



THE AIR UNIVERSITY



Officer Evaluation System: Officer Performance Reporting, A Tri-point Approach to Performance

Mustang Think Tank, 16F



Introduction



- Brackett, Simon
- Cunningham, Justin
- Fitzpatrick, Brian
- Garner, Casey
- Jones, Kyle
- Parker, Daniel
- Rebulanan, Ric
- Zecca, Michael



Overview



- Problem Statement
- Background
- Proposed Solution
- Methodology
- Implementation
- Second/Third Order Effects
- Conclusion
- Summary



Problem Statement



- Purpose of Officer Evaluation System
 - Provide meaningful *feedback*
 - Establish record of performance to predict future *potential*
 - Assist Boards & Developmental Teams to ID *best qualified* officers

How can we better leverage the variety of experiences, special skills and exceptional potential of our Airmen?

What would you change to ensure it meets the intent and why?

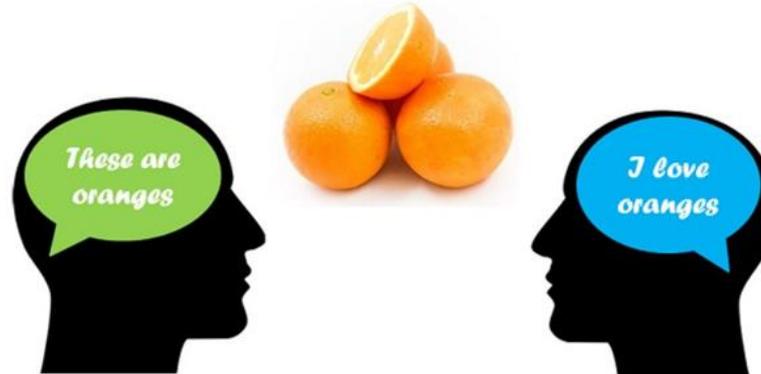
How would you implement these changes?



Background



- Language
 - Qualitative: deals with descriptions; can be observed
 - Quantitative: deals with numbers; can be measured
 - Subjective: based on a person's interpretation/judgment
 - Objective: based on fact; unbiased



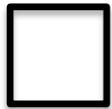


Background

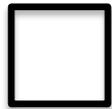


- Challenges

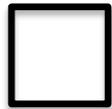
- Attempting to quantify qualitative/subjective information (i.e. numbered ratings) does not make resulting info quantitative/objective
- Although quantitative information easier to compare/less bias, substantial value in qualitative/subjective aspects of reporting



1

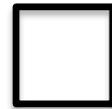


2

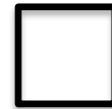


3

VS



YES



NO



Background



- Current System's Drawbacks – Formal Feedback
 - Supervisor is sole source of formal feedback
 - Execution of formal feedback is supervisor dependent
 - Limited accountability regarding initial/midterm feedback

IV. RATER OVERALL ASSESSMENT <i>(Limit text to 6 lines)</i>			
Last performance feedback was accomplished on: _____ (IAW AFI 36-2406) (If not accomplished, state the reason)			
NAME, GRADE, BR OF SVC, ORGN, COMMAND & LOCATION		DUTY TITLE	DATE
SSN		SIGNATURE	
V. ADDITIONAL RATER OVERALL ASSESSMENT <i>(Limit text to 4 lines)</i>		<input type="checkbox"/> CONCUR	<input type="checkbox"/> NON-CONCUR



Background



- Current System's Drawbacks – Misc.
 - Inconsistent process due to lack of published AFI guidance
 - Assumed mutual language
 - Perceived value of bullets
 - Culturally developed stratification
 - Taxing on man hours/timeline
 - Solely subjective perspective from supervisor(s)
 - Lack of standardized value for AFSC specific experiences



Proposed Solution



- Four sections
 - Qualitative Performance
 - Quantitative Performance
 - 270° Feedback
 - Commander's Push Line

<ul style="list-style-type: none"> • Implemented new system; saved AF \$1Bil.... • Flew 350 <u>msns</u>; captured <u>hvt</u>...ISIS defeated! • Volunteered 2000 <u>hrs</u> w/ habit for humanity • Spearheaded AFI rewrite; decreased man.... • Directed 2x POTUS level missions in AOR..... 	45												
<input checked="" type="checkbox"/> Deployments <input checked="" type="checkbox"/> Instructor <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/> PME <input checked="" type="checkbox"/> Evaluator <input type="checkbox"/> Certification <input checked="" type="checkbox"/> <u>Indiv Award</u> <input checked="" type="checkbox"/> WIC <input checked="" type="checkbox"/> Org Role	40												
<table border="0"> <tr> <td>Leadership</td><td><input type="text" value="9"/></td> <td>Job Skill</td><td><input type="text" value="10"/></td> </tr> <tr> <td>Communication</td><td><input type="text" value="10"/></td> <td>Followership</td><td><input type="text" value="9"/></td> </tr> <tr> <td>Professionalism</td><td><input type="text" value="9"/></td> <td>Attitude</td><td><input type="text" value="10"/></td> </tr> </table>	Leadership	<input type="text" value="9"/>	Job Skill	<input type="text" value="10"/>	Communication	<input type="text" value="10"/>	Followership	<input type="text" value="9"/>	Professionalism	<input type="text" value="9"/>	Attitude	<input type="text" value="10"/>	9.5
Leadership	<input type="text" value="9"/>	Job Skill	<input type="text" value="10"/>										
Communication	<input type="text" value="10"/>	Followership	<input type="text" value="9"/>										
Professionalism	<input type="text" value="9"/>	Attitude	<input type="text" value="10"/>										

Astonishing officer.....send to HAF ASAP!!	94.5												



Proposed Solution



- Expected improvements
 - Reduces/streamlines qualitative bullet section
 - Quantitative data offsets individual bias
 - Equalizes value of AFSC skills/experiences
 - Formally tracks and incentivizes performance/accomplishments
 - Raters held more accountable to formal feedback
 - Provides additional tools and info for Boards and DTs
 - Captures depth of leadership – multiple perspectives/layers



Methodology - Qualitative



- Five bullets total - Weighted 45% of OPR
 - Summation of annual performance/accomplishments
 - Move stratification/push line to alternate location (-1 bullet)
 - No additional rater summation lines (-4 bullets)
 - AFSC/MAJCOM standardized guidance for abbreviations/verbiage
- Generation of Qualitative Score
 - Bullets scored by commander
 - Commander tied to quota of top scores awarded
 - Defined minimum score allowed (e.g. 25)



Methodology - Qualitative



- Benefits
 - Reflects existing system; familiarity
 - Bullet system understood
 - Supervisor maintains substantial input
 - Less time-consuming; recovered man hours
 - Fewer bullets (approx. 40% reduction)
 - Published guidance reduces man hours/ambiguity
 - Commanders tied to quota (e.g. current Enlisted Eval system)



Methodology - Quantitative



- Binary (Yes/No) Section – Weighted 45% of OPR
 - Senior AF Leadership define weighted values & binary statements
 - Aggregate record of experience/accomplishments
 - Adaptable to meet needs of AF; flexibility
 - Accountable to Development Plan and Officer Selection Brief

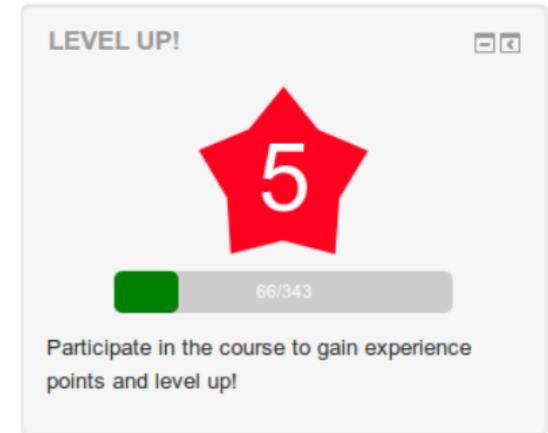




Methodology - Quantitative



- Binary Evaluation Criteria Examples
 - Level of responsibility within organization (i.e. Flt/CC, Shop Chief)
 - PME completion (i.e. SOS)
 - Deployments
 - Awards (internal/external)
 - Advanced Degrees, Certifications, Licenses
 - Organizational role
 - Instructor, Evaluator, Subject Matter Experts
 - Wing vs MAJCOM vs NAF, etc.





Methodology - Quantitative



- Benefits
 - Accounts for gaps in visibility (i.e. TDY, deployment)
 - Incentivizes self improvement/excellence
 - Unbiased/objective
 - Curtails over stratification
 - AFSC specific flexibility



Methodology - 270° Feedback



- Semi-Annual Formal Feedback – Weighted 10% of OPR
 - Computer/survey based feedback (i.e. Unit Climate Assessment)
 - Anonymous for peers/subordinates; honest feedback
 - Targeted survey questions
 - Multilayered
 - 1 to 5 scale; strongly disagree to strongly agree
 - 5 Peer & 5 Subordinate (amendable per unit size)
 - Section score is calculated by average of overall feedback



Methodology - 270° Feedback



- Benefits

- Provides actionable information to both member and supervisor
- Increased self-awareness; emotional intelligence
- Honest feedback with no fear of reprisal
- Identifies leadership behaviors

***GREAT LEADERS START
OFF AS GREAT FOLLOWERS***





Methodology - CC's Bullet



- Summation Bullet
 - Cumulative score from all three sections
 - Includes push statement that reflects next level of responsibility
 - Desired PME/Educational opportunity, in-line with member's Developmental Plan
 - Quoted stratification at highest level (i.e. Wing CC, Group CC)
 - Reviewer signature block for QC remains



Implementation



- Air Force A1 implements at beginning of new FY##
- Use on all OPRs with expected closeout date 01JAN## or later
- A1 directed training needed prior to implementation
- Note: Implementation change over has occurred before
 - Mixed OPRs in records/at boards
 - Cultural resistance
 - Officers still selected for promotion, PME, training, etc.



Second/Third Order Effects



- Increased Time Requirement – Feedback specific
 - Reduced quality of feedback
 - Reduced availability of members
- Cultural Resistance
 - Reduced morale
 - Confusion of objectives, new norms
- Mixed OPRs at boards
 - Familiarization with weighted form values
 - Tendency to place more emphasis on old OPRs



Conclusion



- Proposed Officer Evaluation System
 - Qualitative Section establishes record of performance
 - Quantitative assigns value to skills and variety of experiences
 - 270 feedback provides meaningful and actionable information
 - Cumulative score more accurately predicts future potential
 - Overall product assist boards & Developmental Teams to ID best qualified officers
 - Format eases transition post implementation



Summary



- Problem Statement
- Background
- Proposed Solution
- Methodology
- Implementation
- Second/Third Order Effects
- Conclusion
- Summary



Acknowledgements



- Colonel Rodriguez
- Major Lueckenhoff
- Major Flanigan



Sources



- Air Force Instruction 36-2406, *Officer and Enlisted Evaluation Systems*
- Air Force instruction 36-2501, *Officer Promotions and Selective Continuation*
- Public Law 96-513, Defense Officer Personnel Management Act (DOPMA)
- 360 Degree Feedback,
(http://www.rand.org/pubs/research_reports/RR998.html)
- The Office of Personnel Management (<https://opm.gov>)