a comparative assessment ranking with visual cues in the case of the Marine Corps and Coast Guard. Such cues help alleviate grade inflation concerns. In contrast, the Army addresses grade inflation by only allowing raters to assign the highest ranking of “most qualified” to 49% of a summary group.

This review suggests the Navy forms differ and perhaps fall short in a few dimensions compared to the other services. Unlike the other services, the Navy does not offer raters narrative blocks in support of the individual trait evaluations and the Navy does not consistently use multiple raters and reviewers. While multiple reviewers may be reviewing the performance evaluation forms in the Navy, the process is at least not formalized especially on the officer FITREPs.

The Navy structure also appears to conflate the evaluation, promotion recommendation, and potential/comparative assessment of sailors. This leads to sailors

getting less feedback on their performance than in the other services. For example, raters in the Army, Coast Guard, and Marine Corps perform a comparative assessment of the ratee on their potential without drawing on the individual trait evaluations, or its average. They use different tools to guard against inflation, namely visual cues and forced distribution. While we would expect these measures (trait evaluations and comparative assessment/potential) to be correlated, the evaluation instrument should not use the same measure to perform two functions namely evaluation of individual traits that generate an average, which in turn is used to rank individuals. This leads to perverse incentives. Since the comparative assessment in the Navy uses the ratees' trait average, many raters perform the individual trait evaluation *after* they decide a ratees' comparative ranking and need the trait average to match that ranking. This lowers the quality of the feedback on the individual trait evaluations. Any update to the Navy performance evaluation system must consider separating the comparative assessment/potential from the individual trait evaluation. While the Air Force does not offer a comparative peer assessment on potential, they use a separate ranking for the overall performance assessment.

To complement this across service comparison of evaluation forms, we spoke to Navy SMEs on their assessment of the Navy system and recommendations for change. We drew on the experience of other services in our focus group discussions with Navy experts. and turn to these results in the next section.

### III. NAVY FOCUS GROUP RESULTS

In this section, we describe our focus group participants, the questions we asked, and a summary of the findings. Our goal for the focus groups was to solicit feedback and recommendations from a large group of Navy stakeholders and SMEs that were both reporting seniors and promotion board members. Apart from being evaluated, such individuals would have the knowledge and experience to offer valuable feedback on what works and what does not work with Navy Performance Evaluation.

#### A. BACKGROUND

We drew our pool of participants from the members of the following FY22 promotion boards in particular, (1) Active-Duty Master Chief Petty Officer (MCPO), (2) Active-Duty Lieutenant Commander (O4) Line and Staff, (3) Active-Duty Captain (O6) Line and Staff, and (4) Reserve Lieutenant Commander (O4) Line and Staff boards. Our thesis student, LT Faber first pulled the list of board members from the [MyNavyHR](#) site and then retrieved the email addresses of the board members from the Navy/Marine Corps Intranet (NMCI) system. We then randomly selected a pool of 120 members from this master list and sent an introductory email requesting participation. Out of the 120 solicitations, 52 members (43%) agreed to participate in our focus groups with 29 individuals of rank E-9 of different ratings and 26 individuals of ranks O-5 and O-6 from various communities. Around 12% of the respondents were women (6), which is lower than the Navy average. Although few participants were racial minorities, we are unable to report an exact number because some participants chose to keep their cameras turned off.

Drawing on this group, we conducted twelve focus groups of an hour duration each with three to six participants in each group between November 15, 2021, and December 3, 2021. All the focus groups were hosted virtually on the Microsoft Teams platform. To ensure candid feedback, we did not record the sessions and guaranteed anonymity to the participants. One of us lead each session with a student acting as the primary note taker. Since our participants were drawn from many ratings and communities with decades of

service, these discussions lead to detailed, sometimes critical, yet nonetheless valuable and frank feedback.

We began each focus group by thanking the participants and ensuring them that their views would be summarized without any attribution. We then asked for their views on (1) the effectiveness of documenting past performance and future potential in the FITREPs/EVALs, (2) the evaluation of traits, (3) the role of multiple raters, (4) midterm counseling, and (5) periodicity. We concluded each focus group by asking participants for their top three recommendations for change if they were Chief of Naval Operations (CNO) for a day. We reversed the order of questions and asked the CNO question earlier in later focus groups.

## **B. FINDINGS**

### ***Past Performance and Future Potential***

In response to the first question on evaluating past performance and future potential in the FITREPs and EVALs, most respondents said reporting seniors do a good job documenting past performance. More experienced officers offered a nuanced view namely that reporting seniors learn to share their feedback within the existing system with its flaws. Such respondents related this to the issue of “forced distribution” whereby reporting seniors are only allowed to give a fixed number of early promotes (EP) and must promotes (MP). While this ensures reporting seniors are judicious in their evaluation of a candidate, inexperienced officers sometimes are uncertain about assigning their EPs and MPs. Many respondents also blamed inexperience for inflated RSCAs in early years, which forced reporting seniors to “better manage” their RSCA in later years potentially hurting rates.

In contrast to past performance, the respondents were more negative in their views on the FITREPs/EVALs capturing future potential. We often heard “we don’t do a good job documenting future potential, “currently, there’s no way to measure future potential with the current system” and similar sentiments. Many respondents expressed that Block 40 on the recommendation for the next career milestone and Block 41, the narrative summary, are insufficient to measure future potential for officers. Some respondents thought 18 lines for the narrative summary is insufficient in Block 41 and

more space would be useful. Others expressed misgivings about giving more space because many reporting seniors are not concise in their write up. Yet others complained about “fluff”, “hyper inflation” and lack of honesty in the write up. Indeed, a lack of honest feedback, especially of a critical or negative nature, was a recurring theme in the responses. Many respondents said reporting seniors are wary of writing anything negative, which leads to inflated evaluations and code words to signal intent to promotion boards. According to one respondent, “there is a culture of fear of ending a Sailor’s career if there’s any non-positive element in the evaluations.” Another said, “it’s hard to say something negative due to the culture. Reporting Seniors must become artists and be creative on how to make Sailors stand out within the constraints of the form structure”. Yet another respondent complained, “you can’t say anything negative, which forces them [promotion boards] to read between the lines.” Such a culture of inflated, but coded evaluations, does not serve candidates, promotion boards or the Navy.

Many respondents argued that poor training, especially of junior COs (O4s) was responsible for the uninformative and inflated evaluations. For example, if a CO is less familiar with the board process and language, their write up can be misinterpreted by board members. This was an area where the respondents all agreed that reporting seniors need better and more specialized training on writing honest and effective performance write ups. These comments included, “We need training guides for officers on how to write it [FITREP] properly”, “I sat in 6 boards this year and I’ve noticed an inconsistency in RSs, especially junior RSs”, and “having proper signals to the board is crucial, so that kind of training is critical to be an effective CO helping their Sailors.” Apart from more training, some respondents were explicit about the type of training required noting some communities are better at training their reporting seniors than others. Quoting at length below, this respondent emphasized training reporting seniors to write effective evaluations for sailors that fall in the middle of the distribution.

RSs in other communities are better than others. HR has trainings for board members, like trainings and mentoring for O6s by the O7. It’s easy to write on great and terrible people, but it’s harder to write on people in the middle. This can be somewhat mitigated by conducting trainings. The focus should be on how to write honest assessments of performance instead of focusing on the golden child because they’ll promote regardless. We need more consistency across all RSs and need standardized trainings



for them. Board members see inconsistency depending on the community when it comes to boards.

Using experienced senior board members to train upcoming commanding officers was a common recommendation along with using specific examples of good and bad evaluations. In addition to standardized training for unit COs to train their JOs, a respondent suggested a prospective Executive Officer (P-XO) course to revamp the training on evaluations. In their view including such a course in the P-XO training pipeline would enable prospective COs to effectively communicate to the board and provide an honest assessment of their sailors. Another recommendation was to focus on community specific themes because each community/rating has different milestones, which require a tailored evaluation in the FITREP/EVAL. On the same theme, some respondents called for the establishment of community/rating specific standards for promotion because they would allow each community/rating to define their own “gold standard” for promotion, making the milestones transparent for board members and the individual sailors. One respondent mentioned that the Navy SEALs have established clear milestone timelines for advancement, which has served the community well.

To summarize these responses, respondents generally agreed that the FITREP/EVAL system does a better job of capturing past performance compared to future potential. They identified (1) a culture of hyper-inflation, (2) fear of writing negative feedback, and (3) poor training as key constraints. In response, their recommendations were to offer better training to junior officers, encourage a culture of honest feedback, and better alignment of the Performance Evaluation system with community/rating standards.

### ***Traits***

We asked two questions on traits namely (1) whether the FITREPs/EVALs are evaluating the right traits, and (2) whether the Navy should switch to a binary Does/Does Not Meet the Standard grading. In response to the first question, respondents across the twelve focus groups agreed that reporting seniors do not use the traits to accurately evaluate a sailor’s performance. Rather, the trait evaluations are done after the reporting senior determines the individual’s rank and then the individual trait responses are reverse engineered to generate an average that will lie above or below the RSCA. As one

respondent said, “the actual traits are good and reflect something we value, but traits have become a numbers game for managing RSCA.” Others reiterated, “traits are more of an afterthought” and “they are a tool used to manipulate the RSCA.” Some respondents mentioned separating Physical Fitness from Military Bearing, which are grouped together. Other mentioned adjusting the traits, expanding traits to include social, team and technical skills, and adding a few new traits to capture changing priorities. Most respondents, however, felt there was limited value to altering the individual trait questions till they are separated from the RSCA and related promotion recommendation.

In response to the question of a binary rating versus the current five-point scale, most respondents believed a binary rating would default to everyone meeting the standard, which would be uninformative to sailors and promotion boards. Many respondents argued that the current system at least offers a reporting senior’s assessment of the sailor to promotion boards via their trait average being above or below the RSCA. In contrast to a binary system, some respondents suggested reporting seniors should have to defend their choice of 5s (Greatly Exceed Standards), like the current practice for 1s (Below Standards) and 2s (Progressing). Many respondents felt that grade inflation was a bigger issue than the traits themselves with reporting seniors giving too many 5s, as opposed to 3s and 4s.

In the first four focus groups, we asked respondents for their views on using multiple raters versus a single rater to perform both the trait evaluation and promotion recommendation. Other services use multiple raters, which could confer some advantages. Although an individual’s FITREP/EVAL in the Navy is reviewed by multiple people, it is not a formal process. Rather, it is an administrative process to catch errors. Yet, the respondents overwhelmingly agreed that multiple raters are unnecessary. The majority view was they would not change or improve the evaluation process. As said by a respondent, “it should be the one person's signature because COs have ultimate responsibility. The cost of adding complexity of having multiple raters does not outweigh the benefit.” A few respondents pointed out the cost of such a change on smaller commands as stated below.

Tougher for smaller commands to have multiple raters. Although not on the paper, the evals have unofficially been through layers of review already, so that “culture” exists and operating under that assumption yields value for the CO as he/she signs it.

Since the responses to this question were uniformly against multiple raters, we did not ask the question in the rest of the focus groups. That said, we believe the Navy should consider the formal use of multiple raters given the practice is standard across the other services.

### ***Midterm Counseling***

We asked the respondents to share their views, positive and negative, on midterm counseling along with any recommendations for change. Most respondents said midterm counseling is a valuable tool if used properly. Yet, they acknowledged inconsistency across commands in midterm counseling. In some commands, counseling is happening throughout the year: reporting seniors discuss performance issues and concerns with their sailors often. In other commands, midterm counseling is an administrative drill.

Block 30 on the FITREP/EVAL forms refers to the date of midterm counseling, name of the counselor and signature of the individual counseled. This format according to some respondents leads to it being “just another paper drill.” A few respondents shared that “some COs don’t even conduct midterms”, “many commands do not do them”, “it’s hit or miss depending on the command”, and “it’s not done consistently, and the guidance on how to conduct them properly is not standardized.” When used correctly, a respondent expressed that “they should be discussing strengths, weaknesses, long-term/short-term goals.” Another said it would be useful to “use this time as a career development session.” Yet another said reporting seniors should discuss any performance concerns with a sailor early, “don’t wait six months to tell a sailor they are failing short in their performance.”

While most respondents said midterm counseling is valuable, respondents disagreed on the value of formalizing the process. One respondent suggested adding “a block on the FITREP under block 30 for topics that were discussed.” Many respondents said that “formalizing the process” would ensure more consistency in the use of midterm counseling. In response, other respondents asked, “do we always need to document all the counseling?” and another said, “there is an administrative burden for formalizing the midterm counseling process, which may not be worth the gain.” Since there are policies on midterm counseling, more emphasis by senior leaders on the importance of midterm

counseling may be sufficient to ensure better compliance without increasing the administrative burden of more documentation.

### ***Periodicity***

Unlike the other issues, the respondents had fewer concerns with the periodicity of the FITREPs/EVALs. Some respondents suggested semi-annual evaluations would be useful, but others argued it would not be worth the extra administrative burden and would “distract commands from completing the mission.” Others raised concerns about the start period of the evaluation. For example, if a Lieutenant arrives at a command in May, their evaluation window is shorter than Lieutenants that were at the command since January. Lieutenant FITREPs are due in January, which leads to comparisons between people that are observed for different lengths of time and with reporting seniors favoring individuals that have been at a command longer than others. Apart from this concern, most respondents did not express other concerns or recommendations for change.

### ***Chief of Naval Operations for a Day***

We received detailed and valuable feedback in response to respondents’ top three recommendations for change if they were Chief of Naval Operations for a day. In the discussion below, we group the recommendations into three common themes: administrative changes; major overhauls to ranking, forced distribution, and promotion; and culture.

#### **Administrative:**

The Navy launched eNavFit, the new online interface for recording FITREPs/EVALs in 2022, which already incorporates many administrative recommendations of the participants. Nonetheless, we briefly summarize our focus group recommendations in case they are useful to future updates of eNavFit. Respondents were in universal agreement that any new system should have “no more paper”, “paper-less process”, and should “lighten the administrative load to save resources (time).” Many respondents want to see a “fully digital online” system with more automation (pre-filled information), which enables both reporting seniors and sailors to enter information online with relative ease. Apart from legacy issues of NAVFIT98, some respondents asked for more space in Block 41 (the narrative on performance), standardization of the expectations

surrounding midterm counseling, standardized training on writing effective FITREPs/EVALs, and restructuring E9 evaluations with no EVALs for Master Chiefs.

#### Major Overhauls:

FITREPs/EVALs serve dual functions. First, the reporting senior uses the FITREP/EVAL to evaluate sailors under their command, which can offer useful feedback to sailors. Second, the reporting senior uses the FITREP/EVAL to offer their promotion recommendation (P/MP/EP) of the sailor, which helps promotion boards identify the best and fully qualified candidates. Many recommendations under this theme for major overhauls relate to problems emanating from this dual function of the same instrument. As stated by a respondent: “stop using it [FITREP/EVAL] as a ranking tool, but simply a performance evaluation. Reporting seniors can provide direct inputs to boards on whether they are ready for promotion. This requires us to establish a gold standard for promotion.”

Many respondents recommended moving away from “group comparisons”, “drop forced distribution” and the current P/MP/EP system in favor of developing ratings/community specific standards whereby sailors can be compared to these “gold standards” as opposed to each other. According to one respondent, these standards should “have a clearer expectation set by CNO on what is important in that community.” To that end, some respondents recommended changing block 41 (officer FITREP) and block 43 (enlisted EVAL) to be rating specific. Indeed, some respondents recommended rating specific evaluations in general because the boards are separated by ratings. This would involve each community/rating to define their “best and fully qualified”, and reporting seniors would assess sailors based on that standard.

To separate the promotion recommendation, a few respondents also recommended reporting seniors “write a letter to the board, let them know how great they [sailors] are,” which according to another respondent “sends more information to the board.” A respondent expressed that the P/MP/EP system is a “dumbed down recommendation” versus offering more information and a detailed evaluation of a candidate’s promotion potential. Many respondents also offered their recommendations for new ranking systems: qualified versus best and fully qualified; ready now, on-track, tracking; ready, need

additional training, not ready; and the USMC “Christmas tree” identifying the top 1%, top 5%, top 10%, top 25%, etc.

### Culture

In every focus group at least one respondent noted that any major overhaul would be ineffective unless the Navy instills a stronger culture of honesty, by both reporting seniors and in board discussions. As expressed by respondents, “we need to force honesty in the reports”, “change the system where we [promotion boards] need to interpret subtle messages”, there is too much “grade inflation”, allow reporting seniors to “reset their RSCA”, “allow honest discussion during board for board members, you can’t say anything negative, which forces them [board members] to read between the lines”, and “enforce honesty from reporting seniors.”

Respondents also noted the culture of secrecy surrounding the promotion board process, which prevents reporting seniors from sharing constructive feedback with their sailors. Although the focus of our discussions was on FITREPs/EVALs, some respondents recommended more consistency in the board process. As expressed by one respondent, “the purpose of boards is to compare our Sailors, and this needs to be consistent throughout. [We] need to monitor board members’ level of fatigue to ensure a fair assessment across all the boards.”

Before concluding, we want to emphasize that many respondents expressed they have learned to navigate the current system, broken though it may be. They emphasized that any shift to a new system would require effective standardized training across commands along with a renewed emphasis on honest reporting with examples set by senior Navy leadership. We also want to note that a few respondents familiar with civilian systems and those of the other services spoke more favorably of the Navy system.

In these focus groups, we drew on a group of fifty individuals with extensive experience as reporting seniors and board members for their assessment of the Navy Performance Evaluation system. While the feedback was very detailed and specific, it is perhaps not representative of the larger fleet where most sailors are not reporting seniors or board members. To that end we used the feedback from the focus groups to field a survey with a larger pool of sailors. We turn to the survey instrument and findings next.

## IV. SURVEY FINDINGS

### A. DESCRIPTION AND DATA/SAMPLE SUMMARY

We conducted two online surveys to gather active-duty sailors' and officers' sentiments about the current professional evaluation system as well as opinions about the potential efficacy of proposed reforms. To solicit respondents to the first online survey, we worked with COs of thirteen different commands that shared a Qualtrics survey link with their commands on our behalf. A small set of questions (Part 1) from our first online survey on views regarding Navy performance evaluation were included with the second online survey promoted via social media, whose primary focus was on validating new trait and values statements (Bacolod and Helzer, 2022).

These surveys are spiritual successors to the Navy-wide Personnel Surveys, which were conducted irregularly from 1998 to 2008.<sup>4</sup> Table 5 tracks broad trends in survey responses across the last 24 years. As the survey questions have changed over time, we were only able to identify three broad areas that have remained consistent throughout most of the surveys. Overall, questions about the efficacy, fairness, and timeliness of the evaluation system are stable from 1998 to 2008. However, our most recent 2022 survey responses show a dramatic decline in the opinions of the evaluation system held by Navy personnel. The magnitude of the drop may look larger due to the gap between the last survey and our survey: a period of 14 years. The lack of data between the intervening years makes it difficult to diagnose the drop: it may be a gradual worsening of opinions, or it may be a relatively recent phenomenon.

At least some of the discrepancies between the 2008 survey and the current surveys may be due to the ordering of the questions which primes the respondents. For example, while the 2022 survey respondents display similar sentiments about whether the “best and most qualified officers/sailors get promoted”, and there is a 30 to 40 percentage point gap in the answer to whether the system is “fair and accurate” compared to the earlier surveys. Given the similarities in the questions, it is difficult to reconcile the wide

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<sup>4</sup> The DoD has run an annual Status of the Force Survey beginning in the late 2000s, but this survey asks only five questions on aspects of military service that do not overlap with our questions on performance evaluation so we cannot use them for comparison. See this [link](#) for the 2020 findings.

difference in responses. In designing future surveys, we should pay attention to this fact: mistaking responses due to priming for accurate sentiment may lead to an incorrect understanding of the mindset of the sailors and officers.

**Table 5. Historical Trends in Perception of the Navy’s Evaluation System**

	1998	2000	2005	2008	2022	2022 (social media)
Evaluation system ensures best and most qualified officers/sailors get promoted.						
Enlisted	N/A	29	31	33	25	19
Officer	N/A	49	46	41	21	14
The FITREP / EVAL system is fair and accurate.						
Enlisted	61	58	66	66	24	N/A
Officer	74	71	84	81		N/A
FITREPs or EVALs have been processed in a timely manner.						
Enlisted	63	65	70	67	54	N/A
Officer	57	81	88	84		N/A

Of our two surveys, the first was administered through Qualtrics and was composed of two parts. Part 1 asked about survey respondents’ opinions about the current evaluation system. Part 2 asked survey respondents’ assessments of the potential efficacy of proposed reforms to the current system. This survey was open from July 11, 2022 to August 17, 2022. At the close of the survey, 395 respondents were recorded. The second survey was advertised via social media apps to garner additional responses to assist the Bacolod and Helzer (2022) project on trait and value statements. This survey only asked about Part 1 of the first online survey. Data from respondents were collected on August 23, 2022, with 2,562 additional survey responses recorded.

The surveys did not query for socio-demographic information but asked for DoD ID to shorten the survey to encourage completion. The survey data was then merged with socio-demographic information held by Defense Manpower Data Center (DMDC) using the unique identifier. After eliminating approximately 20% of incomplete or non-sensical responses (ex. submitting DoD ID as 123123123, etc.), DMDC matched approximately 95% of the survey respondents.

Table 6 presents summary statistics of the respondents, separated by enlisted sailor and commissioned officer status. As we will demonstrate later, the separation of the sample along these lines presents the most salient divergence in opinions held about



the evaluation system. Broadly, the respondents' socio-demographic characteristics tracks the overall Navy population. As active duty enlisted to officer ratio is approximately 4:1, we have slightly over-sampled officers in these surveys. Our sample is slightly older, but this is unsurprising, as we focused on sailors and officers with experience in both receiving and giving evaluations. Females comprise 18 to 20% of the sample, and minorities comprise about 40% of the enlisted and 20% of the officers. Approximately 45% of enlisted do not have education beyond a high school degree (or GED) while over 70% of officers have education beyond a Bachelor's degree.

**Table 6. Summary Statistics of the Survey Sample**

Variables	Mean	S.D.	Mean	S.D.
	Enlisted		Officer	
Age	34.01	6.757	38.48	7.370
Months in Active Service	154.4	77.60	183.5	112.1
Female	0.186	0.389	0.187	0.390
Minority	0.403	0.491	0.239	0.427
HS Graduate or less	0.559	0.497	0	0
Bachelor's or less	0.376	0.485	0.285	0.452
Post-bachelor Ed.	0.056	0.230	0.542	0.499
Married	0.732	0.443	0.809	0.394
AFQT Score	65.74	20.58	0	0
Observations	1,811		439	

**B. PART 1: OPINIONS ABOUT CURRENT EVALUATION SYSTEM**

Part 1 of the surveys asked nine questions regarding the perception of the respondents about the current evaluation system with a five-point Likert scale (and a sixth option for “Not enough experience to have an opinion”). The first four questions ask two otherwise-identical questions about FITREPs and EVALs separately. For this report, we combine these four questions into two questions.

Table 7 compresses the Likert scale into a binary variable of agree/do not agree and presents the summary of opinions held by enlisted sailors and officers. Overall, respondents hold negative opinions about many aspects of the current evaluation system. Most sailors and officers do not believe that the evaluations offer clear and useful feedback. While more respondents agree that their supervisors hold regular meetings to

offer feedback and evaluations are processed in a timely manner, rarely does the proportion of those agreeing rise above 50%. There is also wide divergence in opinions about the efficacy of the system across enlisted sailors and officers. In particular, enlisted sailors have a much lower opinion of the efficacy and fairness of the evaluation system in promoting the best and most qualified.

**Table 7. Fraction of Respondents who Agree with Statements about the Current State of the Evaluation System**

I agree somewhat to strongly that:	Mean Enlisted	S.D.	Mean Officer	S.D.
Overall, evaluation system ensures best and most qualified officers/sailors get promoted.	0.183	0.387	0.308	0.462
Overall, evaluation system provides useful feedback to improve performance.	0.264	0.441	0.223	0.417
I have changed my behavior in response to feedback received on an EVAL/FITREP.	0.398	0.490	0.232	0.423
Direct supervisor regularly holds conversations about my job performance with me.	0.384	0.486	0.401	0.491
My FITREP/EVAL gives clear feedback on my performance.	0.261	0.439	0.226	0.418
Across my Navy career so far, my FITREP/EVAL have been processed on time.	0.403	0.491	0.638	0.481
Across my Navy career so far, I think the FITREP/EVAL system is fair.	0.144	0.351	0.294	0.456

Table 8 presents linear-probability model estimates with the agree/do not agree variable as the dependent variable and socio-demographic characteristics as regressors, to capture where the greatest divergence in opinions is held. The parameter estimates can be interpreted as the difference in fraction of those who agree with the opinion question across the specific characteristic. For example, in the first set of results, which asks whether the “evaluation system ensures the best and most qualified officers/sailors get promoted,” the parameter on “Officer” is the largest in absolute magnitude, at 0.174. This

can be interpreted as: officers are 17.4 percentage points more likely to agree with this statement, compared to enlisted sailors. The variable “Officer” has the largest absolute magnitude in 4 out of the 7 questions. As such, we focus on the differences held between enlisted sailors and officers throughout the quantitative analysis.

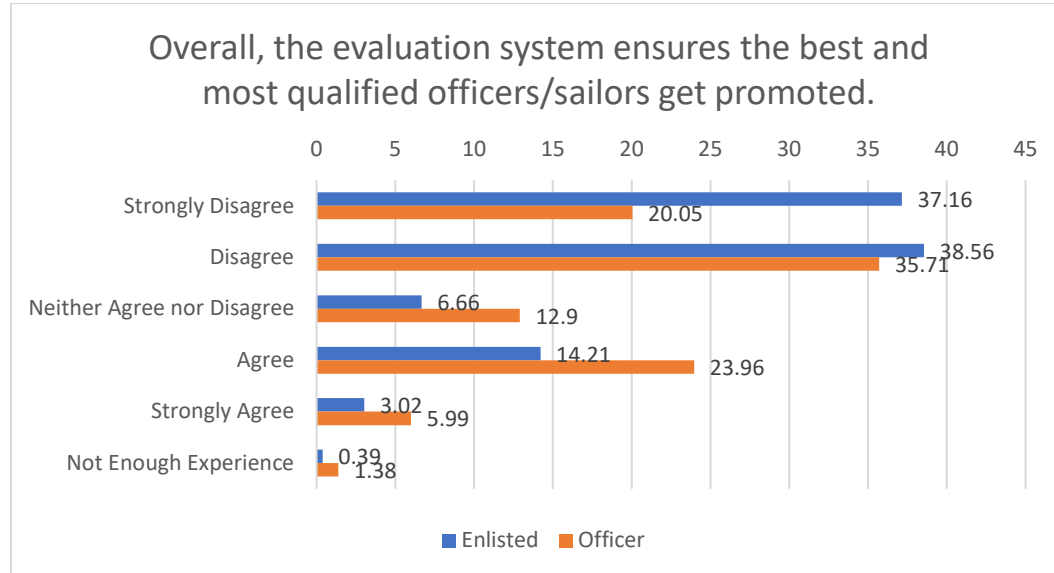
**Table 8. Linear Probability Model of Opinion Divergence by Respondent Characteristics**

Variable	Mean		Std. Err.
<b>Evaluation system ensures the best and most qualified officers/sailors get promoted.</b>			
Female	-0.030		(0.022)
Minority	-0.016		(0.018)
Officer	0.174	***	(0.028)
Senior	0.083	***	(0.027)
Married	0.005		(0.020)
<b>Evaluation system provides useful feedback to improve their performance.</b>			
Female	-0.088	***	(0.024)
Minority	0.026		(0.019)
Officer	-0.080	***	(0.030)
Senior	-0.069	**	(0.029)
Married	-0.004		(0.022)
<b>I have changed behavior in response to the feedback received on an EVAL/ FITREP.</b>			
Female	-0.036		(0.026)
Minority	0.057	**	(0.021)
Officer	-0.168	**	(0.033)
Senior	-0.011		(0.032)
Married	0.059	**	(0.024)
<b>My direct supervisor regularly holds conversations about job performance with me.</b>			
Female	-0.047	*	(0.027)
Minority	-0.045	**	(0.022)
Officer	0.034		(0.034)
Senior	0.040		(0.032)
Married	0.023		(0.024)
<b>My FITREP /EVAL gives me clear feedback on my performance.</b>			
Female	0.002		(0.024)
Minority	0.047	**	(0.019)
Officer	-0.049		(0.030)
Senior	-0.032		(0.029)
Married	0.015		(0.022)
<b>Across my Navy career so far, my FITREPs or EVALs have been processed on time.</b>			
Female	-0.012		(0.027)
Minority	-0.012		(0.022)

Officer	0.246	***	(0.034)
Senior	0.022		(0.033)
Married	0.003		(0.025)
<hr/>			
Across my Navy career so far, I think the FITREP / EVAL system is fair.			
Female	-0.020		(0.021)
Minority	-0.024		(0.017)
Officer	0.199	***	(0.026)
Senior	0.086	***	(0.025)
Married	0.017		(0.019)

Note: Constant is not shown. \*\*\* denotes significance at 1%, \*\* at the 5%, and \* at the 1% levels.

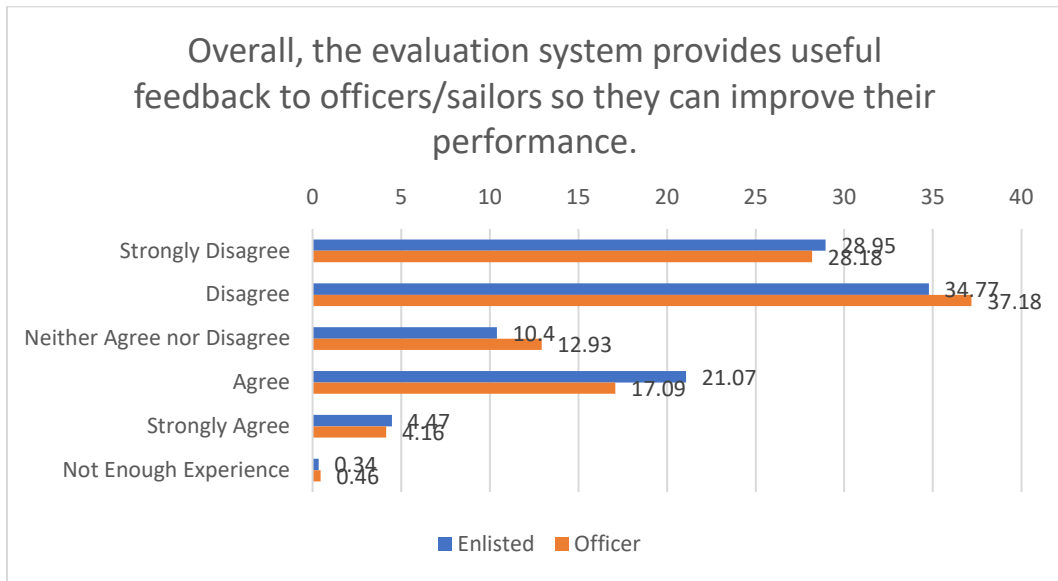
Figures 1 to 6 show detailed Likert scale results from Part 1 along some salient socio-demographic characteristics. Figures 1 and 6 especially highlights the degree of difference in mistrust in the current system to do a good job of fairly and effectively promoting those who deserve to be promoted. While negative opinions dominate for both enlisted sailors and officers, the fraction of those who most strongly feel that the system is unfair or ineffective is almost twice as large from the enlisted population compared to the officer population.



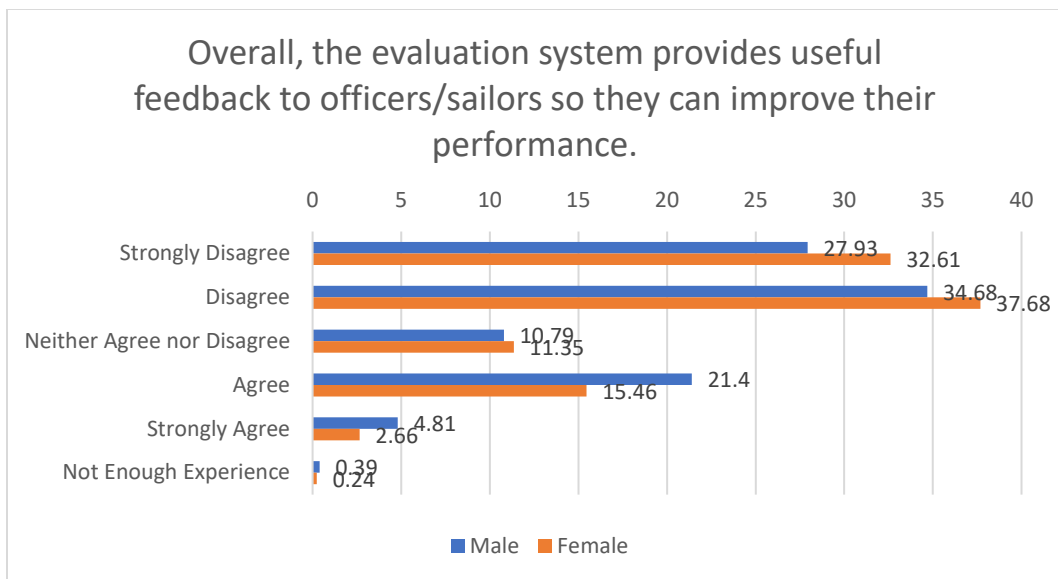
**Figure 1. Likert scale results to the statement: Overall, the evaluation system ensures the best and most qualified officers/sailors get promoted. Data separated by enlisted/officer.**

In contrast, as shown in Figures 2 and 3, there is wide agreement that the feedback that is offered during the evaluation process is not very useful, both across the

enlisted/officer divide as well as across gender or race. In fact, across the opinion questions, there is very little substantive divergence in opinion across race or gender lines. On the positive side, this indicates that sailors and officers across race and gender categories do not feel as if they are treated differently in the current evaluation system. On the negative side, the opinions held in this universal manner are mostly of a low opinion of the current system.



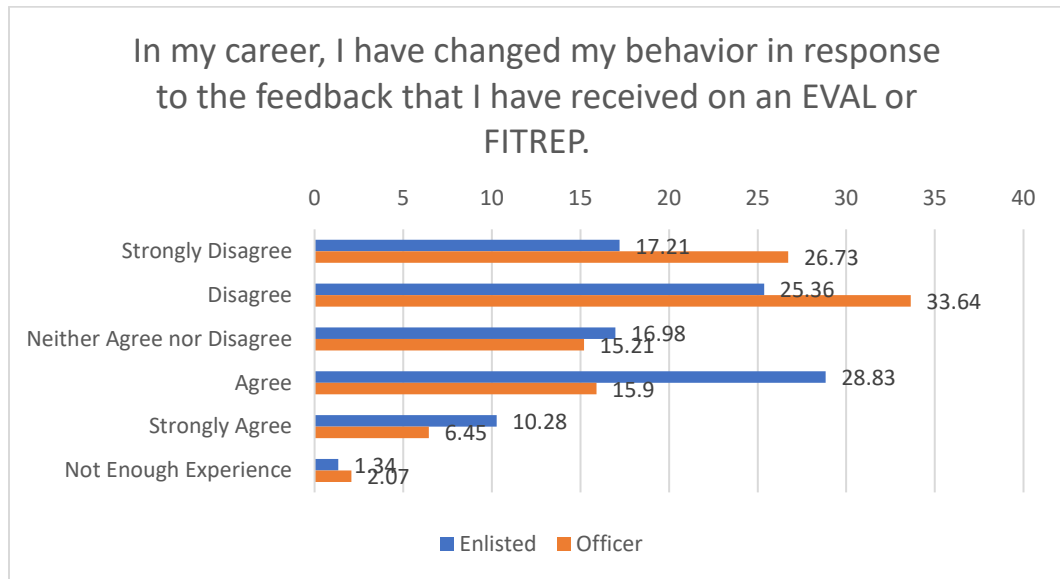
**Figure 2. Likert scale results to the statement: Overall, the evaluation system provides useful feedback to officers/sailors so they can improve their performance. Data separated by enlisted/officer.**



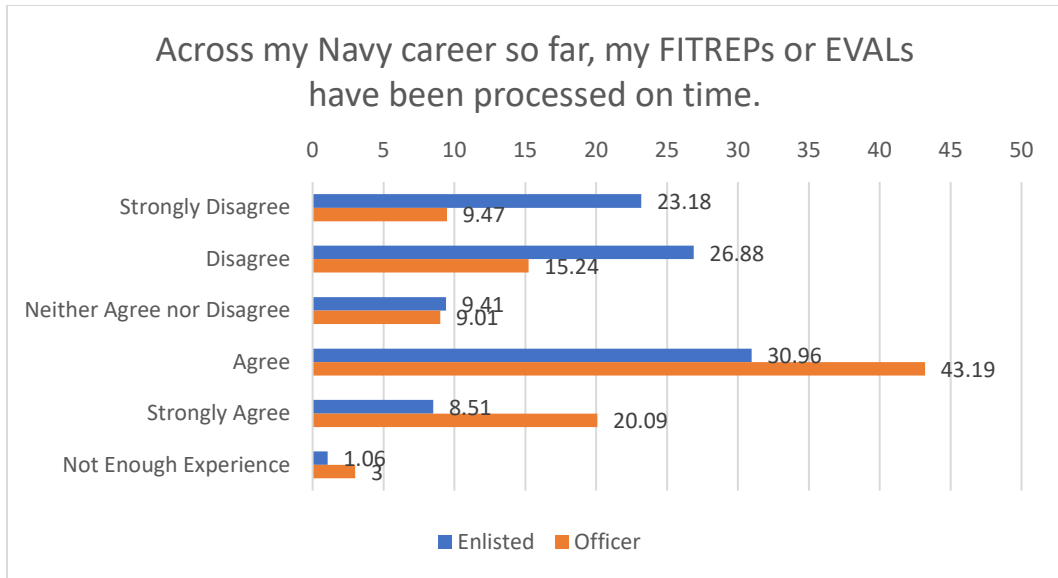
**Figure 3. Likert scale results to the statement: Overall, the evaluation system provides useful feedback to officers/sailors so they can improve their performance. Data separated by male/female.**

Figure 4 shows that, despite holding a lower opinion of the efficacy of the system, and as Figure 5 shows, experiencing more delays in timely processing of their evaluations, enlisted sailors report that they are much more willing to change their behavior in response to feedback received.

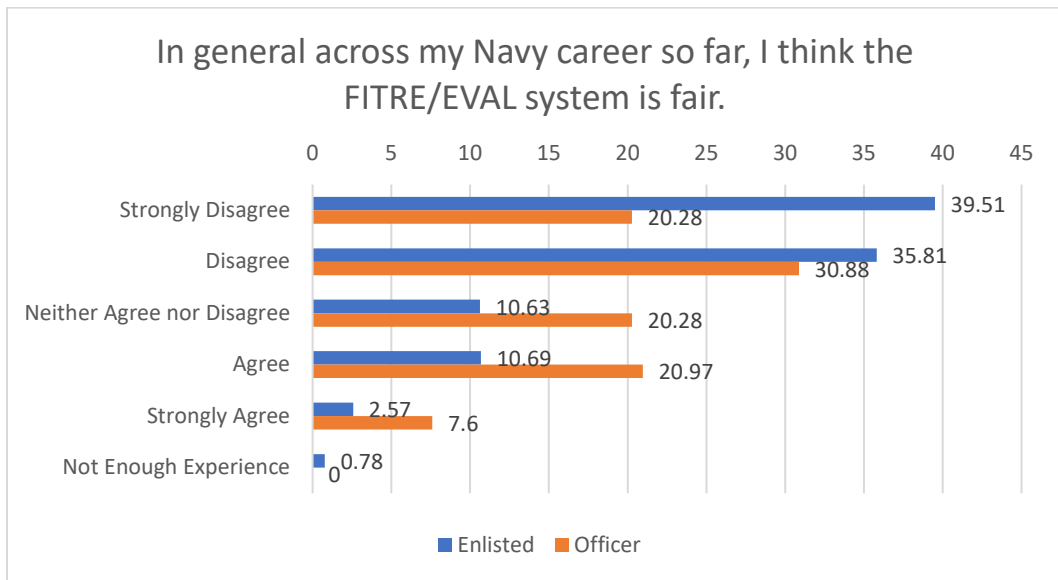
These survey responses imply that if reforms to the current evaluation system can improve the perceptions of fairness and efficacy, enlisted sailors may be more likely to substantively change their behavior and performance in line with Navy priorities and expectations. The survey results for officers imply that substantive changes may be more difficult. Even though officers have a more favorable view of the current system, they do not value feedback and are unlikely to change their behavior in response to the feedback.



**Figure 4. Likert scale results to the statement: In my career, I have changed my behavior in response to the feedback that I have received on an EVAL or FITREP. Data separated by enlisted/officer.**



**Figure 5. Likert scale results to the statement: Across my Navy career so far, my FITREPs or EVALs have been processed on time. Data separated by enlisted/officer.**



**Figure 6. Likert scale results to the statement: In general, across my Navy career so far, I think the FITREP/EVAL system is fair. Data separated by enlisted/officer.**

**C. PART 2: OPINIONS ABOUT PROPOSED REFORMS**

Part 2 of the survey asked respondents to cardinal rank proposed reforms to the current evaluation system to increase:

1. Feedback to sailors
2. Honesty and accurate assessment

3. Clarity for personnel decisions
4. Ease of use
5. Alignment with Navy expectations

As described in the previous section, the potential reforms were generated from the feedback in the focus groups. Respondents were asked to divide 100 points into one of the four proposed reforms for each of the five areas.

The first column of Table 9 shows how the entire sample allocated the points, and the second and third columns show how enlisted sailors and officers allocated points. For the first column, we also evaluated via a t-test of whether the average amount of points allocated to each reform was different from a “random draw.” If most respondents felt that none of the reforms were markedly better or worse than any other, they would likely distribute points equally across the choices. Therefore, the null hypothesis is that each reform should equal 25 points. Reforms that are statistically different from 25 points are highlighted with stars indicating significance levels.

In the domains of increased “feedback” and “honest and accurate assessment,” there are no clear preferred or unpopular reforms.<sup>5</sup> In the domain of “clarity for personnel decisions,” there is one clear popular reform in changing the timing of evaluations to allow for a period of time after a sailor has moved to a new command. The least popular proposed reform is to reduce the number of competitive categories for officers to only unrestricted line, restricted line, and staff corps. For increased “ease of use,” most respondents dislike the idea of allowing promotion board members to review records prior to arriving at the selection boards. Finally, for increased “alignment with Navy expectations,” respondents are nearly unanimous in rejecting the proposal to periodically changing the evaluation forms to include priorities of the CNO. The most popular reform by far is to provide centralized training in writing evaluations.

The second and third columns split the sample into enlisted sailors and commissioned officers. The stars in the third column indicate statistically significant differences in opinions held by sailors and officers. While there is broad agreement on

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<sup>5</sup> Although there are statistically significant differences from 25 points in the “feedback” domain, due to the relatively small sample size, only a small number of respondents who feel stronger about one reform over another is necessary to swing the average 5 points.



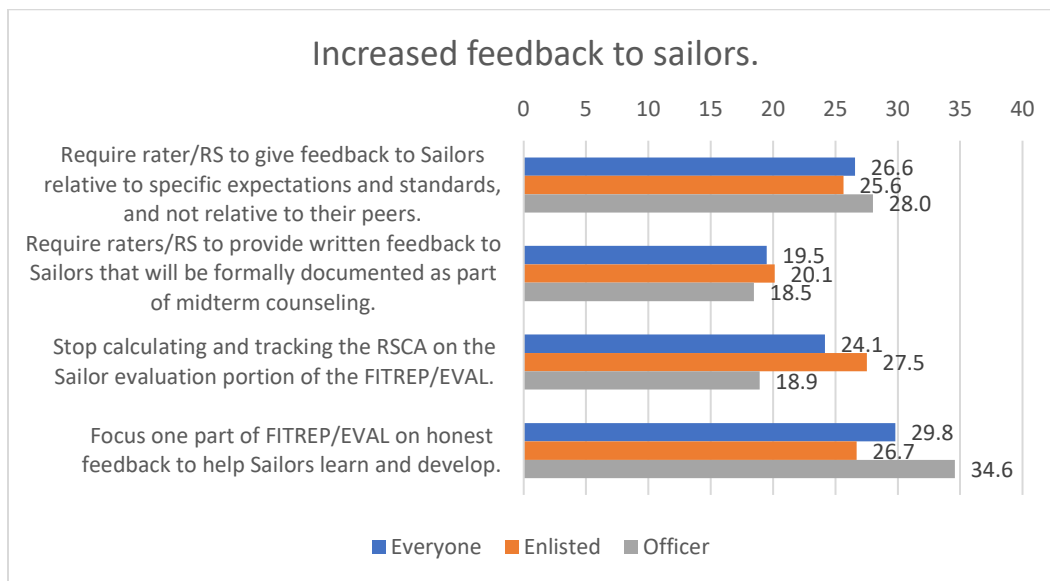
the desirability of many of the reforms proposed, there are some substantial differences in preferences. For example, officers hold a much more favorable view of calculating and tracking RSCA for evaluation purposes. Officers also would prefer to make it easier to submit an adverse report, focus one part of the evaluation to provide honest feedback with the aim to improve performance, and reduce space for written comments. Figure 7 to 11 display the results of Table 9 graphically.

**Table 9. Cardinal Ranking of Proposed Reforms across the Five Domains the Navy would like to Improve, with Entire Sample, Enlisted Sailors, and Officers.**

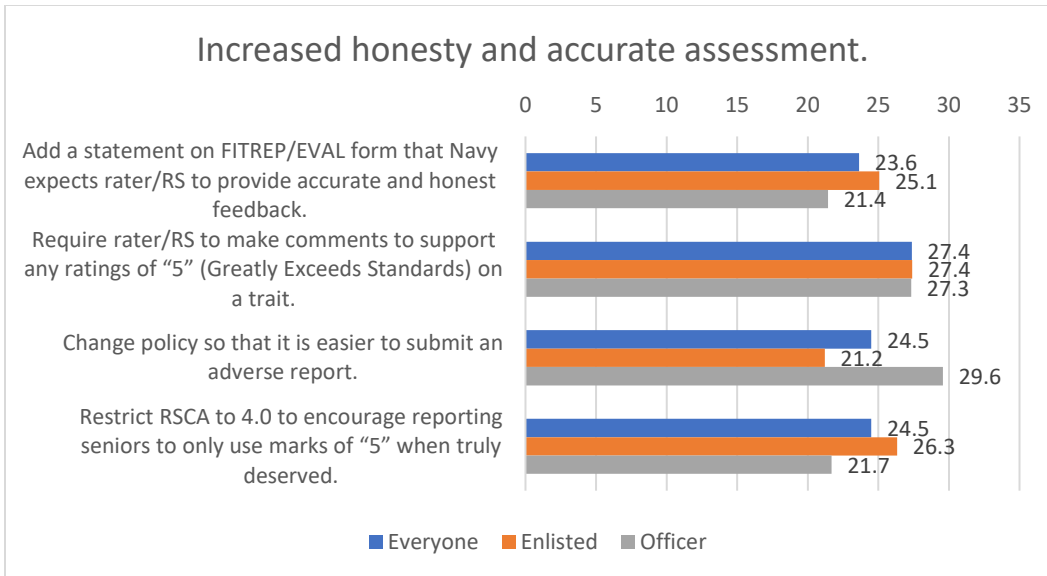
Which of the following would best:			
	Everyone	Enlisted	Officer
<b>Increase feedback to Sailors:</b>			
Require rater/RS to give feedback relative to specific expectations and standards, and not relative to their peers.	26.6	25.6	28.0
Require raters/RS to provide written feedback that will be formally documented as part of midterm counseling.	19.5***	20.1	18.5
Stop calculating and tracking the RSCA on the Sailor evaluation portion of the FITREP/EVAL.	24.1	27.5	18.9***
Focus one part of FITREP/EVAL on honest feedback to help Sailors learn and develop.	29.8***	26.7	34.6***
<b>Increase honest and accurate assessment:</b>	Everyone	Enlisted	Officer
Add a statement on FITREP/EVAL form that Navy expects rater/RS to provide accurate and honest feedback.	23.6	25.1	21.4
Require rater/RS to make comments to support any ratings of “5” (Greatly Exceeds Standards) on a trait.	27.4	27.4	27.3
Change policy so that it is easier to submit an adverse report.	24.5	21.2	29.6***
Restrict RSCA to 4.0 to encourage reporting seniors to only use marks of “5” when truly deserved.	24.5	26.3	21.7
<b>Increase clarity for personnel decisions:</b>	Everyone	Enlisted	Officer
Change P/MP/EP recommendation: (1) not yet ready, (2) progressing, (3) qualified, & (4) best & fully qualified.	27.4	30.2	23.3**
Provide guidance to raters/RS on writing comments about potential to match community/rating specific req.	25.7	25.6	26.0
Change timing of reports so that they are written after Sailors have been at a command for some amt of time.	36.5***	36.5	36.5
Reduce the number of competitive categories for officers to only unrestricted line, restricted line, and staff corps.	10.3***	7.7	14.3***
<b>Increase ease of use:</b>	Everyone	Enlisted	Officer
Provide more space for written comments.	20.4***	25.4	12.7***

Continue supporting a system that works in online, intermittently connected, and offline environments.	32.5***	29.7	36.8**
Allow selection board members to review records before arriving at a selection board.	15.7***	15.4	16.2
Have integrated system: (1) expectation/goal setting, (2) mid-term feedback, (3) eval., (4) recommend./eval.potential.	31.4***	29.5	34.3
<b>Increase alignment with Navy Expectations</b>	Everyone	Enlisted	Officer
Periodically include two traits from the CNO to reflect current priorities on FITREP/EVAL forms.	11.0***	11.7	9.9
Provide consistent and centralized training to raters/RS on writing FITREP/EVAL.	35.2***	30.4	42.6***
Integrate expectations ex. core values, Signature Behaviors of 21st Century Sailor, etc. into eval process.	22.2	23.2	20.7
Have different trait statements on E-1 through E-3 EVAL than for other paygrades.	31.6***	34.7	26.9**

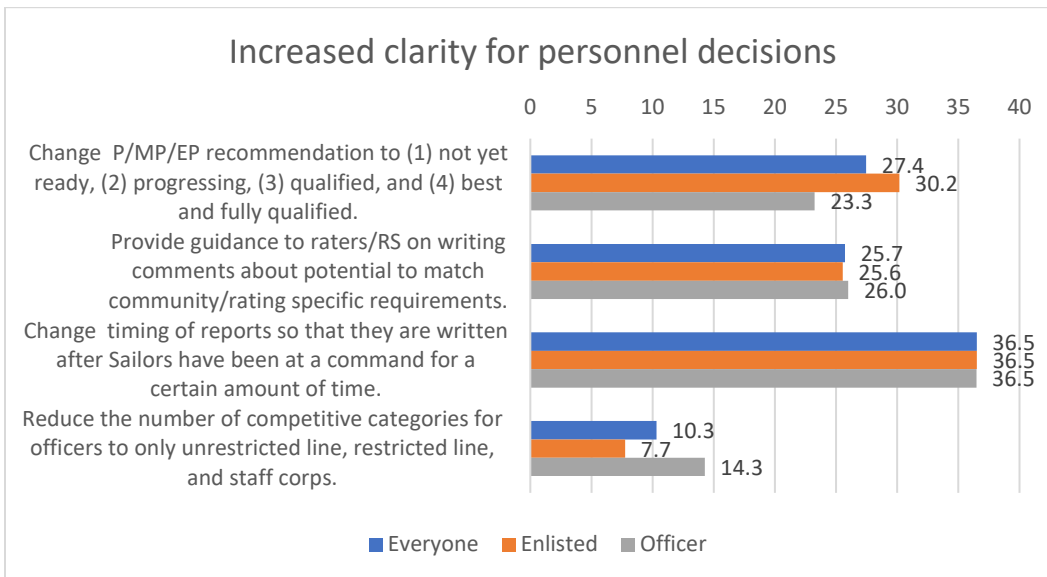
Note: \*\*\* denotes significance at 1%, \*\* at the 5%, and \* at the 10% levels. The first column significance is difference from 25.0. The third column significance is differences from the value in the second column.



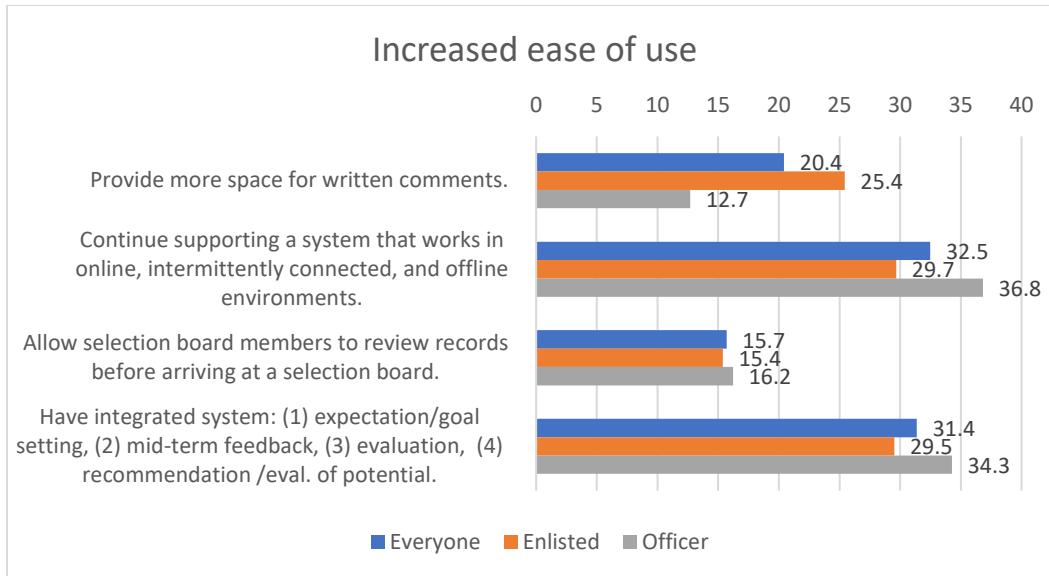
**Figure 7. Cardinal Ranking of Proposed Reforms to Increase Feedback to Sailors. Sample split by enlisted sailors and officers.**



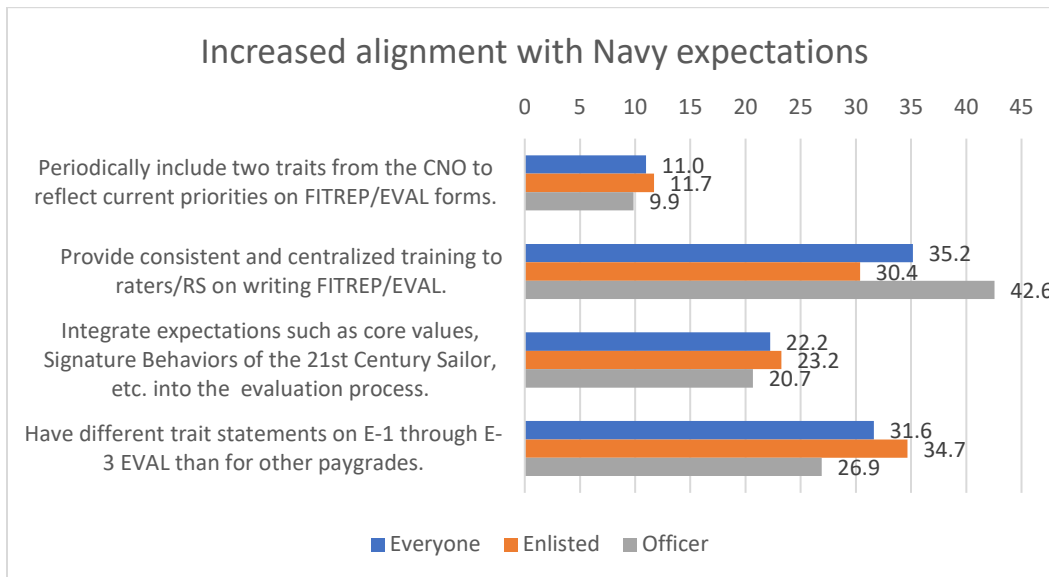
**Figure 8. Cardinal Ranking of Proposed Reforms to Increase Honesty and Accurate Assessment. Sample split by enlisted sailors and officers.**



**Figure 9. Cardinal Ranking of Proposed Reforms to Increase Clarity for Personnel Decisions. Sample split by enlisted sailors and officers.**



**Figure 10. Cardinal Ranking of Proposed Reforms to Increase Ease of Use. Sample split by enlisted sailors and officers.**



**Figure 11. Cardinal Ranking of Proposed Reforms to Increase Alignment with Navy Expectations. Sample split by enlisted sailors and officers.**

We also leverage results from Part 1 to do additional analysis of the sentiments about proposed reforms. From Part 1, we can identify respondents who have a generally favorable versus unfavorable view of the current evaluation system. We split the sample into those who somewhat to strongly agree versus disagree that the system is fair and accurate in making sure the best and most qualified are promoted and examine their

receptiveness to the proposed reforms. Table 10 shows these results. As we did above in Table 9, we also use stars to indicate a statistical difference in opinions held by those who are favorable/unfavorable to the current system.

**Table 10. Cardinal Ranking of Proposed Reforms across the Five Domains the Navy would like to Improve, with Those who Agree/Disagree that Evaluation System is Fair and Accurate.**

Which of the following would best:	Evaluation system is fair and accurate:	
	Disagree	Agree
<b>Increase feedback to Sailors:</b>		
Require rater/RS to give feedback relative to specific expectations and standards, and not relative to their peers.	25.0	30.1
Require raters/RS to provide written feedback that will be formally documented as part of midterm counseling.	17.6	23.7***
Stop calculating and tracking the RSCA on the Sailor evaluation portion of the FITREP/EVAL.	27.5	16.6***
Focus one part of FITREP/EVAL on honest feedback to help Sailors learn and develop.	29.9	29.5
<b>Increase honest and accurate assessment:</b>	Disagree	Agree
Add a statement on FITREP/EVAL form that Navy expects rater/RS to provide accurate and honest feedback.	26.0	18.3**
Require rater/RS to make comments to support any ratings of “5” (Greatly Exceeds Standards) on a trait.	25.3	31.9**
Change policy so that it is easier to submit an adverse report.	23.9	25.8
Restrict RSCA to 4.0 to encourage reporting seniors to only use marks of “5” when truly deserved.	24.7	23.9
<b>Increase clarity for personnel decisions:</b>	Disagree	Agree
Change P/MP/EP recommendation: (1) not yet ready, (2) progressing, (3) qualified, & (4) best & fully qualified.	26.8	28.9
Provide guidance to raters/RS on writing comments about potential to match community/rating specific req.	25.1	27.0
Change timing of reports so that they are written after Sailors have been at a command for some amt of time.	38.3	32.5*
Reduce the number of competitive categories for officers to only unrestricted line, restricted line, and staff corps.	9.8	11.5
<b>Increase ease of use:</b>	Disagree	Agree
Provide more space for written comments.	22.2	16.5**
Continue supporting a system that works in online, intermittently connected, and offline environments.	29.5	39.0***
Allow selection board members to review records before arriving at a selection board.	17.5	11.9**
Have integrated system: (1) expectation/goal setting, (2) mid-term feedback, (3) eval., (4) recommend. /eval.potential.	30.8	32.6

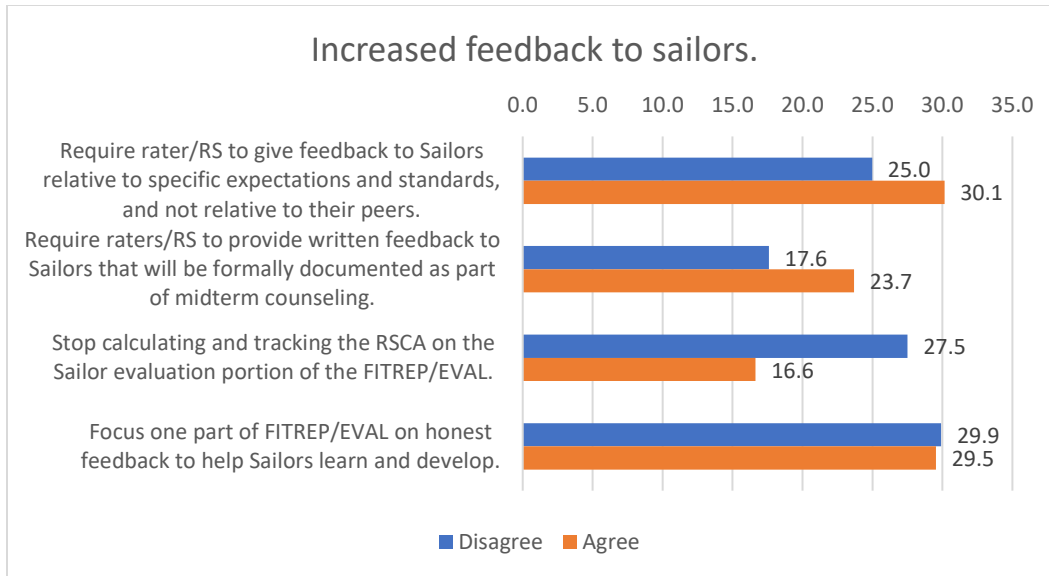
<b>Increase alignment with Navy Expectations</b>	Disagree	Agree
Periodically include two traits from the CNO to reflect current priorities on FITREP/EVAL forms.	10.5	12.1
Provide consistent and centralized training to raters/RS on writing FITREP/EVAL.	35.2	35.0
Integrate expectations ex. core values, Signature Behaviors of 21st Century Sailor, etc. into eval process.	21.9	22.9
Have different trait statements on E-1 through E-3 EVAL than for other paygrades.	32.4	30.0

Note: \*\*\* denotes significance at 1%, \*\* at the 5%, and \* at the 1% levels. The second column significance is differences from the value in the first column.

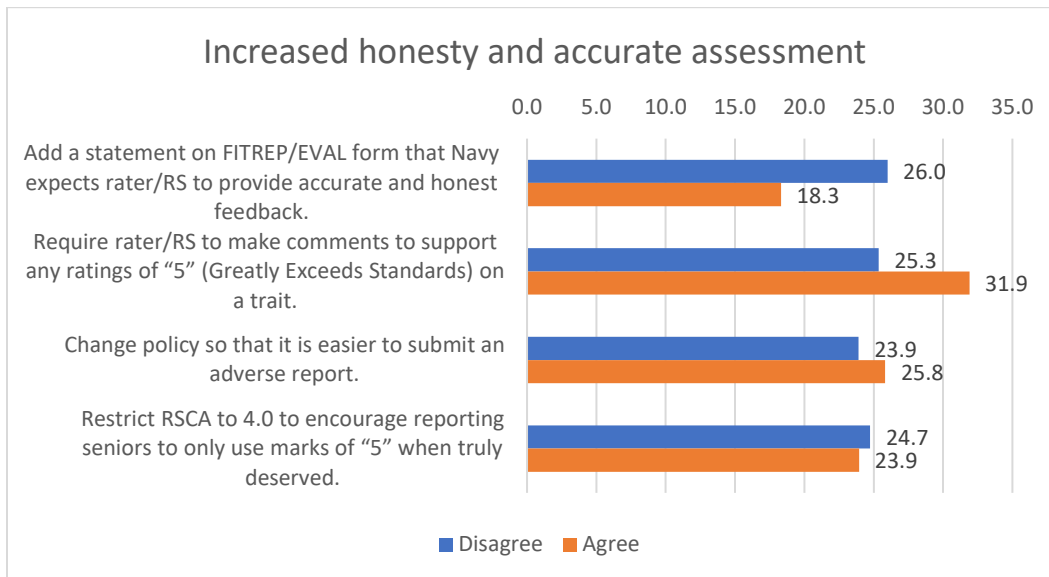
There is a surprising amount of agreement across the two groups of respondents. In the domains of increased “clarity for personnel decisions,” “ease of use” and “alignment with Navy expectations,” there are few substantively different opinions. However, there are two domains where opinions diverge sharply. In increased “feedback to sailors,” those who like the current system are much more strongly opposed to terminating the use of RSCA. In increased “honesty and accurate assessment,” those who are unfavorably inclined to the current system strongly prefer a reform that includes a reminder to the rater to provide accurate and honest feedback. See Figures 12 and 13.<sup>6</sup> Although these may simply reflect the positive or negative opinions held by the respondents, they may imply that even respondents who do not like the current system may be open to receiving valuable constructive feedback to improve their performance.

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<sup>6</sup> One other element to note is that there is strong correlation between negative opinion of the current system and enlisted sailor status. Therefore, it is not a surprise that enlisted sailor opinions on reforms mirrors closely opinions of those identified as unfavorably inclined toward the current system.



**Figure 12. Cardinal Ranking of Proposed Reforms to Increase Feedback to Sailors. Sample split by those who agree or disagree that the current system is fair and accurate.**



**Figure 13. Cardinal Ranking of Proposed Reforms to Increase honesty and accurate assessment. Sample split by those who agree or disagree that the current system is fair and accurate.**

Overall, respondents are most opposed to reforms that increase workload for the raters. The strongest opinions about the least preferred reform center around increased written comments space and changing evaluated categories regularly to reflect CNO's priorities. This may be reflective of the fact that senior sailors and officers are already taxed for time in their other duties. It may be difficult to get buy-in for reforms that

require additional time and effort by raters. Raters may be most open to training if the goal is to streamline and standardize the evaluation system to make it faster and more efficient to complete evaluations.

The uniform dislike of the proposed reform to allow for board members to preview records may reflect a distrust of the impartiality of the system. The relatively negative opinion about the fairness and efficacy of the evaluation system may extend to how the evaluations are used in the promotion boards.

The last four questions on our survey solicited text input on four questions. First, we asked participants, “do you have any recommendations the Navy should consider for changing the EVALs and/or FITREPs process that are not included in the list above?”; second, “regarding how the Navy currently does FITREPs and/or EVALs, what do you think works WELL?”; third, “regarding how the Navy currently does FITREPs and/or EVALs, what do you think needs to be CHANGED?”; and fourth, “do you have any additional feedback or recommendations regarding the Navy’s performance evaluation system that you would like to share? If so, please do so in the space provided.” Unlike the Likert scale and numeric questions, around 40 to 50 percent of respondents answered these questions.

We ran these responses through standard text mining software and sentiment analysis. But, the AI based analysis was not robust with some platforms coding responses as positive and others coding the same response as negative. Moreover, identifying common phrases and terminology was not helpful in interpreting the content or the sentiment of the comment. In lieu of such an analysis, we read all the responses and summarize the general *zeitgeist*, i.e., spirit, of the responses. Some respondents believe the entire evaluation system is broken and did not offer any substantive recommendations. Like the focus groups, many respondents highlighted cultural problems in the evaluation, namely inflated write ups. Some respondents advocated for fewer options for write ups and offering less space on the form for write ups. Others advocated for a cultural change whereby reporting seniors can give honest feedback without any negative consequences on them. Apart from inflation, favoritism and nepotism were mentioned as common concerns with recommendations for outside evaluators/evaluations and 360-degree feedback.



Regarding ranking, many respondents noted that the current system promotes seniority over performance because of the periodicity of the process. In particular, respondents highlighted that the practice of “welcome aboard P” hurts officers that are transferred to a command mid-cycle for example and are unlikely to receive an MP or EP over a senior officer that has been around the same command for multiple years. On the flip side, many respondents shared they like the periodicity of the evaluation cycle whereby all officers of the same rank are evaluated in the same month. They cautioned that any move away from such a system needs to account for the organizational disruption to the evaluation cycle. A few respondents recommended moving away from forced distribution of limiting MPs and EPs. Yet, this was also one area other respondents argued worked well in the Navy. Indeed, many respondents said the RSCA and ranking system was effective enabling reporting seniors to offer a candid comparative assessment without inflation.

Across the four questions, midterm counseling was highlighted as a valuable tool to share feedback with sailors with recommendations to ensure its use is standardized across commands. Most respondents that mentioned eNavFit spoke favorably about the transition away from NavFit98 to the new online system although a few respondents expressed concerns about bandwidth issues on ships and submarines where bandwidth is necessary for operational requirements over administrative duties. Respondents also noted the importance of better information and training on convening orders and the evaluation process in general. This mirrors the focus group feedback on more and effective training.

Finally, these opinions on the proposed changes and text responses also may reflect the degree to which evaluations are not always considered as central to the mission. Reforms of evaluation systems *should* focus on “cutting the fat” and increasing efficiency. However, evaluation should not be considered a “residual” duty that comes after other “higher priority” tasks are completed. In as much as human capital is of central importance in maintaining our edge over our global competitors, fairly and accurately evaluating personnel, making sure that we promote the best and brightest, and providing training and guidance to ensure that everyone can improve, should always be a point of emphasis for the Navy.

## V. CONCLUSION AND RECOMMENDATIONS

Using a three-pronged approach, this project assessed Navy performance evaluation using (1) an across-service comparison of forms, (2) feedback from Navy SMEs in focus groups, and (3) feedback from the larger fleet via surveys. Before we discuss recommendations for courses of action to update the evaluation instruments, we want to highlight the poor perception of the current Navy system. A majority of the survey respondents do not agree that the Navy promotes the best and fully qualified, provides clear feedback to sailors/officers, or that the evaluation is fair. Indeed, timeliness is the only dimension on which a majority of respondents have a positive opinion of the Navy system. Against this backdrop, senior Navy leadership have to “market” any reform or change such that sailors and officers appreciate their feedback was part of the process and their feedback will be sought as reforms are evaluated after being introduced.

Based on the detailed across service comparison, focus group feedback and survey findings, we recommend the following reforms to the current system. First, the Navy should consider separating the individual evaluation of traits from the comparative assessment and potential piece of the evaluation. Most other services use a separate question for comparative assessment like the Army. They do not use an average generated from the individual trait evaluations. While the USMC FITREPs generate an average scaled version of their 14 trait evaluations, they also offer a “Christmas tree” visual for the comparative assessment that the Navy does not. Separating the trait evaluations from the assessment of future potential of a sailor/officer would increase the accuracy and quality of the feedback shared with sailors and officers. A separate comparative assessment can be paired with a forced distribution as in the Army to ensure accurate information is shared with promotion boards.

Second, the Navy must offer better training to reporting seniors on writing clear, honest, and informative evaluations. This was a recurrent recommendation in the focus groups and survey with many respondents pointing to inconsistency in the quality of the narrative write up. We recommend incorporating a centralizing training session run by experienced reporting seniors into the training pipeline as sailors/officers advance to ranks where they will be writing EVALs/FITREPs. We also recommend the Navy draw on the

expertise of communities like HR that have a track record of training their junior officers on writing evaluations. The trainings can be a further opportunity to educate reporting seniors on an honest assessment.

Third, we recommend the Navy change the timing of evaluations such that summary groups do not include individuals that have served for widely different lengths of time under the same reporting senior. Survey respondents want to see this change and many respondents alluded to this problem with the current system favoring “seniority” over “rank” in their comments. This is a big administrative change, which requires many steps that will affect both the evaluations and their interpretation by promotion boards. If the Navy moves forward with this recommendation, we recommend a major marketing campaign lead by Navy leadership to socialize the change and promote its benefits.

Fourth, we recommend the Navy formally incorporate more reviewers or raters in the evaluation process like the other services. While this may increase the administrative burden, we recommend the Navy consider a process improvement whereby the many informal looks in the current system are formalized to a reporting senior completing their evaluation followed by one or two reviewers as deemed necessary. Additional reviewers should add their own comments. They should not overwrite the comments of the reporting senior.

Fifth, we recommend a detailed administrative process review to find any redundancies and opportunities to reduce the time costs of the system. Many of the proposed reforms above may increase administrative burden on an already over-worked workforce. It is important that the Navy finds offsetting “cuts” to streamline the evaluation system wherever possible.

Finally, we recommend the Navy must analyze the effects of any reforms as they are rolled out allowing for changes and updates to correct issues as they are discovered. This would enable more dynamic talent management as opposed to fixing issues as part of major overhauls that occur once every 20 years or so.

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# APPENDIX

## APPENDIX FIGURE 1: NAVY FITNESS REPORT

### FITNESS REPORT & COUNSELING RECORD (W2 - O6)

Save Form Clear Form

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Grade/Rate	3. Desig	4. SSN	
5. ACT <input type="checkbox"/> FTS <input type="checkbox"/> INACT <input type="checkbox"/> AT/ADSW/265 <input type="checkbox"/>	6. UIC	7. Ship/Station		8. Promotion Status	
Occasion for Report <input type="checkbox"/> 10. Periodic <input type="checkbox"/> 11. Detachment of Individual <input type="checkbox"/> 12. Detachment of Reporting Senior <input type="checkbox"/> 13. Special <input type="checkbox"/>		Period of Report 14. From: 15. To:			
16. Not Observed Report <input type="checkbox"/>	Type of Report 17. Regular <input type="checkbox"/> 18. Concurrent <input type="checkbox"/> 19. Ops Cdr <input type="checkbox"/>	20. Physical Readiness		21. Billet Subcategory (if any)	
22. Reporting Senior (Last, FI MI)	23. Grade	24. Desig	25. Title	26. UIC	
27. SSN					
28. Command employment and command achievements					
29. Primary/Collateral/Watchstanding duties. (Enter Primary duty abbreviation in box.)					
For Mid-term Counseling Use. (When completing FITREP Enter 30 and 31 from counseling worksheet sign 32.)		30. Date Counseled	31. Counselor	32. Signature of Individual Counseled	
PERFORMANCE TRAITS: 1.0 – Below standards / not progressing or UNSAT in any one standard; 2.0 – Does not yet meet all 3.0 standards; 3.0 – Meets all 3.0 standards; 4.0 – Exceeds most 3.0 standards; 5.0 – Meets overall criteria and most of the specific standards for 5.0. Standards are not all inclusive.					
PERFORMANCE TRAITS	1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards	4.0 Above Standards	5.0 Greatly Exceeds Standards
33. <b>PROFESSIONAL EXPERTISE:</b> Professional knowledge, proficiency, and qualifications.  NOB <input type="checkbox"/>	- Lacks basic professional knowledge to perform effectively. - Cannot apply basic skills. - Fails to develop professionally or achieve timely qualifications.	<input type="checkbox"/>	- Has thorough professional knowledge. - Competently performs both routine and new tasks. - Steadily improves skills, achieves timely qualifications.	<input type="checkbox"/>	- Recognized expert, sought after to solve difficult problems. - Exceptionally skilled, develops and executes innovative ideas. - Achieves early/highly advanced qualifications.
34. <b>COMMAND OR ORGANIZATIONAL CLIMATE/EQUAL OPPORTUNITY:</b> Professional knowledge, proficiency, and qualifications.  NOB <input type="checkbox"/>	- Actions counter to Navy's retention/reenlistment goals. - Uninvolved with mentoring or professional development of subordinates. - Actions counter to good order and discipline and negatively affect Command/Organizational climate. - Demonstrates exclusionary behavior. - Fails to value differences from cultural diversity.	<input type="checkbox"/>	- Positive leadership supports Navy's increased retention goals. Active in decreasing attrition. - Actions adequately encourage/support subordinates' personal/professional growth. - Demonstrates appreciation for contributions of Navy personnel. Positive influence on Command climate. - Values differences as strengths. - Fosters atmosphere of acceptance/inclusion per EO/EEO policy.	<input type="checkbox"/>	- Measurably contributes to Navy's increased retention and reduced attrition objectives. - Proactive leader/exemplary mentor. Involved in subordinates' personal development leading to professional growth/sustained commitment. - Initiates support programs for military, civilian, and families to achieve exceptional Command and Organizational climate. - The model of achievement. Develops unit cohesion by valuing differences as strengths.
35. <b>MILITARY BEARING/ CHARACTER:</b> Appearance, conduct, physical fitness, adherence to Navy Core Values.  NOB <input type="checkbox"/>	- Consistently unsatisfactory appearance. - Unsatisfactory demeanor or conduct. - Unable to meet one or more physical readiness standards. - Fails to live up to one or more Navy Core Values: HONOR, COURAGE, COMMITMENT.	<input type="checkbox"/>	- Excellent personal appearance. - Excellent demeanor or conduct. - Complies with physical readiness program. - Always lives up to Navy Core Values: HONOR, COURAGE, COMMITMENT.	<input type="checkbox"/>	- Exemplary personal appearance. - Exemplary representative of Navy. - A leader in physical readiness. - Exemplifies Navy Core Values: HONOR, COURAGE, COMMITMENT.
36. <b>TEAMWORK:</b> Contributions towards team building and team results.  NOB <input type="checkbox"/>	- Creates conflict, unwilling to work with others, puts self above team. - Fails to understand team goals or teamwork techniques. - Does not take direction well.	<input type="checkbox"/>	- Reinforces others' efforts, meets personal commitments to team. - Understands team goals, employs good teamwork techniques. - Accepts and offers team direction.	<input type="checkbox"/>	- Team builder, inspires cooperation and progress. - Talented mentor, focuses goals and techniques for team. - The best at accepting and offering team direction.
37. <b>MISSION ACCOMPLISHMENT AND INITIATIVE:</b> Taking initiative, planning/prioritizing, achieving mission.  NOB <input type="checkbox"/>	- Lacks initiative. - Unable to plan or prioritize. - Does not maintain readiness. - Fails to get the job done.	<input type="checkbox"/>	- Takes initiative to meet goals. - Plans/prioritizes effectively. - Maintains high state of readiness. - Always gets the job done.	<input type="checkbox"/>	- Develops innovative ways to accomplish mission. - Plans/prioritizes with exceptional skill and foresight. - Maintains superior readiness, even with limited resources. - Gets jobs done earlier and far better than expected.

NAVPERS 1610/2 (11-11)

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FITNESS REPORT & COUNSELING RECORD (W2 - O6) (cont 'd)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Grade/Rate		3. Desig		4. SSN	
PERFORMANCE TRAITS	1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards	4.0 Above Standards	5.0 Greatly Exceeds Standards		
38. LEADERSHIP: Organizing, motivating and developing others to accomplish goals.  NOB <input type="checkbox"/>	- Neglects growth/development or welfare of subordinates. - Fails to organize, creates problems for subordinates. - Does not set or achieve goals relevant to command mission and vision. - Lacks ability to cope with or tolerate stress. - Inadequate communicator. - Tolerates hazards or unsafe practices.		- Effectively stimulates growth/development in subordinates. - Organizes successfully implementing process improvements and efficiencies. - Sets/achieves useful, realistic goals that support command mission. - Performs well in stressful situations. - Clear, timely communicator. - Ensures safety of personnel and equipment.		- Inspiring motivator and trainer, subordinates reach highest level of growth and development. - Superb organizer, great foresight, develops process improvements and efficiencies. - Leadership achievements dramatically further command mission and vision. - Perseveres through the toughest challenges and inspires others. - Exceptional communicator. - Makes subordinates safety-conscious, maintains top safety record. - Constantly improves the personal and professional lives of others.		
39. TACTICAL PERFORMANCE: (Warfare qualified officers only) Basic and tactical employment of weapons systems.  NOB <input type="checkbox"/>	- Has difficulty attaining qualifications expected for rank and experience. - Has difficulty in ship(s), aircraft or weapons systems employment. - Below others in knowledge and employment. - Warfare skills in specialty are below standards compared to others of same rank and experience.		- Attains qualifications as required and expected. - Capably employs ship(s), aircraft, or weapons systems. Equal to others in warfare knowledge and employment. - Warfare skills in specialty equal to others of same rank and experience.		- Fully qualified at appropriate level for rank and experience. - Innovatively employs ship(s), aircraft, or weapons systems. Well above others in warfare knowledge and employment. - Warfare skills in specialty exceed others of same rank and experience.		
40. I recommend screening this individual for next career milestone(s) as follows: (Maximum of two) Recommendations may be for competitive schools or duty assignments such as LCPO, DEPT CPO, SEA, CMC, CWO, LDO, Dept Head, XO, OIC, CO, Major Command, War College, PG School.							
41. COMMENTS ON PERFORMANCE. *All 1.0 marks, three 2.0 marks, and 2.0 marks in Block 37 must be specifically substantiated in comments. Comments must be verifiable. Font must be 10 or 12 pitch (10 to 12 point) only. Use upper and lower case.							
Promotion Recommendation	NOB	Significant Problems	Progressing	Promotable	Must Promote	Early Promote	44. Reporting Senior Address
42. INDIVIDUAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
43. SUMMARY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
45. Signature of Reporting Senior  Date: _____				46. Signature of individual evaluated. "I have seen this report, been apprised of my performance, and understand my right to make a statement." I intend to submit a statement <input type="checkbox"/> do not intend to submit a statement <input type="checkbox"/>			
Member Trait Average: 0.00		Summary Group Average:		Date: _____			
47. Typed name, grade, command, UIC, and signature of Regular Reporting Senior on Concurrent Report  Date: _____							

NAVPERS 1610/2 (11-11)

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## APPENDIX FIGURE 2: NAVY EVAL

### EVALUATION REPORT & COUNSELING RECORD (E1 - E6)

Save Form | Clear Form

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)			2. Rate		3. Desig		4. SSN		
5. ACT <input type="checkbox"/> FTS <input type="checkbox"/> INACT <input type="checkbox"/> AT/ADSW/265 <input type="checkbox"/>			6. UIC		7. Ship/Station		8. Promotion Status		
9. Date Reported									
Occasion for Report			11. Detachment of Individual		12. Promotion / Frocking		13. Special		
10. Periodic <input type="checkbox"/>							14. From: _____		
15. To: _____							20. Physical Readiness		
16. Not Observed Report <input type="checkbox"/>			17. Regular <input type="checkbox"/>		18. Concurrent <input type="checkbox"/>		21. Billet Subcategory (if any)		
22. Reporting Senior (Last, FI MI)			23. Grade		24. Desig		25. Title		
							26. UIC		
							27. SSN		
28. Command employment and command achievements									
29. Primary/Collateral/Watchstanding duties. (Enter Primary duty abbreviation in box.)									
For Mid-term Counseling Use. (When completing EVAL Enter 30 and 31 from counseling worksheet sign 32.)			30. Date Counseled		31. Counselor		32. Signature of Individual Counseled		
PERFORMANCE TRAITS: 1.0 – Below standards / not progressing or UNSAT in any one standard; 2.0 – Does not yet meet all 3.0 standards; 3.0 – Meets all 3.0 standards; 4.0 – Exceeds most 3.0 standards; 5.0 – Meets overall criteria and most of the specific standards for 5.0. Standards are not all inclusive.									
PERFORMANCE TRAITS		1.0* Below Standards		2.0 Pro-gressing		3.0 Meets Standards		4.0 Above Standards	
								5.0 Greatly Exceeds Standards	
33. PROFESSIONAL KNOWLEDGE: Technical knowledge and practical application.		- Marginal knowledge of rating, specialty or job. - Unable to apply knowledge to solve routine problems. - Fails to meet advancement/PQS requirements.		- Strong working knowledge of rating, specialty and job. - Reliably applies knowledge to accomplish tasks. - Meets advancement/PQS requirements on time.		- Recognized expert, sought out by all for technical knowledge. - Uses knowledge to solve complex technical problems. - Meets advancement/PQS requirements early/with distinction.		NOB <input type="checkbox"/>	
34. QUALITY OF WORK: Standard of work; value of end product.		- Needs excessive supervision. - Product frequently needs rework. - Wasteful of resources.		- Needs little supervision. - Produces quality work. - Few errors and resulting rework. - Uses resources efficiently.		- Needs no supervision. - Always produces exceptional work. - No rework required. - Maximizes resources.		NOB <input type="checkbox"/>	
35. COMMAND OR ORGANIZATIONAL CLIMATE/EQUAL OPPORTUNITY: Contributing to growth and development, human worth, community.		- Actions counter to Navy's retention/reenlistment goals. - Uninvolved with mentoring or professional development of subordinates. - Actions counter to good order and discipline and negatively affect Command/Organizational climate. - Demonstrates exclusionary behavior. - Fails to value differences from cultural diversity.		- Positive leadership supports Navy's increased retention goals. Active in decreasing attrition. - Actions adequately encourage/support subordinates' personal/professional growth. - Demonstrates appreciation for contributions of Navy personnel. Positive influence on Command climate. - Values differences as strengths. - Fosters atmosphere of acceptance/inclusion per EO/EEO policy.		- Measurably contributes to Navy's increased retention and reduced attrition objectives. - Proactive leader/exemplary mentor. - Involved in subordinates' personal development leading to professional growth/sustained commitment. - Initiates support programs for military, civilian, and families to achieve exceptional Command and Organizational climate. - The model of achievement. - Develops unit cohesion by valuing differences as strengths.		NOB <input type="checkbox"/>	
36. MILITARY BEARING/CHARACTER: Appearance, conduct, physical fitness, adherence to Navy Core Values.		- Consistently unsatisfactory appearance. - Poor self-control, conduct resulting in disciplinary action. - Unable to meet one or more physical fitness standards. - Fails to live up to one or more Navy Core Values: HONOR, COURAGE, COMMITMENT.		- Excellent personal appearance. - Excellent conduct, conscientiously complies with regulations. - Complies with physical readiness program. - Always lives up to one or more Navy Core Values: HONOR, COURAGE, COMMITMENT.		- Exemplary personal appearance. - Model of conduct, on and off duty. - A leader in physical readiness. - Exemplifies Navy Core Values: HONOR, COURAGE, COMMITMENT.		NOB <input type="checkbox"/>	
37. PERSONAL JOB ACCOMPLISHMENT/INITIATIVE: Responsibility, quantity of work.		- Needs prodding to attain qualification or finish job. - Prioritizes poorly. - Avoids responsibility.		- Productive and motivated. - Completes tasks and qualifications fully and on time. - Plans/prioritizes effectively. - Reliable, dependable, willingly accepts responsibility.		- Energetic self-starter. Completes tasks or qualifications early, far better than expected. - Plans/prioritizes wisely and with exceptional foresight. - Seeks extra responsibility and takes on the hardest jobs.		NOB <input type="checkbox"/>	

NAVPERS 1616/26 (08-10)

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# EVALUATION REPORT & COUNSELING RECORD (E1 - E6 ) (cont'd)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Rate		3. Desig		4. SSN	
PERFORMANCE TRAITS		1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards		4.0 Above Standards	5.0 Greatly Exceeds Standards
38. <b>TEAMWORK:</b> Contributions to team building and team results. NOB <input type="checkbox"/>		- Creates conflict, unwilling to work with others, puts self above team. - Fails to understand team goals or teamwork techniques. - Does not take direction well. <input type="checkbox"/>	<input type="checkbox"/>	- Reinforces others' efforts, meets commitments to team. - Understands goals, employs good teamwork techniques. - Accepts and offers team direction. <input type="checkbox"/>		<input type="checkbox"/>	- Team builder, inspires cooperation and progress. - Focuses goals and techniques for teams. - The best at accepting and offering team direction. <input type="checkbox"/>
39. <b>LEADERSHIP:</b> Organizing, motivating and developing others to accomplish goals. NOB <input type="checkbox"/>		- Neglects growth/development or welfare of subordinates. - Fails to organize, creates problems for subordinates. - Does not set or achieve goals relevant to command mission and vision. - Lacks ability to cope with or tolerate stress. - Inadequate communicator. - Tolerates hazards or unsafe practices. <input type="checkbox"/>	<input type="checkbox"/>	- Effectively stimulates growth/development in subordinates. - Organizes successfully, implementing process improvements and efficiencies. - Sets/achieves useful, realistic goals that support command mission. - Performs well in stressful situations. - Clear, timely communicator. - Ensures safety of personnel and equipment. <input type="checkbox"/>		<input type="checkbox"/>	- Inspiring motivator and trainer, subordinates reach highest level of growth and development. - Superb organizer, great foresight, develops process improvements and efficiencies. - Leadership achievements dramatically further command mission and vision. - Perseveres through the toughest challenges and inspires others. - Exceptional communicator. - Makes subordinates safety-conscious, maintains top safety record. - Constantly improves the personal and professional lives of others. <input type="checkbox"/>
40. Individual Trait Average. Total of trait scores divided by number of graded traits.  0.00		41. I recommend this individual for (maximum of two): Assignment in Rating, Sea Special Programs, Shore Special Programs, Commissioning Programs, Special Warfare Programs, Rating Instructor Duty. Other: (Be specific.)		42. Signature of Rater (Typed Name & Rate): I have evaluated this member against the above performance standards and have forwarded written explanation of marks of 1.0 and 5.0.  Date:			
43. COMMENTS ON PERFORMANCE. *All 1.0 marks, three 2.0 marks, and 2.0 marks in Block 37 must be specifically substantiated in comments. Comments must be verifiable. Font must be 10 or 12 pitch (10 to 12 point) only. Use upper and lower case.							Font 10 ▼
44. QUALIFICATIONS/ACHIEVEMENTS - Education, awards, community involvement, etc., during this period.							
Promotion Recommendation	NOB	Significant Problems	Progressing	Promotable	Must Promote	Early Promote	47. Retention : Not Recommended <input type="checkbox"/> Recommended <input type="checkbox"/>
45. INDIVIDUAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48. Reporting Senior Address
46. SUMMARY	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
49. Signature of Senior Rater (Typed Name & Grade/Rate): I have reviewed the evaluation of this member against these performance standards and have provided written explanation to support marks of 1.0 and 5.0.  Date:				50. Signature of Reporting Senior  Date:  Summary Group Average: <input type="text"/>			
51. Signature of individual evaluated. "I have seen this report, been apprised of my performance, and understand my right to make a statement." I intend to submit a statement <input type="checkbox"/> do not intend to submit a statement <input type="checkbox"/>  Date:				52. Typed name, grade, command, UIC, and signature of Regular Reporting Senior on Concurrent Report  Date:			

NAVPERS 1616/26 (08-10)

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# APPENDIX FIGURE 3: NAVY CHIEFEVAL

## EVALUATION & COUNSELING RECORD (E7 – E9)

Save Form | Clear Form

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Grade/Rate	3. Desig	4. SSN	
5. ACT <input type="checkbox"/> FTS <input type="checkbox"/> INACT <input type="checkbox"/> AT/ADSW/265 <input type="checkbox"/>		6. UIC	7. Ship/Station	8. Promotion Status	
10. Occasion for Report 10. Periodic <input type="checkbox"/> 11. Detachment of Individual <input type="checkbox"/> 12. Detachment of Reporting Senior <input type="checkbox"/> 13. Special <input type="checkbox"/>		14. Period of Report 14. From: <input type="text"/> 15. To: <input type="text"/>		9. Date Reported	
16. Not Observed Report <input type="checkbox"/>	17. Type of Report 17. Regular <input type="checkbox"/>	18. Concurrent <input type="checkbox"/>	19. Ops Cdr <input type="checkbox"/>	20. Physical Readiness	
22. Reporting Senior (Last, FI MI)	23. Grade	24. Desig	25. Title	26. UIC	
27. SSN					
28. Command employment and command achievements					
29. Primary/Collateral/Watchstanding duties. (Enter Primary duty abbreviation in box.)					
For Mid-term Counseling Use. (When completing FITREP Enter 30 and 31 from counseling worksheet sign 32.)		30. Date Counseled	31. Counselor	32. Signature of Individual Counseled	
PERFORMANCE TRAITS: 1.0 – Below standards / not progressing or UNSAT in any one standard; 2.0 – Does not yet meet all 3.0 standards; 3.0 – Meets all 3.0 standards; 4.0 – Exceeds most 3.0 standards; 5.0 – Meets overall criteria and most of the specific standards for 5.0. Standards are not all inclusive.					
PERFORMANCE TRAITS	1.0* Below Standards	2.0 Pro- gressing	3.0 Meets Standards	4.0 Above Standards	5.0 Greatly Exceeds Standards
33. <b>DECKPLATE LEADERSHIP:</b> - Organizing, motivating and developing others to accomplish goals. - Engaging and visible presence establishes positive tone for command. NOB <input type="checkbox"/>	- Neglects growth/development or welfare of Junior Officer and Enlisted Sailors. - Presence not felt on the deckplates. - Does not set or achieve goals relevant to command mission and vision. - Does not tailor leadership style to situation or individual. - Fails to organize, creates problems for subordinates. - Lacks ability to manage under stress.	<input type="checkbox"/>	- Effectively stimulates growth/development in Junior Officers and Enlisted Sailors. - Visible and engaged on the deckplate; sets positive tone. - Sets/achieves useful, realistic goals that support command mission. - Tailors leadership to situation to accomplish mission. - Organizes successfully, implementing process improvements and efficiencies. - Performs well in stressful situations.	<input type="checkbox"/>	- Inspiring motivator and trainer. Junior Officers and Enlisted Sailors reach highest level of growth and development. - Always visible and engaged on the deckplate; energetically sets positive tone across CMD. - Leadership achievements dramatically further command mission and vision. - Seamlessly tailors leadership to each Sailor's strengths, weaknesses and goals to maximize mission effectiveness. - Superb organizer, great foresight, develops process improvements and efficiencies. - Perseveres through the toughest challenges and inspires others.
34. <b>INSTITUTIONAL AND TECHNICAL EXPERTISE:</b> - Institutional, policy and technical knowledge. - Practical application, procedural compliance. NOB <input type="checkbox"/>	- Lacks basic Navy knowledge. - Unaware and unwilling to learn details of Navy programs and policies. - Lacks basic professional knowledge to perform effectively. - Cannot apply basic skills. - Tactical knowledge and skill in specialty are below standards compared to others of same rank and experience.	<input type="checkbox"/>	- Has thorough knowledge of Navy organization and structure. - Has thorough knowledge of Navy programs and policies. - Has detailed rating knowledge; resolves technical issues within rating. - Competently performs both routine and new tasks. - Tactical knowledge and skill in specialty equal to others of same rank and experience.	<input type="checkbox"/>	- Navy Expert, complete understanding of purpose, organization, and structure. - Detailed, current knowledge and strong advocate for all Navy programs and policies. - Recognized expert, sought after to solve difficult problems, executes innovative ideas. - Exceptionally skilled; complete accuracy and precision in all technical actions, duties and procedures. - Tactical knowledge and skill in command mission and function.
35. <b>PROFESSIONALISM:</b> - Standard enforcement; taking initiative, planning/prioritizing/solving challenges in Chief's Mess. - Continuous learning; Standards of appearance, conduct, physical fitness, qualifications. NOB <input type="checkbox"/>	- Fails to uphold and enforce standards. - Does not effectively utilize the Chief's Mess to plan and solve challenges. - Improvement of peers, subordinates, and self not a priority. - Unable to meet one or more physical readiness standards. - Consistently unsatisfactory appearance or unsatisfactory demeanor or conduct. - Creates conflict, unwilling to work with others, puts self above team.	<input type="checkbox"/>	- Actively teaches, upholds and enforces standards with peers and subordinates. - Participates in command planning and problem solving through the Chief's Mess. - Committed to professional education/training for self and subordinates. - Complies with physical readiness program. - Excellent personal appearance and representative of the Navy. - Reinforces others' efforts, meets personal commitments to team.	<input type="checkbox"/>	- Proactively teaches, upholds, and enforces standards throughout the command. - Actively leads command activities, solves command challenges, and drives mission accomplishment through the Chief's Mess. - Fosters an environment of improvement, education and professional development. - A leader in physical readiness. - Exemplary personal appearance and representative of the Navy. - Team builder, inspires cooperation and focus on mission accomplishment; leverages talents of all Sailors.
36. <b>LOYALTY:</b> - Loyalty to mission, seniors, peers and subordinates. - Dedication to Sailor success, Sailor advocacy. NOB <input type="checkbox"/>	- Does not consistently demonstrate loyalty to mission, seniors, peers or subordinates. - Not concerned about Sailor success. - Allows command challenges to impact Sailor readiness.	<input type="checkbox"/>	- Loyal to mission, seniors, peers and subordinates; moral courage to raise issues and support the outcome. - Effective mentor, actions adequately encourage/support subordinates' personal/professional growth. - Routinely solves command challenges before they significantly impact Sailor readiness.	<input type="checkbox"/>	- Loyal to mission, seniors, peers and subordinates; moral courage to raise issues and strength to fully support the outcome. - Exemplary mentor, creates environment with outstanding professional growth opportunities for each Sailor. - Proactively identifies and solves command challenges before they impact Sailor readiness.

NAVPERS 1616/27 (8-10)

FOR OFFICIAL USE ONLY-PRIVACY ACT SENSITIVE.

EVALUATION & COUNSELING RECORD (E7 – E9) (cont 'd)

RCS BUPERS 1610-1

1. Name (Last, First MI Suffix)		2. Grade/Rate		3. Desig		4. SSN					
PERFORMANCE TRAITS		1.0* Below Standards		2.0 Pro-gressing		3.0 Meets Standards		4.0 Above Standards		5.0 Greatly Exceeds Standards	
37. CHARACTER: - Integrity, adherence to Navy Core Values. - Recognition of Diversity - Contributes to growth, human worth and community. NOB <input type="checkbox"/>		- Demonstrates exclusionary behavior, fails to value differences from cultural diversity. - Lacks personal integrity and does not take responsibility for actions or decisions. - Fails to live up to Navy Core Values: Honor, Courage and Commitment. <input type="checkbox"/>		<input type="checkbox"/>		- Diversity: values differences as strengths, fosters atmosphere of acceptance/inclusion per EO/EEO policy. - Trustworthy, ethical and honest. - Always lives up to Navy Core Values: Honor, Courage and Commitment. <input type="checkbox"/>		<input type="checkbox"/>		- Seamlessly integrates diversity into all aspects of the command. - Model of achievement. Develops unit cohesion by valuing differences as strengths. - Leads with an uncompromising code of integrity. - Exemplifies Navy Core Values: Honor, Courage and Commitment. <input type="checkbox"/>	
38. ACTIVE COMMUNICATION: - Communication, questioning attitude, energized information flow. NOB <input type="checkbox"/>		- Stifles information exchange, idea sharing and diversity of opinion. - Does not take advantage of the Chief's Mess to discuss, plan, or act on command issues. - Poor communicator; actions negatively impact mission goals and readiness. <input type="checkbox"/>		<input type="checkbox"/>		- Facilitates information exchange, idea sharing and diversity of opinion. - Uses Chief's Mess as an open forum to discuss, plan, and act on command issues. - Effectively communicates and listens to subordinates, peers, and seniors. <input type="checkbox"/>		<input type="checkbox"/>		- Actively facilitates information exchange, idea sharing and diversity of opinion. - Actively uses Chief's Mess as an open forum to discuss, plan, and act on command issues. - Energizes communication flow up and down the chain of command. <input type="checkbox"/>	
39. SENSE OF HERITAGE: - Know and teach customs and traditions, understand naval history. NOB <input type="checkbox"/>		- Lacks knowledge and understanding of naval customs and traditions. - Ignores naval traditions, customs, and practices when considering decisions, in training, or in daily leadership. - No grasp of naval history. <input type="checkbox"/>		<input type="checkbox"/>		- Good understanding of naval customs and traditions. - Integrates naval traditions, customs, and practices into decision making processes, training and daily leadership. - Occasionally uses naval history to demonstrate who we are as a service. <input type="checkbox"/>		<input type="checkbox"/>		- Thorough understanding of naval customs and traditions. - Proactively integrates naval traditions, customs, and practices into decision making processes, training and daily leadership. - Consistently uses naval history to demonstrate who we are as a service. <input type="checkbox"/>	
40. I recommend screening this individual for next career milestone(s) as follows: (Maximum of two) Recommendations may be for competitive schools or duty assignments such as LCPO, DEPT CPO, SEA, CMC											
41. COMMENTS ON PERFORMANCE *All 1.0 marks, three 2.0 marks, and 2.0 marks in Block 37 must be specifically substantiated in comments. Comments must be verifiable. Font must be 10 or 12 pitch (10 to 12 point) only. Use upper and lower case. <span style="float: right;">Font 10 ▼</span>											
Promotion Recommendation		NOB	Significant Problems	Progressing	Promotable	Must Promote	Early Promote	44. Reporting Senior Address			
42. INDIVIDUAL		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
43. SUMMARY		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
45. Signature of Reporting Senior  Date: _____						46. Signature of individual evaluated. "I have seen this report, been apprised of my performance, and understand my right to make a statement." I intend to submit a statement <input type="checkbox"/> do not intend to submit a statement <input type="checkbox"/>					
Member Trait Average: 0.00		Summary Group Average:				Date: _____					
47. Typed name, grade, command, UIC, and signature of Regular Reporting Senior on Concurrent Report  Date: _____											

## APPENDIX FIGURE 4: USMC FITNESS REPORT

Print Form

<b>USMC FITNESS REPORT (1610)</b> NAVMC 10835 (Rev. 7-11) (EF) PREVIOUS EDITIONS WILL NOT BE USED FOUO - Privacy sensitive when filled in.		<b>COMMANDANT'S GUIDANCE</b>		<b>DO NOT STAPLE THIS FORM</b>	
The completed fitness report is the most important information component in manpower management. It is the primary means of evaluating a Marine's performance and is the Commandant's primary tool for the selection of personnel for promotion, augmentation, resident schooling, command, and duty assignments. Therefore, the completion of this report is one of an officer's most critical responsibilities. Inherent in this duty is the commitment of each Reporting Senior and Reviewing Officer to ensure the integrity of the system by giving close attention to accurate marking and timely reporting. Every officer serves a role in the scrupulous maintenance of this evaluation system, ultimately important to both the individual and the Marine Corps. Inflationary markings only serve to dilute the actual value of each report. Reviewing Officers will not concur with inflated reports.					
<b>A. ADMINISTRATIVE INFORMATION</b>					
1. Marine Reported On:					
a. Last Name	b. First Name	c. MI	d. SSN	e. Grade	f. DOR
g. PMOS	h. BILMOS				
2. Organization:					
a. MCC	b. RUC	c. Unit Description			
3. Occasion and Period Covered:					
a. OCC	b. From	To	c. Type	4. Duty Assignment ( descriptive title ):	
5. Special Case:					
a. Adverse	b. Not Observed	c. Extended	6. Marine Subject Of:		7. Recommended For Promotion:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a. Commendatory Material	b. Derogatory Material	c. Disciplinary Action
<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Recommended For Promotion:			a. Yes		
<input type="checkbox"/>			b. No		
<input type="checkbox"/>			c. N/A		
8. Special Information:					
a. QUAL	d. HT(in.)	g. Reserve Component	9. Duty Preference:		
b. PFT	e. WT	h. Status	a. Code b. Descriptive Title		
c. CFT	f. Body Fat	i. Future Use	1st		
			2nd		
			3rd		
10. Reporting Senior:					
a. Last Name	b. Init	c. Service	d. SSN	e. Grade	f. Duty Assignment
11. Reviewing Officer:					
a. Last Name	b. Init	c. Service	d. SSN	e. Grade	f. Duty Assignment
<b>B. BILLET DESCRIPTION</b>					
<b>C. BILLET ACCOMPLISHMENTS</b>					

Reset Form

FOR OFFICIAL USE ONLY

Adobe LiveCycle Designer

1. Marine Reported On:				2. Occasion and Period Covered:					
a. Last Name		b. First Name		c. MI	d. SSN	a. OCC		b. From	To
<b>D. MISSION ACCOMPLISHMENT</b>									
1. PERFORMANCE. Results achieved during the reporting period. How well those duties inherent to a Marine's billet, plus all additional duties, formally and informally assigned, were carried out. Reflects a Marine's aptitude, competence, and commitment to the unit's success above personal reward. Indicators are time and resource management, task prioritization, and tenacity to achieve positive ends consistently.									
ADV	Meets requirements of billet and additional duties. Aptitude, commitment, and competence meet expectations. Results maintain status quo.	Consistently produces quality results while measurably improving unit performance. Habitually makes effective use of time and resources; improves billet procedures and products. Positive impact extends beyond billet expectations.	Results far surpass expectations. Recognizes and exploits new resources; creates opportunities. Emulated; sought after as an expert with influence beyond unit. Impact significant; innovative approaches to problems produce significant gains in quality and efficiency.						N/O
A	B	C	D	E	F	G	H		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. PROFICIENCY. Demonstrates technical knowledge and practical skill in the execution of the Marine's overall duties. Combines training, education and experience. Translates skills into actions which contribute to accomplishing tasks and missions. Imparts knowledge to others. Grade dependent.									
ADV	Competent. Possesses the requisite range of skills and knowledge commensurate with grade and experience. Understands and articulates basic functions related to mission accomplishment.	Demonstrates mastery of all required skills. Expertise, education and experience consistently enhance mission accomplishment. Innovative troubleshooter and problem solver. Effectively imparts skills to subordinates.	True expert in field. Knowledge and skills impact far beyond those of peers. Translates broad-based education and experience into forward thinking, innovative actions. Makes immeasurable impact on mission accomplishment. Peerless teacher, selflessly imparts expertise to subordinates, peers, and seniors.						N/O
A	B	C	D	E	F	G	H		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATION:									
<b>E. INDIVIDUAL CHARACTER</b>									
1. COURAGE. Moral or physical strength to overcome danger, fear, difficulty or anxiety. Personal acceptance of responsibility and accountability, placing conscience over competing interests regardless of consequences. Conscious, overriding decision to risk bodily harm or death to accomplish the mission or save others. The will to persevere despite uncertainty.									
ADV	Demonstrates inner strength and acceptance of responsibility commensurate with scope of duties and experience. Willing to face moral or physical challenges in pursuit of mission accomplishment.	Guided by conscience in all actions. Proven ability to overcome danger, fear, difficulty or anxiety. Exhibits bravery in the face of adversity and uncertainty. Not deterred by morally difficult situations or hazardous responsibilities.	Uncommon bravery and capacity to overcome obstacles and inspire others in the face of moral dilemma or life-threatening danger. Demonstrated under the most adverse conditions. Selfless. Always places conscience over competing interests regardless of physical or personal consequences.						N/O
A	B	C	D	E	F	G	H		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. EFFECTIVENESS UNDER STRESS. Thinking, functioning and leading effectively under conditions of physical and/or mental pressure. Maintaining composure appropriate for the situation, while displaying steady purpose of action, enabling one to inspire others while continuing to lead under adverse conditions. Physical and emotional strength, resilience and endurance are elements.									
ADV	Exhibits discipline and stability under pressure. Judgment and effective problem-solving skills are evident.	Consistently demonstrates maturity, mental agility and willpower during periods of adversity. Provides order to chaos through the application of intuition, problem-solving skills, and leadership. Composure reassures others.	Demonstrates seldom-matched presence of mind under the most demanding circumstances. Stabilizes any situation through the resolute and timely application of direction, focus and personal presence.						N/O
A	B	C	D	E	F	G	H		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. INITIATIVE. Action in the absence of specific direction. Seeing what needs to be done and acting without prompting. The instinct to begin a task and follow through energetically on one's own accord. Being creative, proactive and decisive. Transforming opportunity into action.									
ADV	Demonstrates willingness to take action in the absence of specific direction. Acts commensurate with grade, training and experience.	Self-motivated and action-oriented. Foresight and energy consistently transform opportunity into action. Develops and pursues creative, innovative solutions. Acts without prompting. Self-starter.	Highly motivated and proactive. Displays exceptional awareness of surroundings and environment. Uncanny ability to anticipate mission requirements and quickly formulate original, far-reaching solutions. Always takes decisive, effective action.						N/O
A	B	C	D	E	F	G	H		
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATION:									
NAVMC 10835 (Rev. 7-11) (EF)			FOR OFFICIAL USE ONLY - Privacy sensitive when filled in.				PAGE 2 OF 5		
Reset Form									

1. Marine Reported On:				2. Occasion and Period Covered:			
a. Last Name		b. First Name		c. MI		d. SSN	
				a. OCC		b. From To	
<b>F. LEADERSHIP</b>							
1. LEADING SUBORDINATES. The inseparable relationship between leader and led. The application of leadership principles to provide direction and motivate subordinates. Using authority, persuasion and personality to influence subordinates to accomplish assigned tasks. Sustaining motivation and morale while maximizing subordinates' performance.							
ADV	Engaged; provides instructions and directs execution. Seeks to accomplish mission in ways that sustain motivation and morale. Actions contribute to unit effectiveness.	Achieves a highly effective balance between direction and delegation. Effectively tasks subordinates and clearly delineates standards expected. Enhances performance through constructive supervision. Fosters motivation and enhances morale. Builds and sustains teams that successfully meet mission requirements. Encourages initiative and candor among subordinates.	Promotes creativity and energy among subordinates by striking the ideal balance of direction and delegation. Achieves highest levels of performance from subordinates by encouraging individual initiative. Engenders willing subordination, loyalty, and trust that allow subordinates to overcome their perceived limitations. Personal leadership fosters highest levels of motivation and morale, ensuring mission accomplishment even in the most difficult circumstances.				N/O
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. DEVELOPING SUBORDINATES. Commitment to train, educate, and challenge all Marines regardless of race, religion, ethnic background, or gender. Mentorship. Cultivating professional and personal development of subordinates. Developing team players and esprit de corps. Ability to combine teaching and coaching. Creating an atmosphere tolerant of mistakes in the course of learning.							
ADV	Maintains an environment that allows personal and professional development. Ensures subordinates participate in all mandated development programs.	Develops and institutes innovative programs, to include PME, that emphasize personal and professional development of subordinates. Challenges subordinates to exceed their perceived potential thereby enhancing unit morale and effectiveness. Creates an environment where all Marines are confident to learn through trial and error. As a mentor, prepares subordinates for increased responsibilities and duties.	Widely recognized and emulated as a teacher, coach and leader. Any Marine would desire to serve with this Marine because they know they will grow personally and professionally. Subordinate and unit performance far surpassed expected results due to MRO's mentorship and team building talents. Attitude toward subordinate development is infectious, extending beyond the unit.				N/O
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. SETTING THE EXAMPLE. The most visible facet of leadership: how well a Marine serves as a role model for all others. Personal action demonstrates the highest standards of conduct, ethical behavior, fitness, and appearance. Bearing, demeanor, and self-discipline are elements.							
ADV	Maintains Marine Corps standards for appearance, weight, and uniform wear. Sustains required level of physical fitness. Adheres to the tenets of the Marine Corps core values.	Personal conduct on and off duty reflects highest Marine Corps standards of integrity, bearing and appearance. Character is exceptional. Actively seeks self-improvement in wide-ranging areas. Dedication to duty and professional example encourage others' self-improvement efforts.	Model Marine, frequently emulated. Exemplary conduct, behavior, and actions are tone-setting. An inspiration to subordinates, peers, and seniors. Remarkable dedication to improving self and others.				N/O
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. ENSURING WELL-BEING OF SUBORDINATES. Genuine interest in the well-being of Marines. Efforts enhance subordinates' ability to concentrate/focus on unit mission accomplishment. Concern for family readiness is inherent. The importance placed on welfare of subordinates is based on the belief that Marines take care of their own.							
ADV	Deals confidently with issues pertinent to subordinate welfare and recognizes suitable courses of action that support subordinates' well-being. Applies available resources, allowing subordinates to effectively concentrate on the mission.	Instills and/or reinforces a sense of responsibility among junior Marines for themselves and their subordinates. Actively fosters the development of and uses support systems for subordinates which improve their ability to contribute to unit mission accomplishment. Efforts to enhance subordinate welfare improve the unit's ability to accomplish its mission.	Noticeably enhances subordinates well-being, resulting in a measurable increase in unit effectiveness. Maximizes unit and base resources to provide subordinates with the best support available. Proactive approach serves to energize unit members to "take care of their own," thereby correcting potential problems before they can hinder subordinates' effectiveness. Widely recognized for techniques and policies that produce results and build morale. Builds strong family atmosphere. Puts motto <i>Mission first, Marines always</i> , into action.				N/O
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. COMMUNICATION SKILLS. The efficient transmission and receipt of thoughts and ideas that enable and enhance leadership. Equal importance given to listening, speaking, writing, and critical reading skills. Interactive, allowing one to perceive problems and situations, provide concise guidance, and express complex ideas in a form easily understood by everyone. Allows subordinates to ask questions, raise issues and concerns and venture opinions. Contributes to a leader's ability to motivate as well as counsel.							
ADV	Skilled in receiving and conveying information. Communicates effectively in performance of duties.	Clearly articulates thoughts and ideas, verbally and in writing. Communication in all forms is accurate, intelligent, concise, and timely. Communicates with clarity and verve, ensuring understanding of intent or purpose. Encourages and considers the contributions of others.	Highly developed facility in verbal communication. Adept in composing written documents of the highest quality. Combines presence and verbal skills which engender confidence and achieve understanding irrespective of the setting, situation, or size of the group addressed. Displays an intuitive sense of when and how to listen.				N/O
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
JUSTIFICATION:							
NAVMC 10835 (Rev. 7-11) (EF)				FOR OFFICIAL USE ONLY - Privacy sensitive when filled in.		PAGE 3 OF 5	
Reset Form							

1. Marine Reported On:				2. Occasion and Period Covered:		
a. Last Name	b. First Name	c. MI	d. SSN	a. OCC	b. From	To

**G. INTELLECT AND WISDOM**

1. PROFESSIONAL MILITARY EDUCATION (PME). Commitment to intellectual growth in ways beneficial to the Marine Corps. Increases the breadth and depth of warfighting and leadership aptitude. Resources include resident schools; professional qualifications and certification processes; nonresident and other extension courses; civilian educational institution coursework; a personal reading program that includes (but is not limited to) selections from the Commandant's Reading List; participation in discussion groups and military societies; and involvement in learning through new technologies.

<b>ADV</b> Maintains currency in required military skills and related developments. Has completed or is enrolled in appropriate level of PME for grade and level of experience. Recognizes and understands new and creative approaches to service issues. Remains abreast of contemporary concepts and issues.	PME outlook extends beyond MOS and required education. Develops and follows a comprehensive personal program which includes broadened professional reading and/or academic course work; advances new concepts and ideas.	Dedicated to life-long learning. As a result of active and continuous efforts, widely recognized as an intellectual leader in professionally related topics. Makes time for study and takes advantage of all resources and programs. Introduces new and creative approaches to services issues. Engages in a broad spectrum of forums and dialogues.	N/O
<b>A</b> <input type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>
<b>E</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	<b>G</b> <input type="checkbox"/>	<b>H</b> <input type="checkbox"/>

2. DECISION MAKING ABILITY. Viable and timely problem solution. Contributing elements are judgment and decisiveness. Decisions reflect the balance between an optimal solution and a satisfactory, workable solution that generates tempo. Decisions are made within the context of the commander's established intent and the goal of mission accomplishment. Anticipation, mental agility, intuition, and success are inherent.

<b>ADV</b> Makes sound decisions leading to mission accomplishment. Actively collects and evaluates information and weighs alternatives to achieve timely results. Confidently approaches problems; accepts responsibility for outcomes.	Demonstrates mental agility; effectively prioritizes and solves multiple complex problems. Analytical abilities enhanced by experience, education, and intuition. Anticipates problems and implements viable, long-term solutions. Steadfast, willing to make difficult decisions.	Widely recognized and sought after to resolve the most critical, complex problems. Seldom matched analytical and intuitive abilities; accurately foresees unexpected problems and arrives at well-timed decisions despite fog and friction. Completely confident approach to all problems. Masterfully strikes a balance between the desire for perfect knowledge and greater tempo.	N/O
<b>A</b> <input type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>
<b>E</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	<b>G</b> <input type="checkbox"/>	<b>H</b> <input type="checkbox"/>

3. JUDGMENT. The discretionary aspect of decision making. Draws on core values, knowledge, and personal experience to make wise choices. Comprehends the consequences of contemplated courses of action.

<b>ADV</b> Majority of judgments are measured, circumspect, relevant and correct.	Decisions are consistent and uniformly correct, tempered by consideration of their consequences. Able to identify, isolate and assess relevant factors in the decision making process. Opinions sought by others. Subordinates personal interest in favor of impartiality.	Decisions reflect exceptional insight and wisdom beyond this Marine's experience. Counsel sought by all; often an arbiter. Consistent, superior judgment inspires the confidence of seniors.	N/O
<b>A</b> <input type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>
<b>E</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	<b>G</b> <input type="checkbox"/>	<b>H</b> <input type="checkbox"/>

**JUSTIFICATION:**

**H. FULFILLMENT OF EVALUATION RESPONSIBILITIES**

1. EVALUATIONS. The extent to which this officer serving as a reporting official conducted, or required others to conduct, accurate, uninflated, and timely evaluations.

<b>ADV</b> Occasionally submitted untimely or administratively incorrect evaluations. As RS, submitted one or more reports that contained inflated markings. As RO, concurred with one or more reports from subordinates that were returned by HQMC for inflated marking.	Prepared uninflated evaluations which were consistently submitted on time. Evaluations accurately described performance and character. Evaluations contained no inflated markings. No reports returned by RO or HQMC for inflated marking. No subordinates' reports returned by HQMC for inflated marking. Few, if any, reports were returned by RO or HQMC for administrative errors. Section Cs were void of superlatives. Justifications were specific, verifiable, substantive, and where possible, quantifiable and supported the markings given.	No reports submitted late. No reports returned by either RO or HQMC for administrative correction or inflated markings. No subordinates' reports returned by HQMC for administrative correction or inflated markings. Returned procedurally or administratively incorrect reports to subordinates for correction. As RO nonconcurrent with all inflated reports.	N/O
<b>A</b> <input type="checkbox"/>	<b>B</b> <input type="checkbox"/>	<b>C</b> <input type="checkbox"/>	<b>D</b> <input type="checkbox"/>
<b>E</b> <input type="checkbox"/>	<b>F</b> <input type="checkbox"/>	<b>G</b> <input type="checkbox"/>	<b>H</b> <input type="checkbox"/>

**JUSTIFICATION:**

[Reset Form](#)

1. Marine Reported On:				2. Occasion and Period Covered:		
a. Last Name	b. First Name	c. MI	d. SSN	a. OCC	b. From	To

**I. DIRECTED AND ADDITIONAL COMMENTS**

**J. CERTIFICATION**

1. I CERTIFY that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality and that I have provided a signed copy of this report to the Marine Reported on. \_\_\_\_\_  
 (Signature of Reporting Senior) (Date in YYYYMMDD format)

2. I ACKNOWLEDGE the adverse nature of this report and  
 I have no statement to make  
 I have attached a statement \_\_\_\_\_  
 (Signature of Marine Reported On) (Date in YYYYMMDD format)

**K. REVIEWING OFFICER COMMENTS**

1. OBSERVATION:  Sufficient  Insufficient      2. EVALUATION:  Concur  Do Not Concur

<p>3. COMPARATIVE ASSESSMENT: Provide a comparative assessment of potential by placing an "X" in the appropriate box. In marking the comparison, consider all Marines of this grade whose professional abilities are known to you personally.</p>	<b>DESCRIPTION</b>	<b>COMPARATIVE ASSESSMENT</b>
	THE EMINENTLY QUALIFIED MARINE	<input type="checkbox"/>
	ONE OF THE FEW	<input type="checkbox"/>
	EXCEPTIONALLY QUALIFIED MARINES	<input type="checkbox"/>
	ONE OF THE MANY HIGHLY QUALIFIED PROFESSIONALS WHO FORM THE MAJORITY OF THIS GRADE	<input type="checkbox"/>
	A QUALIFIED MARINE	<input type="checkbox"/>
UNSATISFACTORY	<input type="checkbox"/>	

4. REVIEWING OFFICER COMMENTS: Amplify your comparative assessment mark; evaluate potential for continued professional development to include: promotion, command, assignment, resident PME, and retention; and put Reporting Senior marks and comments in perspective.

5. I CERTIFY that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality. \_\_\_\_\_  
 (Signature of Reviewing Officer) (Date in YYYYMMDD format)

6. I ACKNOWLEDGE the adverse nature of this report and  
 I have no statement to make  
 I have attached a statement \_\_\_\_\_  
 (Signature of Marine Reported On) (Date in YYYYMMDD format)

**L. ADDENDUM PAGE**

ADDENDUM PAGE ATTACHED:  YES

NAVMC 10835 (Rev. 7-11) (EF)      FOR OFFICIAL USE ONLY - Privacy sensitive when filled in.      PAGE 5 OF 5

[Reset Form](#)

USMC FITNESS REPORT					DO NOT STAPLE THIS FORM		
NAVMC 11297 (Rev. 7-11) (EF) FOUO - Privacy sensitive when filled in.					ADDENDUM PAGE		
A. PURPOSE							
1. Marine Reported On:					2. Occasion and Period Covered:		
a. Last Name	b. First Name	c. M.I	d. SSN	e. Grade	a. OCC	b. From	To
3. Purpose:							
a. Continuation of Comments Justification	Section I RO	b. Accelerated Promotion Justification	c. Adverse Report MRO Statement 3rd Officer Sighter		d. Admin Review	e. Supplemental Material	f. HQMC Use
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. TEXT							
C. SUBMITTED BY							
1. a. Last Name	b. First Name	c. MI	2. SSN	3. Service	4. Grade		
_____ Signature					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Date in YYYYMMDD format)		
D. GENERAL/SENIOR OFFICER ADVERSE REPORT SIGHTING							
1. a. Last Name	b. First Name	c. MI	2. SSN	3. Service	4. Grade		
5. Title					<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> (Date in YYYYMMDD format)		
_____ Signature							
FOR OFFICIAL USE ONLY - Privacy sensitive when filled in.					PAGE	<input type="checkbox"/>	OF <input type="checkbox"/>

Reset Form



## APPENDIX FIGURE 5: US ARMY COMPANY GRADE OFFICER EVALUATION REPORT

<b>HQDA#:</b>	<a href="#">Attachments Menu</a>
<b>COMPANY GRADE PLATE (O1 - O3; WO1 - CW2) OFFICER EVALUATION REPORT</b> <small>For use of this form, see AR 623-3; the proponent agency is DCS, G-1.</small>	
<small>See Privacy Act Statement in AR 623-3.</small>	
<b>PART I - ADMINISTRATIVE (Rated Officer)</b>	
a. NAME (Last, First, Middle Initial)	b. SSN (or DOD ID No.)
c. RANK	d. DATE OF RANK (YYYY/M/DD)
e. BRANCH	f. COMPONENT (Status Code)
g. UNIT, ORG., STATION, ZIP CODE OR APO, MAJOR COMMAND	
h. UIC	i. REASON FOR SUBMISSION
j. PERIOD COVERED FROM (YYYY/M/DD) THRU (YYYY/M/DD)	k. RATED MONTHS
l. NON RATED CODES	m. NO. OF ENCLOSURES
n. RATED OFFICER'S EMAIL ADDRESS (.gov or .mil)	
<b>PART II - AUTHENTICATION (Rated officer's signature verifies officer has seen completed OER Parts I-VI and the administrative data is correct)</b>	
a1. NAME OF RATER (Last, First, Middle Initial)	a2. SSN (or DOD ID No.)
a3. RANK	a4. POSITION
a5. EMAIL ADDRESS (.gov or .mil)	a6. RATER SIGNATURE
	a7. DATE (YYYY/M/DD)
b1. NAME OF INTERMEDIATE RATER (Last, First, Middle Initial)	b2. SSN (or DOD ID No.)
b3. RANK	b4. POSITION
b5. EMAIL ADDRESS (.gov or .mil)	b6. INTERMEDIATE RATER SIGNATURE
	b7. DATE (YYYY/M/DD)
c1. NAME OF SENIOR RATER (Last, First, Middle Initial)	c2. SSN (or DOD ID No.)
c3. RANK	c4. POSITION
c5. SENIOR RATER'S ORGANIZATION	c6. BRANCH
c7. COMPONENT	c8. SENIOR RATER PHONE NUMBER
c9. EMAIL ADDRESS (.gov or .mil)	c10. SENIOR RATER SIGNATURE
	c11. DATE (YYYY/M/DD)
d. This is a referred report, do you wish to make comments? <input type="checkbox"/> Referred <input type="checkbox"/> Yes, comments are attached <input type="checkbox"/> No	
e1. RATED OFFICER SIGNATURE	e2. DATE (YYYY/M/DD)
f1. Supplementary Review Required? <input type="checkbox"/> Yes <input type="checkbox"/> No	12. NAME OF REVIEWER (Last, First, Middle Initial)
13. RANK	14. POSITION
15. Comments Enclosed	
16. SUPPLEMENTARY REVIEWER SIGNATURE	17. DATE (YYYY/M/DD)
<b>PART III - DUTY DESCRIPTION</b>	
a. PRINCIPAL DUTY TITLE	b. POSITION ACC/BRANCH
c. SIGNIFICANT DUTIES AND RESPONSIBILITIES	
<b>PART IV - PERFORMANCE EVALUATION - PROFESSIONALISM, COMPETENCIES, AND ATTRIBUTES (Rater)</b>	
a. APFT Pass/Fail/Profile: _____ Date: _____ Height: _____ Weight: _____ Within Standard? _____ Comments required for "Failed" APFT, or "Profile" when it precludes performance of duty, and "No" for Army Weight Standards? <a href="#">Reset Item a. APFT/Pass/Fail/Profile</a>	
b. This Officer's overall Performance is Rated as: (Select one box representing Rated Officer's overall performance compared to others of the same grade whom you have rated in your career. Managed at less than 50% in EXCELS.) I currently rate _____ Army Officers in this grade. A completed DA Form 67-10-1A was received with this report and considered in my evaluation and review: <input type="checkbox"/> Yes <input type="checkbox"/> No (explain in comments below) EXCELS (49%)    PROFICIENT    CAPABLE    UNSATISFACTORY <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
Comments:	

HQDA#:

NAME:		SBN (or DOD ID No.)	PERIOD COVERED: FROM (YYYY/M/DD)	THRU (YYYY/M/DD)
c. 1) <b>Character:</b> <i>(Adherence to Army Values, Empathy, and Warrior Ethos/ Service Ethos and Discipline. Fully supports SHARP, EO, and EEO.)</i>				
c. 2) <b>Presence:</b> <i>(Military and Professional Bearing, Fitness, Confident, Resilient)</i>				
c. 3) <b>Intellect:</b> <i>(Mental Agility, Sound Judgment, Innovation, Interpersonal Tact, Expertise)</i>				
c. 4) <b>Leads:</b> <i>(Leads Others, Builds Trust, Extends Influence beyond the Chain of Command, Leads by Example, Communicates)</i>				
c. 5) <b>Develops:</b> <i>(Creates a positive command/ workplace environment/Fosters Esprit de Corps, Prepares Self, Develops Others, Stewards the Profession)</i>				
c. 6) <b>Achieves:</b> <i>(Gets Results)</i>				
<b>PART V - INTERMEDIATE RATER</b>				
<b>PART VI - SENIOR RATER</b>				
<b>3. POTENTIAL COMPARED WITH OFFICERS SENIOR RATED IN SAME GRADE (OVERPRINTED BY DA)</b>  <input type="checkbox"/> <b>MOST QUALIFIED</b> <i>(limited to 40%)</i>  <input type="checkbox"/> <b>HIGHLY QUALIFIED</b>  <input type="checkbox"/> <b>QUALIFIED</b>  <input type="checkbox"/> <b>NOT QUALIFIED</b>	<b>b. I currently senior rate</b> <input type="text"/> <b>Army Officers in this grade.</b>			
	<b>c. COMMENTS ON POTENTIAL:</b>  <div style="background-color: #e6f2ff; height: 100px;"></div>			
<b>d. List 3 future <u>SUCCESSIVE</u> assignments for which this Officer is best suited:</b>  <div style="background-color: #e6f2ff; height: 40px;"></div>				

# APPENDIX FIGURE 6: US ARMY NCO EVALUATION REPORT

HQDA:		<a href="#">Attachments Menu</a>		
<b>NCO EVALUATION REPORT (SSG-1SG/MSG)</b> <small>For use of this form, see AR 623-3; the proponent agency is DCS, G-1.</small>				<small>SEE PRIVACY ACT STATEMENT IN AR 623-3</small>
<b>PART I - ADMINISTRATIVE DATA</b>				
a. NAME (Last, First, Middle Initial)		b. SSN (or DOD ID No.)	c. RANK	d. DATE OF RANK
f. UNIT, ORG, STATION, ZIP CODE OR APO, MAJOR COMMAND		g. STATUS CODE	h. UIC	i. REASON FOR SUBMISSION
j. PERIOD COVERED		k. RATED MONTHS	l. NONRATED CODES	m. NO OF ENCLOSURES
FROM	THRU			n. RATED NCO'S EMAIL ADDRESS (.gov or .mil)
YEAR MONTH DAY	YEAR MONTH DAY			
<b>PART II - AUTHENTICATION</b>				
a1. NAME OF RATER (Last, First, Middle Initial)		a2. SSN (or DOD ID No.)	a3. RATER'S SIGNATURE	a4. DATE (YYYY/M/DD)
a5. RANK	PMOS/BRANCH	ORGANIZATION	DUTY ASSIGNMENT	a6. RATER'S EMAIL ADDRESS (.gov or .mil)
b1. NAME OF SENIOR RATER (Last, First, Middle Initial)		b2. SSN (or DOD ID No.)	b3. SENIOR RATER'S SIGNATURE	b4. DATE (YYYY/M/DD)
b5. RANK	PMOS/BRANCH	ORGANIZATION	DUTY ASSIGNMENT	b6. SENIOR RATER'S EMAIL ADDRESS (.gov or .mil)
c1. SUPPLEMENTARY REVIEW REQUIRED? <input type="checkbox"/> YES <input type="checkbox"/> NO	c2. NAME OF SUPPLEMENTARY REVIEWER (Last, First, Middle Initial)	c3. RANK	PMOS/ BRANCH	ORGANIZATION
				DUTY ASSIGNMENT
c4. COMMENTS ENCLOSED? <input type="checkbox"/> YES <input type="checkbox"/> NO	c5. SUPPLEMENTARY REVIEWER'S SIGNATURE	c6. DATE (YYYY/M/DD)	c7. SUPPLEMENTARY REVIEWER'S EMAIL ADDRESS (.gov or .mil)	
<small>RATED NCO: I understand my signature does not constitute agreement or disagreement with the assessments of the rater and senior rater. I further understand my signature verifies that the administrative data in Part I, the rating officials and counseling dates in Part II, the duty description in Part III, and the APFT and height/weight entries in Part IVa and IVb are correct. I have seen the completed report. I am aware of the appeals process of AR 623-3.</small>				
d1. COUNSELING DATES	INITIAL	LATER	LATER	LATER
				d2. RATED NCO'S SIGNATURE
				d3. DATE (YYYY/M/DD)
<b>PART III - DUTY DESCRIPTION (Rater)</b>				
a. PRINCIPAL DUTY TITLE			b. DUTY MOSC	
c. DAILY DUTIES AND SCOPE (To include, as appropriate, people, equipment, facilities, and dollars)				
d. AREAS OF SPECIAL EMPHASIS				
e. APPOINTED DUTIES				
<b>PART IV - PERFORMANCE EVALUATION, PROFESSIONALISM, ATTRIBUTES, AND COMPETENCIES (Rater)</b>				
a. APFT Pass/Fail/Profile:		Date:	b. Height:	Weight:
				Within Standard?
<small>(Comments required for "Failed" APFT, "No" APFT, or "Profile" when it precludes performance of duty, and "No" for Army Weight Standards.)</small>				
<a href="#">Reset Item a. APFT/Pass/Fail/Profile</a>				
c. CHARACTER: (Include bullet comments addressing Rated NCO's performance as it relates to adherence to Army Values, Empathy, Warrior Ethos/Service Ethos, and Discipline. Fully supports SHARP, EO, and EEO.)		COMMENTS:		
MET STANDARD <input type="checkbox"/> DID NOT MEET STANDARD <input type="checkbox"/>				

RATED NCO'S NAME (Last, First, Middle Initial)		SSN (or DOD ID No.)	THRU DATE
<b>PART IV - PERFORMANCE EVALUATION, PROFESSIONALISM, ATTRIBUTES, AND COMPETENCIES (Rate)</b>			
<b>d. PRESENCE:</b> (Military and professional bearing, Fitness, Confidence, Resilience)		COMMENTS:	
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>e. INTELLECT:</b> (Mental agility, Sound judgement, Innovation, Interpersonal tact, Expertise)		COMMENTS:	
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>f. LEADS:</b> (Leads others, Builds trust, Extends influence beyond the chain of command, Leads by example, Communicates)		COMMENTS:	
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>g. DEVELOPS:</b> (Creates a positive command/workplace environment, Fosters esprit de corps, Prepares self, Develops others, Stewards the profession)		COMMENTS:	
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>h. ACHIEVES:</b> (Gets results)		COMMENTS:	
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>RATER OVERALL PERFORMANCE</b>			
I. Select one box representing Rated NCO's overall performance compared to others in the same grade whom you have rated in your career. I currently rate Army NCOs in this grade.			
FAR EXCEEDED STANDARD	EXCEEDED STANDARD	MET STANDARD	DID NOT MEET STANDARD
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J. COMMENTS:			
<b>PART V - SENIOR RATER OVERALL POTENTIAL</b>			
a. Select one box representing Rated NCO's potential compared to others in the same grade whom you have rated in your career. I currently senior rate Army NCOs in this grade.		b. COMMENTS:	
<input type="checkbox"/> MOST QUALIFIED (limited to 24%) <input type="checkbox"/> HIGHLY QUALIFIED <input type="checkbox"/> QUALIFIED <input type="checkbox"/> NOT QUALIFIED			
c. List two successive assignments and one broadening assignment (3-5 years). Successive Assignment: 1) _____ 2) _____ Broadening Assignment: _____			

## APPENDIX FIGURE 7: AIR FORCE OFFICER PERFORMANCE REPORT

OFFICER PERFORMANCE REPORT (Lt thru Col)							
<b>I. RATEE IDENTIFICATION DATA</b> (Read AFI 36-2406 carefully before filling in any item)							
1. NAME (Last, First, Middle Initial)	2. SSN	3. RANK	4. DAFSC	5. REASON FOR REPORT	6. PAS CODE		
7. ORGANIZATION, COMMAND, LOCATION, AND COMPONENT				8. PERIOD OF REPORT FROM	9. NO. DAYS SUPV. NO. DAYS NON-RATED		
				THRU			
<b>II. JOB DESCRIPTION</b> (Limit text to 4 lines) DUTY TITLE					10. GRID		
<b>III. PERFORMANCE FACTORS</b>					<table border="0" style="font-size: small;"> <tr> <td style="text-align: center;">DOES NOT MEET STANDARDS</td> <td style="text-align: center;">MEETS STANDARDS</td> </tr> </table>	DOES NOT MEET STANDARDS	MEETS STANDARDS
DOES NOT MEET STANDARDS	MEETS STANDARDS						
Job Knowledge, Leadership Skills (to include Promoting a Healthy Organizational Climate), Professional Qualities, Organizational Skills, Judgment and Decisions, Communication Skills (see reverse if marked Does Not Meet Standards)					<input type="checkbox"/> <input type="checkbox"/>		
<b>IV. RATER OVERALL ASSESSMENT</b> (Limit text to 5 lines)							
Last performance feedback was accomplished on: _____ (IAW AFI 36-2406) (If not accomplished, state the reason)							
NAME, RANK, BR OF SVC, ORGN, COMMAND & LOCATION		DUTY TITLE		SSN	DATE		
		Type of Signature Digital	SIGNATURE				
<b>V. ADDITIONAL RATER OVERALL ASSESSMENT</b> (Limit text to 4 lines) <input type="checkbox"/> CONCUR <input type="checkbox"/> NON-CONCUR							
NAME, RANK, BR OF SVC, ORGN, COMMAND & LOCATION		DUTY TITLE		SSN	DATE		
		Type of Signature Digital	SIGNATURE				
<b>VI. REVIEWER</b> (If required, limit text to 3 lines) <input type="checkbox"/> CONCUR <input type="checkbox"/> NON-CONCUR							
NAME, RANK, BR OF SVC, ORGN, COMMAND & LOCATION		DUTY TITLE		SSN	DATE		
		Type of Signature Digital	SIGNATURE				
<b>VII. FUNCTIONAL EXAMINER/AIR FORCE ADVISOR</b> (Indicate applicable review by marking the appropriate box) <input type="checkbox"/> FUNCTIONAL EXAMINER <input type="checkbox"/> AIR FORCE ADVISOR							
NAME, RANK, BR OF SVC, ORGN, COMMAND & LOCATION		DUTY TITLE		SSN	DATE		
		Type of Signature Digital	SIGNATURE				
<b>VIII. RATEE'S ACKNOWLEDGMENT</b>							
I understand my signature does not constitute agreement or disagreement. I acknowledge all required feedback was accomplished during the reporting period and upon receipt of this report.		SIGNATURE		DATE			
		Type of Signature Digital					

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<b>RATEE NAME:</b>		
<b>IX. PERFORMANCE FACTORS</b> (If Section III is marked Does Not Meet Standards, fill in applicable block(s))		<b>DOES NOT MEET STANDARDS</b>
<b>1. Job Knowledge.</b> Has knowledge required to perform duties effectively. Strives to improve knowledge. Applies knowledge to handle non-routine situations.		<input type="checkbox"/>
<b>2. Leadership Skills.</b> Sets and enforces standards. Promotes a Healthy Organizational Climate. Works well with others. Fosters teamwork. Displays initiative. Self-confident. Motivates Subordinates. Has respect and confidence of subordinates. Fair and consistent in evaluation of subordinates.		<input type="checkbox"/>
<b>3. Professional Qualities.</b> Exhibits loyalty, discipline, dedication, integrity, honesty, and officership. Adheres to Air Force Standards (i.e. Fitness standards, dress and appearance, customs and courtesies, and professional conduct.) Accepts personal responsibility. Is fair and objective.		<input type="checkbox"/>
<b>4. Organizational Skills.</b> Plans, coordinates, schedules and uses resources effectively. Meets suspenses. Schedules work for self and others equitably and effectively. Anticipates and solves problems.		<input type="checkbox"/>
<b>5. Judgment and Decisions.</b> Makes timely and accurate decisions. Emphasizes logic in decision making. Retains composure in stressful situations. Recognizes opportunities. Adheres to safety and occupational health requirements. Acts to take advantage of opportunities.		<input type="checkbox"/>
<b>6. Communication Skills.</b> Listens, speaks, and writes effectively.		<input type="checkbox"/>
<b>X. REMARKS</b> (use this section to spell out acronyms from the front)		
<b>XI. REFERRAL REPORT</b> (Complete only if report contains referral comments or the overall standards block is marked as does not meet standards)		
I am referring this OPR to you according to AFI 36-2406, para 1.10. It contains comment(s)/rating(s) that make(s) the report a referral as defined in AFI 36-2406, para. 1.10. Specifically,		
Acknowledge receipt by signing and dating below. Your signature merely acknowledges that a referral report has been rendered; it does not imply acceptance of or agreement with the ratings or comments on the report. Once signed, you are entitled to a copy of this memo. You may submit rebuttal comments. Send your written comments to:		
not later than 3 duty days (30 for non-EAD members) from your date below. If you need additional time, you may request an extension from the individuals named above. You may submit attachments (limit to 10 pages), but they must directly relate to the reason this report was referred. Pertinent attachments not maintained elsewhere will remain attached to the report for file in your personnel record. Copies of previous reports, etc. submitted as attachments will be removed from your rebuttal package prior to filing since these documents are already filed in your records. Your rebuttal comments/attachments may not contain any reflection on the character, conduct, integrity, or motives of the evaluator unless you can fully substantiate and document them. Contact the MPS, Force Management section, or the AF Contact Center if you require any assistance in preparing your reply to the referral report. It is important for you to be aware that receiving a referral report may affect your eligibility for other personnel related actions (e.g. assignments, promotions, etc.). You may consult your commander and/or MPS or Air Force Contact Center if you desire more information on this subject. If you believe this report is inaccurate, unjust, or unfairly prejudicial to your career, you may apply for a review of the report under AFI 36-2406, Chapter 10, Correction of Officer and Enlisted Evaluation Reports, once the report becomes a matter of record as defined in AFI 36-2406, Attachment 2.		
NAME, RANK, BR OF SVC OF REFERRING EVALUATOR	DUTY TITLE	DATE
Type of Signature	Digital	SIGNATURE
Type of Signature	Digital	SIGNATURE OF RATEE
		DATE
<b>INSTRUCTIONS</b>		
<p><b>ALL:</b> Recommendations must be based on performance and the potential based on that performance. Promotion recommendations are prohibited. Do not comment on completion of or enrollment in Developmental Education, advanced education, previous or anticipated promotion recommendations on AF Form 709, OPR endorsement levels, family activities, marital status, race, sex, ethnic origin, age, religion or sexual orientation. Evaluators enter only the last four numbers of SSN.</p> <p><b>RATER:</b> Focus your evaluation in Section IV on what the officer did, how well he or she did it, and how the officer contributed to mission accomplishment. Write in concise "bullet" format. Your comments in Section IV may include recommendations for assignment. Provide a copy of the report to the ratee prior to the report becoming a matter of record and provide follow-up feedback to let the ratee know how their performance resulted in this final product.</p> <p><b>ADDITIONAL RATER:</b> Carefully review the rater's evaluation to ensure it is accurate, unbiased and unfalsified. If you disagree, you may ask the rater to review his or her evaluation. You may not direct a change in the evaluation. If you still disagree with the rater, mark "NON-CONCUR" and explain. You may include recommendation for assignment.</p> <p><b>REVIEWER:</b> Carefully review the rater's and additional rater's ratings and comments. If their evaluations are accurate, unbiased and unfalsified, mark "CONCUR" and sign the form. If you disagree with previous evaluations, you may ask them to review their evaluations. You may not direct them to change their appraisals. If you still disagree with the additional rater, mark "NON-CONCUR" and explain in Section VI. Do not use "NON-CONCUR" simply to provide comments on the report.</p> <p><b>RATEE:</b> Your signature is merely an acknowledgement of receipt of this report. It does not constitute concurrence. If you disagree with the content, you may file an evaluation appeal through the Evaluation Reports Appeals Board IAW AFI 36-2406 Chapter 10 (Correcting Officer and Enlisted Evaluation Reports), or through the Air Force Board for Correction of Military Records IAW AFI 36-2603 (Air Force Board for Correction of Military Records) and APPAM 36-2607 (Applicant's Guide to the Air Force Board for Correction of Military Records (AFBCMR)).</p>		
<b>PRIVACY ACT STATEMENT</b>		
<p><b>AUTHORITY:</b> Title 10 United States Code (U.S.C.) 8013, Secretary of the Air Force: AFI 36-2406, and Executive Order 9397 (SSN), as amended.</p> <p><b>PURPOSE:</b> Used to document effectiveness/duty performance history; promotion, school and assignment selection; reduction-in-force; control roster; reenlistment; separation; research and statistical analysis.</p> <p><b>ROUTINE USES:</b> May specifically be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(3). DoD Blanket Routine Uses apply.</p> <p><b>DISCLOSURE:</b> Voluntary. Not providing SSN may cause form to not be processed or to positively identify the person being evaluated.</p> <p><b>SORN:</b> F036 AF PC A, Effectiveness/Performance Reporting Records</p>		

## APPENDIX FIGURE 8: AIR FORCE ENLISTED PERFORMANCE REPORT

ENLISTED PERFORMANCE REPORT <i>(M Sgt thru SMSgt)</i>				
<b>PRIVACY ACT STATEMENT</b>				
<p><b>AUTHORITY:</b> Title 10 United States Code (U.S.C.) 8013, Secretary of the Air Force; AFI 36-2406, and Executive Order 9397 (SSN), as amended.  <b>PURPOSE:</b> Used to document effectiveness/duty performance history; promotion; school and assignment selection; reduction-in-force; control roster; reenlistment; separation; research and statistical analysis.  <b>ROUTINE USES:</b> May specifically be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(3). DoD Blanket Routine Uses apply.  <b>DISCLOSURE:</b> Mandatory. Not providing SSN may cause form to not be processed or to positively identify the person being evaluated.  <b>SORN:</b> F036 AF PC A, Effectiveness/Performance Reporting Records</p>				
<b>I. RATEE IDENTIFICATION DATA</b> <i>(Refer to AFI 36-2406 for instructions on completing this form)</i>				
1. NAME <i>(Last, First, Middle Initial)</i>	2. SSN	3. RANK	4. DAFSC	
5. ORGANIZATION, COMMAND, AND LOCATION	6. PAS CODE	7. SRID		
8. PERIOD OF REPORT <i>(DD Mmm YYYY)</i> From:                      Thru:	9. NO. DAYS NON-RATED	10. NO. DAYS SUPERVISION	11. REASON FOR REPORT	
<b>II. JOB DESCRIPTION</b>				
1. DUTY TITLE				
2. KEY DUTIES, TASKS, AND RESPONSIBILITIES <i>(Primary and Additional Duties) (Minimum of 1 line, but limited to 4 lines)</i>				
<b>III. PERFORMANCE IN LEADERSHIP/PRIMARY DUTIES/FOLLOWERSHIP/TRAINING</b> <i>(Using AFI 36-2618, The Enlisted Force Structure, as the standard of performance expectations commensurate with the ratee's rank; assess to what degree the ratee complied with the following performance expectations.)</i>				
<p>1. <b>Mission Accomplishment:</b> Consider the Airman's ability to lead and produce timely, high quality/quantity, mission-oriented results. <b>Resource Utilization</b> (e.g. time, management, equipment, manpower and budget): Consider how effectively the Airman leads their team to utilize their resources to accomplish the mission. <b>Team Building:</b> Consider the amount of innovation, initiative, and motivation displayed by the Airman and their subordinates (collaboration). <b>Mentorship:</b> Consider how well the Airman knows their subordinates, accepts personal responsibility for them, and is accountable for their professional development. <b>Communication Skills:</b> Describe how well the Airman communicates (Includes listening, reading, speaking, and writing skills) in various mediums, translates superior's direction into specific tasks and responsibilities, fosters an environment for open dialogue, and enhances communication skills of subordinates. <b>Comply with/Enforce Standards:</b> Consider personal adherence and how the Airman fosters an environment where everyone enforces fitness standards, dress and personal appearance, customs and courtesies, and professional conduct. <b>Duty Environments:</b> Rate how well the Airman establishes and maintains caring, respectful, and dignified environments while valuing diversity; to include promoting a healthy organizational climate. <b>Training:</b> Describes how well the Airman and their team complies with upgrade, duty position, and certification requirements.</p>				
Not-Rated <input type="checkbox"/>	Met some but not all expectations <input type="checkbox"/>	Met all expectations <input type="checkbox"/>	Exceeded some, but not all expectations <input type="checkbox"/>	Exceed most, if not all expectations <input type="checkbox"/>
2. COMMENTS <i>(Minimum 1 line, but limited to 8 lines)</i>				
<b>IV. WHOLE AIRMAN CONCEPT</b>				
<p>1. <b>Air Force Core Values:</b> 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. <b>Personal and Professional Development:</b> Consider effort the Airman devoted to improve their subordinates, their work center/unit and themselves. <b>Esprit de corps and Community Relations:</b> Consider how well the Airman promotes camaraderie, enhances esprit de corps, and develops Air Force ambassadors.</p>				
Not-Rated <input type="checkbox"/>	Met some but not all expectations <input type="checkbox"/>	Met all expectations <input type="checkbox"/>	Exceeded some, but not all expectations <input type="checkbox"/>	Exceed most, if not all expectations <input type="checkbox"/>
2. COMMENTS <i>(Minimum 1 line, but limited to 2 lines)</i>				

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<b>V. OVERALL PERFORMANCE ASSESSMENT</b> (Overall assessment of performance during rating period commensurate with Sections III-IV.)				RATEE NAME:	
Not-Rated <input type="checkbox"/>		Met some but not all expectations <input type="checkbox"/>		Met all expectations <input type="checkbox"/>	
Exceeded some, but not all expectations <input type="checkbox"/>		Exceed most, if not all expectations <input type="checkbox"/>			
<b>VI. RATER INFORMATION</b> (Signature signifies this is an unbiased assessment and all ACA feedback sessions were completed as required per AFI 36-2406)					
NAME, RANK, BRANCH OF SERVICE, ORGN, CMD, AND LOCATION		DUTY TITLE		SSN	DATE
		Type of Signature Digital	SIGNATURE		
<b>VII. ADDITIONAL RATER'S COMMENTS</b> (Comments are optional unless required for Referral; if not used state "This Section Not Used") <input type="checkbox"/> CONCUR <input type="checkbox"/> NON-CONCUR					
1. COMMENTS (Comments are optional unless required for Referral; if not used, state "This Section Not Used") (Minimum of 1 line, but maximum of 2 lines)					
NAME, RANK, BRANCH OF SERVICE, ORGN, CMD, AND LOCATION		DUTY TITLE		SSN	DATE
		Type of Signature Digital	SIGNATURE		
<b>VIII. UNIT COMMANDER/MILITARY OR CIVILIAN DIRECTOR/OTHER AUTHORIZED REVIEWER'S COMMENTS</b> (Comments are optional with a maximum of 1 line, if not used, state "This Section Not Used") <input type="checkbox"/> CONCUR <input type="checkbox"/> NON-CONCUR					
1. FUTURE ROLES (Recommend up to three roles/assignments that best serve the Air Force and continues the Airman's development)					
2. EDUCATION (as of closeout date) CCAF Conferred PME Complete		3. PROMOTION ELIGIBLE (Promotion eligibility as-of closeout date)		4. THIS IS A REFERRAL REPORT	
				5. QUALITY FORCE REVIEW (Ratee's personnel record has been reviewed for quality force indicators during the reporting period)	
NAME, RANK, BRANCH OF SERVICE, ORGN, CMD, AND LOCATION		DUTY TITLE		SSN	DATE
		Type of Signature Digital	SIGNATURE		
<b>IX. FINAL EVALUATOR'S COMMENTS</b> (Limit text to 1 optional line, if not used state "This Section Not Used") <input type="checkbox"/> CONCUR <input type="checkbox"/> NON-CONCUR					
<b>A. FINAL EVALUATOR POSITION</b>			<b>B. SENIOR RATER STRATIFICATION:</b> (This section restricted to Senior Rater only)		
			<input type="checkbox"/> FORCED ENDORSEMENT		
NAME, RANK, BRANCH OF SERVICE, ORGN, CMD, AND LOCATION		DUTY TITLE		SSN	DATE
		Type of Signature Digital	SIGNATURE		
<b>X. FUNCTIONAL EXAMINER/AIR FORCE ADVISOR</b> (Indicate applicable review by marking the appropriate box) <input type="checkbox"/> FUNCTIONAL EXAMINER <input type="checkbox"/> AIR FORCE ADVISOR					
NAME, RANK, BRANCH OF SERVICE, ORGN, CMD, AND LOCATION		DUTY TITLE		SSN	DATE
		Type of Signature Digital	SIGNATURE		
<b>XI. REMARKS</b> (Only use this section to spell out uncommon acronyms or to place required comments (IAW AFI 36-2406))					
XII. RATEE'S ACKNOWLEDGEMENT / acknowledge all required ACA feedback was accomplished during the reporting period and feedback was provided upon receipt of this report (unless otherwise stated above).					
Type of Signature Digital		SIGNATURE			DATE



# APPENDIX FIGURE 9: US COAST GUARD OFFICER EVALUATION REPORT

DEPARTMENT OF HOMELAND SECURITY U.S. Coast Guard <b>OFFICER EVALUATION REPORT (W2/W3/O2-O5)</b>						Validation <input type="button" value="Submit"/>		
<b>OER GUIDANCE</b> The Officer Evaluation Report is the single most significant document in the management of an officer's career. It is the official record of performance used to determine an officer's potential for promotion, retention, advanced education, command screening and for selection to positions of increased responsibility. Accordingly, our Officer Evaluation System demands integrity, fairness, accuracy, and timeliness. The responsibility for preserving these tenets rests upon all parties. In addition to regular feedback and mid-period counseling, providing timely, accurate, evaluations is a basic leadership function. While every member is responsible for providing carefully crafted supporting material, it is incumbent upon the OER rating chain to draft the appropriate sections and ensure each officer receives the feedback he or she deserves.								
<b>1. ADMINISTRATIVE INFORMATION:</b>								
a. REPORTED-ON OFFICER NAME (Last) <span style="float: right;">(Initials)</span>				b. UNIT				
<input style="width: 90%;" type="text"/>				<input style="width: 90%;" type="text"/>				
c. PERIOD OF REPORT to		d. OCCASION FOR REPORT		e. GRADE	f. EMPLID	g. DATE OF RANK	h. DATE REPORTED	
<input style="width: 20%;" type="text"/>		<input style="width: 20%;" type="text"/>		<input style="width: 20%;" type="text"/>	<input style="width: 20%;" type="text"/>	<input style="width: 20%;" type="text"/>	<input style="width: 20%;" type="text"/>	
i. MID-TERM COUNSELING DOCUMENTATION Mandated. See <a href="#">PSCINST M1611.1(series)</a> for guidance.			j. DATE COUNSELED	k. COUNSELOR NAME		l. ROO SIGNATURE		
<input style="width: 90%;" type="text"/>			<input style="width: 20%;" type="text"/>	<input style="width: 40%;" type="text"/>		<input style="width: 40%;" type="text"/>		
<b>2. DESCRIPTION OF DUTIES: List primary duty and summarize all duties and responsibilities.</b>						<input type="button" value="Click here - email form to Supervisor"/>		
a. PRIMARY DUTY:				b. PAL TITLE:				
<div style="border: 1px solid #ccc; background-color: #e0e0e0;"></div>								
<b>3. EVALUATION: Provide sufficient justification to support marks assigned in action/result statement. Avoid acronyms, do not use prohibited comments.</b>								
<b>3a. PERFORMANCE OF DUTIES: Measures an officer's ability to manage and get things done and to communicate in a positive, clear, and convincing manner.</b>								
Open	1	2	3	4	5	6	7	N/O
a. Planning and Preparedness:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Using Resources:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Results/Effectiveness:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Adaptability:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Professional Competence:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Speaking and Listening:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Writing:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid #ccc; background-color: #e0e0e0;"></div>								
<b>3b. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work.</b>								
Open	1	2	3	4	5	6	7	N/O
a. Looking Out for Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Developing Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Directing Others:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Teamwork:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Workplace Climate:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Evaluations:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<div style="border: 1px solid #ccc; background-color: #e0e0e0;"></div>								
CG-5310A (01/18)						<input type="button" value="Reset"/>		

Open	1	2	3	4	5	6	7	N/O
a. Initiative:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Judgment:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Responsibility:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Professional Presence:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Health and Well-Being:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>4. SUPERVISOR AUTHENTICATION:</b>					<a href="#">Click here - email form to RO</a>
a. FIRST, MIDDLE INITIAL, LAST NAME	b. GRADE	c. EMPLID	d. POSITION TITLE	e. DATE	

<b>5. REPORTING OFFICER AUTHENTICATION:</b>	a. EVALUATION	<input type="radio"/> Concur	<input type="radio"/> Do not concur	<input type="radio"/> RO is Supervisor
b. COMPARISON SCALE: Compare this officer with others of the same grade whom you have known in your career.	c. PROMOTION SCALE: (Mark one only)			
Best officer of this grade	<input type="radio"/>		<input type="radio"/> Already selected to next pay grade	<input type="radio"/> Below zone select
One of few distinguished officers	<input type="radio"/>		<input type="radio"/> Recently promoted (<12 months in rank annual; <6 months in rank semi-annual)	<input type="radio"/> In-zone reorder
One of the many high performing officers who form the majority of this grade.	<input type="radio"/>		<input type="radio"/> Promotion potential	<input type="radio"/> Promote w/top 20% of peers
Marginally performing officer	<input type="radio"/>		<input type="radio"/> Do not promote	<input type="radio"/> Promote
Unsatisfactory	<input type="radio"/>			
<input type="radio"/> I provided my comparison scale history to the Reviewer (CG Reporting Officer's only; available via Direct Access).				
d. REPORTING OFFICER COMMENTS: Supplement or amplify Supervisor's evaluation. Describe ability to assume greater leadership roles/responsibilities (e.g. command, special assignment, and special skills).				

<b>6. REVIEWER AUTHENTICATION:</b>					<a href="#">Click here - email form to Reviewer</a>
e. FIRST, MIDDLE INITIAL, LAST NAME	f. GRADE	g. EMPLID	h. POSITION TITLE	i. DATE	
a. <input checked="" type="radio"/> Concur <input type="radio"/> Comments regarding performance and/or potential significantly different than Supervisor or RO					
b. FIRST, MIDDLE INITIAL, LAST NAME	c. GRADE	d. EMPLID	e. POSITION TITLE	f. DATE	
g. ATTACHMENTS:					<a href="#">Click here - email form to ROO</a>

<b>7. REPORTED-ON OFFICER:</b>				I understand my signature does not constitute agreement or disagreement. I acknowledge I have reviewed the report.	
a. SIGNATURE:	b. DATE:	Active duty click here - email form to PSC-OPM-3		Reserve click here - email form to PSC-RPM-1	

**PRIVACY ACT STATEMENT**

**Authority:** 14 USC 633 and COMDTINST M1000.3 (series). **Purpose:** To determine an officer's suitability for promotion, selection and assignment. **Routine Uses:** Same. **Disclosure:** Mandatory. Failure to disclose required information may adversely affect promotion, selection and assignment decisions.

## APPENDIX FIGURE 10: US COAST GUARD ENLISTED EVALUATION REPORT THIRD CLASS PETTY OFFICER

DEPARTMENT OF HOMELAND SECURITY U.S. Coast Guard <b>ENLISTED EVALUATION REPORT                  THIRD CLASS PETTY OFFICER</b>				
<b>INSTRUCTIONS</b>				
<ul style="list-style-type: none"> <li>• Use a pen or pencil.</li> <li>• Darken the oval completely.</li> <li>• Do not make any stray marks on this form.</li> </ul>				
		<b>CORRECT MARK</b> 		
		<b>INCORRECT MARKS</b> 		
<b>Reference:</b> (a) Enlistments, Evaluations, and Advancements, COMDTINST M1000.2 (series) (b) Enlisted Evaluation System Procedures Manual, PSCINST 1611.2 (series)				
<b>MEMBER:</b> Submit a copy of current Rating Performance Qualifications (RPQ); billet assigned competencies, watch quarter station bill assignments; collateral duties; and significant achievements that are objective, accurate, and timely. Please note significant accomplishments or aspects of performance that occurred during this marking period.				
<b>RATING CHAIN:</b> Review reference (a), reference (b), and other pertinent directives that establish policies and procedures for completing enlisted evaluation reports and assigning marks against written performance standards. All competencies within each performance factor must be evaluated.				
<b>COMMENTS:</b> Written comments are required to support each mark of 1, 2, 3, 7, unsatisfactory conduct, and not ready or not recommended for advancement. Supporting comments for a 1, 2, 3, or 7 should be in the space provided after each factor, are limited to two lines of text for each competency and should be concise and provide specific examples of performance or behavior. Written comments for unsatisfactory conduct must be provided on a separate page and must be specific and sufficient enough to fully describe the conduct that led to an unsatisfactory mark. Written comments for not ready or not recommended for advancement must be provided on a separate page, and must be specific and sufficient enough to describe why the member is not ready or not recommended for advancement.				
<b>FUTURE POTENTIAL:</b> Required. Provide written, succinct comments describing potential for future leadership responsibilities, including potential to successfully serve in future special, independent, or command cadre assignments, for all personnel. This block is not a substitute for a command endorsement for such assignments; commands should seek to limit comments to the extent necessary to describe the member's future leadership potential.				
<b>SUPERVISOR:</b> After observing and gathering input on member's performance and behavior, evaluate member's performance against the written performance standards and recommend marks by darkening the appropriate ovals. Provide the completed report with recommended marks and written comments to the Marking Official.				
<b>MARKING OFFICIAL:</b> Review the marks recommended by the Supervisor and, considering other information on the member's performance and behavior, recommend marks by darkening the appropriate ovals and entering the numerical equivalent in the "Mark" column. Provide the completed report with recommended marks and written comments to the Approving Official.				
<b>APPROVING OFFICIAL:</b> Review the marks recommended by the Marking Official. Marks not concurred with must be discussed with the Marking Official. To change a mark, assign the new mark, and change the "Mark" column. Confirm that required written comments are provided when required. Ensure that the member is counseled on the marks and the member signs the worksheet. Verify that the marks are entered into the Coast Guard Direct Access System and that the evaluation is marked final within the timeframe specified in reference (a).				
<b>1. RATE, FIRST NAME, LAST NAME</b>	<b>2. EMPLOYEE ID #</b>			
<b>3. UNIT NAME</b>	<b>4. PERIOD ENDING (MM/DD/YYYY)</b>	<b>5. PAY GRADE</b>  E4		
<b>6. REASON (CHOOSE ONLY ONE REASON)</b>				
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <b>REGULAR:</b>   <input type="radio"/> SEMI ANNUAL                         </td> <td style="width: 50%; vertical-align: top;"> <b>UNSCHEDULED</b> (review references to determine when required):   <input type="radio"/> DISCIPLINE  <input type="radio"/> CHANGE OF COMMANDING OFFICER'S RECOMMENDATION  <input type="radio"/> TRANSFER  <input type="radio"/> REDUCTION (OTHER THAN DISCIPLINARY)  <input type="radio"/> SERVICEWIDE EXAM (SWE)  <input type="radio"/> CHANGE IN RATE  <input type="radio"/> PERMANENT RELIEF FOR CAUSE  <input type="radio"/> PROBATION  <input type="radio"/> ADVANCEMENT (DAY PRIOR TO ADVANCEMENT)  <input type="radio"/> CHANGE IN APPROVING OFFICIAL  <input type="radio"/> RESERVE ADOS                         </td> </tr> </table>			<b>REGULAR:</b>  <input type="radio"/> SEMI ANNUAL	<b>UNSCHEDULED</b> (review references to determine when required):  <input type="radio"/> DISCIPLINE <input type="radio"/> CHANGE OF COMMANDING OFFICER'S RECOMMENDATION <input type="radio"/> TRANSFER <input type="radio"/> REDUCTION (OTHER THAN DISCIPLINARY) <input type="radio"/> SERVICEWIDE EXAM (SWE) <input type="radio"/> CHANGE IN RATE <input type="radio"/> PERMANENT RELIEF FOR CAUSE <input type="radio"/> PROBATION <input type="radio"/> ADVANCEMENT (DAY PRIOR TO ADVANCEMENT) <input type="radio"/> CHANGE IN APPROVING OFFICIAL <input type="radio"/> RESERVE ADOS
<b>REGULAR:</b>  <input type="radio"/> SEMI ANNUAL	<b>UNSCHEDULED</b> (review references to determine when required):  <input type="radio"/> DISCIPLINE <input type="radio"/> CHANGE OF COMMANDING OFFICER'S RECOMMENDATION <input type="radio"/> TRANSFER <input type="radio"/> REDUCTION (OTHER THAN DISCIPLINARY) <input type="radio"/> SERVICEWIDE EXAM (SWE) <input type="radio"/> CHANGE IN RATE <input type="radio"/> PERMANENT RELIEF FOR CAUSE <input type="radio"/> PROBATION <input type="radio"/> ADVANCEMENT (DAY PRIOR TO ADVANCEMENT) <input type="radio"/> CHANGE IN APPROVING OFFICIAL <input type="radio"/> RESERVE ADOS			

<b>MILITARY:</b> Measures a member's ability to bring credit to the Coast Guard through personal demeanor and professional actions.								
<b>MILITARY BEARING:</b> The degree to which the member adhered to uniform and grooming standards, and projected a professional image that brought credit to the Coast Guard.	1	Failed to consistently adhere to uniform or grooming standards. Actions brought discredit to the Coast Guard.	3	Complied with uniform and grooming standards. Projected a professional image that brought credit to the Coast Guard.	5	Consistently exceeded standards for uniform and grooming. Inspired similar standards in others. Performance of subordinates, if assigned, was exceptional.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>CUSTOMS, COURTESIES, AND TRADITIONS:</b> The extent to which the member conformed to military customs, courtesies, and traditions and set standards for others.	1	Failed to conform to military customs, courtesies, or traditions. Failed to address substandard performance of subordinates, if assigned.	3	Consistently conformed to military customs, courtesies and traditions. Demonstrated respect to rank and privilege, and expected the same of others.	5	Exemplified military customs, courtesies, traditions and protocols in all situations. Inspired similar standards in others. Performance of subordinates, if assigned, was exceptional.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Comments for Military Bearing</b> (Limited to 220 characters)								
<b>Comments for Customs, Courtesies, and Traditions</b> (Limited to 220 characters)								
<b>PERFORMANCE:</b> Measures a member's willingness to acquire knowledge and the ability to use knowledge, skill, and direction to accomplish work.								
<b>QUALITY OF WORK:</b> The degree to which the member utilized knowledge, skills, and expertise to effectively organize and prioritize tasks. Completed quality work and met customer needs.	1	Needed help in prioritizing routine tasks. Work frequently failed to meet expectations. Failed to stand proper watches, if assigned. Repeatedly failed to meet customer needs.	3	Used training, experience, and proper procedures to produce finished work of good quality. Worked efficiently. Stood responsible watches, if assigned. Met customer needs.	5	Consistently produced expert-quality work that exceeded expectations and standards. Successfully resolved challenging situations while on duty. Effectively set priorities for new or complex tasks. Anticipated and continually met customer needs.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>TECHNICAL PROFICIENCY:</b> The degree to which the member demonstrated technical competency and proficiency for rating or current assignment.	1	Knowledge and skill of rate or current assignment was below standard. Failed to acquire or maintain required qualifications.	3	Demonstrated solid grasp of the knowledge, skills, and expertise for rate or current assignment. Met or maintained required qualifications.	5	Demonstrated excellent knowledge, skills, and expertise for current assignment. Achieved or maintained advanced qualifications. Technical expertise significantly contributed to unit's mission success.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>INITIATIVE:</b> The degree to which the member was a self starter, acted on new ideas to make improvements, pursued opportunities to learn, and sought additional responsibility.	1	Avoided additional responsibility. Required constant supervision to complete tasks. Implemented and supported improvements only when directed to do so.	3	Took action without waiting for someone to tell them what to do. Acted on opportunities and volunteered for additional tasking.	5	Proactively sought additional responsibility from supervisors or others. Identified and acted upon opportunities to make improvements. Enthusiastically took on additional tasks or collateral duties.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<b>Comments for Quality of Work</b> (Limited to 220 characters)								
<b>Comments for Technical Proficiency</b> (Limited to 220 characters)								
<b>Comments for Initiative</b> (Limited to 220 characters)								

**PROFESSIONAL QUALITIES:** Measures those qualities the Coast Guard values in its people.

<p><b>DECISION MAKING AND PROBLEM SOLVING:</b> The degree to which the member made sound decisions and provided valid recommendations by using facts, experience, risk assessment, and analytical thought.</p>	1	Failed to make necessary decisions or did not consider facts, alternatives, or impact. Did not weigh risk, cost, or time. Problem solving often displayed poor analysis. Did not reflect on or learn from mistakes.	3	Solved issues promptly within own authority and referred others to supervisor; provided recommendations based on all pertinent information. Asked clarifying questions when needed to make decisions. Used facts and experience to solve problems while considering risk, cost, and time.	5	Combined keen analytical thought and insight to make appropriate decisions with little or no guidance. Critical thinker who consistently focused on key issues and the most relevant information to solve complex problems. Actions indicated awareness of impact of decisions on others.	7	MARK
<p><b>MILITARY READINESS:</b> The degree to which the member effectively identified and managed stress and engaged in activities that promoted physical fitness and emotional well-being. Maintained compliance with personal readiness standards.</p>	1	Lacked effort to comply with readiness standards. Performance suffered due to lack of compliance with health, well-being, or readiness standards.	3	Managed stress to prevent negative impact on job performance and emotional well-being. Maintained compliance with medical and readiness standards, mandated training, and qualifications. Complied with weight standards throughout the entire period. Demonstrated financial responsibility. Used alcohol responsibly, if at all. Participated in physical fitness activities.	5	Supported a healthy workplace culture by promoting physical and emotional well-being. Actively assisted others with readiness standards. Demonstrated a significant commitment to the physical and emotional well-being of self and others.	7	MARK
<p><b>SELF-AWARENESS AND LEARNING:</b> The degree to which the member continued to assess self, develop professionally, improve current skills and knowledge, and acquire new skills.</p>	1	Failed to assess personal strengths or weaknesses. Lacked motivation or desire to further knowledge or self improvement.	3	Routinely assessed self and prepared for greater responsibilities. Used available opportunities to increase professional knowledge and develop skills. Showed personal growth through education or training.	5	Proactively sought opportunities on or off duty for personal and professional development. Used training to develop others. Encouraged others toward self improvement.	7	MARK
<p><b>TEAM BUILDING:</b> The degree to which the member contributed to a group process, and worked cooperatively in a collaborative, inclusive, and outcome-oriented manner.</p>	1	Unwilling to consider the ideas of others. Not a team player. Failed to maintain partnerships.	3	Worked cooperatively in group environments; collaborated to achieve goals. Teamwork resulted in the successful completion of assigned tasks.	5	Strong team player who achieved results through collaboration, fostering cooperation among subordinates and peers. Recognized team member efforts. Skillfully used knowledge of group dynamics to achieve maximum performance.	7	MARK

Comments for Decision Making and Problem Solving (Limited to 220 characters)

Comments for Military Readiness (Limited to 220 characters)

Comments for Self-Awareness and Learning (Limited to 220 characters)

Comments for Team Building (Limited to 220 characters)

<b>LEADERSHIP: Measures a member's ability to direct, guide, develop, influence, and support others in performing work.</b>								
<b>RESPECT FOR OTHERS:</b> The degree to which the member contributed to an environment that supported diversity, fairness, dignity, compassion, and creativity.	1	Showed apathy to the importance of diversity, fairness, dignity, compassion, and creativity. Treated others unfairly or with bias.	3	Supported an environment of diversity, fairness, dignity, compassion, and creativity. Showed respect for cultural differences. Supported a workplace climate that promoted inclusion, equity, and respect.	5	Demonstrated, through leadership, a strong personal commitment to fair and equal treatment of others in all situations. Actively campaigned against prejudicial actions or behavior by others.	7	MARK
<b>ACCOUNTABILITY AND RESPONSIBILITY:</b> The degree to which the member took responsibility of assigned duties and work area. Held self and others accountable to Coast Guard standards.	1	Did not support policies or displayed a poor attitude towards assigned work. Personal behavior was detrimental to job or workgroup performance. Failed to enforce or adhere to standards through personal conduct.	3	Applied Coast Guard policies and regulations and took accountability for performance, including completion of assigned work. Supported policies and decisions of senior personnel.	5	Demonstrated strong ethical principles and convictions by personal actions. Self-motivated, results-oriented performer who demonstrated accountability for self and others. Outstanding leader who ensured that standards were uniformly enforced.	7	MARK
<b>INFLUENCING OTHERS:</b> The effectiveness of the member to persuade and motivate others to achieve a desired outcome.	1	Had difficulty influencing others effectively. Did not instill confidence in others. Unable to achieve desired outcomes.	3	Positively influenced and earned respect of others. Kept self and others motivated toward completion of work and achieved desired outcomes.	5	Adapted leadership style to maximize effectiveness. Level of individual motivation served as a role model for others. Actively participated in mentoring.	7	MARK
<b>EFFECTIVE COMMUNICATION:</b> The degree to which the member effectively utilized all forms of communication in formal and informal settings.	1	Used inappropriate communication. Written correspondence often needed correction. Unwilling to accept feedback; failed to listen. Disorganized in verbal or written communications.	3	Effectively utilized clear, concise, and appropriate communication in formal and informal settings to accomplish tasks. Listened attentively and accepted feedback from others.	5	Wrote succinctly and produced written materials that were clear and articulate. Spoke in a concise, effective, organized manner tailored to the audience and situation. Effectively presented complex issues; communicated comfortably with all levels of command.	7	MARK
<b>Comments for Respect for Others (Limited to 220 characters)</b>								
<b>Comments for Accountability and Responsibility (Limited to 220 characters)</b>								
<b>Comments for Influencing Others (Limited to 220 characters)</b>								
<b>Comments for Effective Communication (Limited to 220 characters)</b>								

<b>CONDUCT</b> The degree to which this member, through personal behavior, conformed to the rules, regulations, military standards, and Coast Guard Core Values, both on and off duty.	<b>UNSATISFACTORY</b> <i>(Comments must be provided on a separate page. Comments should be specific and sufficient to describe the conduct that led to an "Unsatisfactory" mark.)</i>  Failed to meet minimum standards as evidenced by NJP, CM, or civil conviction; or brought discredit to the Coast Guard as evidenced by adverse CG-3307 entries, including financial irresponsibility, non-support to dependents, or alcohol incidents; or failed to conform to civilian and military rules, regulations, and standards.	<b>SATISFACTORY</b> No NJP, CM, or civil conviction; promoted and supported respect for rules, regulations, and civilian and military standards.				
<b>FUTURE POTENTIAL:</b> Provide succinct, written comments describing the member's potential for future leadership responsibilities including their potential to successfully serve in future special, independent, or command cadre assignments.						
<b>Comments</b> <i>(Limited to a maximum of 550 characters; comments are required, however all characters are not required to be used):</i> <div style="background-color: #e0e0ff; height: 60px;"></div>						
<b>ADVANCEMENT POTENTIAL</b> <i>(Comments must be provided on a separate page for not ready and not recommended):</i> <b>READY:</b> Assign this mark if, in the view of the rating official, at the time of this evaluation the individual has the capability and capacity to carry out the duties and responsibilities of the next higher grade, and has satisfied all eligibility and qualification requirements for the next higher grade. Required time in grade shall not be considered when determining overall eligibility for advancement. <b>NOT READY:</b> Assign this mark if, in the view of the rating official, at the time of this evaluation the individual is satisfactorily performing their required duties but is not yet ready to carry out the duties and responsibilities of the next higher grade, or has not satisfied all eligibility and qualification requirements for the next higher grade. Required time in grade shall not be considered when determining overall eligibility for advancement. <b>NOT RECOMMENDED:</b> Assign this mark if, in the view of the rating official, the individual should not be advanced to the next higher grade, regardless of qualification or eligibility, due to negative conduct or poor performance, including an unsatisfactory conduct mark, or good order and discipline issues.						
<b>SUPERVISOR:</b> <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">SUPERVISOR'S NAME</td> <td style="width: 20%;"></td> <td style="width: 15%; text-align: center;">RATE/RANK</td> <td style="width: 15%; text-align: center;">DATE</td> </tr> </table>		SUPERVISOR'S NAME		RATE/RANK	DATE
SUPERVISOR'S NAME		RATE/RANK	DATE			
<b>MARKING OFFICIAL:</b> <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">MARKING OFFICIAL'S NAME</td> <td style="width: 20%;"></td> <td style="width: 15%; text-align: center;">RATE/RANK</td> <td style="width: 15%; text-align: center;">DATE</td> </tr> </table>		MARKING OFFICIAL'S NAME		RATE/RANK	DATE
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<b>APPROVING OFFICIAL:</b> <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	<input type="radio"/> Concur <input type="radio"/> Do Not Concur, changes made <input type="radio"/> Required comments for unsatisfactory conduct, not ready, or not recommended for advancement attached on separate page. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">APPROVING OFFICIAL'S NAME</td> <td style="width: 20%;"></td> <td style="width: 15%; text-align: center;">RATE/RANK</td> <td style="width: 15%; text-align: center;">DATE</td> </tr> </table>		APPROVING OFFICIAL'S NAME		RATE/RANK	DATE
APPROVING OFFICIAL'S NAME		RATE/RANK	DATE			
<b>MEMBER:</b> I ACKNOWLEDGE HAVING BEEN COUNSELED ON AND REVIEWED MY ENLISTED EVALUATION REPORT FOR THIS PERIOD. I HAVE BEEN BRIEFED ON AND FULLY UNDERSTAND THE SIGNIFICANCE THAT THE ASSIGNED MARKS HAVE ON MY GOOD CONDUCT ELIGIBILITY. I UNDERSTAND THAT I HAVE 15 CALENDAR DAYS IN WHICH TO SUBMIT A MARKS APPEAL. I HAVE BEEN BRIEFED ON AND FULLY UNDERSTAND THE ACTION TAKEN ON MY ADVANCEMENT RECOMMENDATION AND LEADERSHIP POTENTIAL.						
<b>SIGNATURE</b> <div style="background-color: #e0e0ff; height: 20px;"></div>	<b>DATE</b> <div style="background-color: #e0e0ff; height: 20px;"></div>					

**PRIVACY ACT STATEMENT**

Pursuant to 5 U.S.C. § 552a(e)(3), this Privacy Act Statement serves to inform you of why the United States Coast Guard (USCG) is requesting the information on this form.  
**Authority:** USCG is authorized to collect the information pursuant to 5 U.S.C. 303; 14 U.S.C. 633; 14 U.S.C. 93, Commandant, general powers; COMDINST M1000.2 (Series); PSCINST M1611.2 (series).  
**Purpose:** USCG will collect the information to provide feedback on enlisted member's performance and to assist in determining suitability for advancement, selection and assignments.  
**Routine Uses:** USCG commands will use this information to provide feedback on enlisted member's performance and to assist in determining suitability for advancement, selection and assignments. Any external disclosures of data on this form will be made in accordance with DHS/USCG-014 Military Pay and Personnel, October 28, 2011, 76 FR 66933.  
**Disclosure:** Providing this information is voluntary, however, failure to disclose required information may adversely affect advancement, selection, and assignment decisions. In order to assist with maintaining confidentiality, respondents are advised not to disclose any additional personally identifiable information (PII) in their free-form responses.

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