

AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (M Sgt thru CM Sgt)

PRIVACY ACT STATEMENT

AUTHORITY: Title 10 United States Code (U.S.C.) 8013, Secretary of the Air Force and AFI 36-2406.
PURPOSE: Used to document effectiveness/duty performance history.
ROUTINE USES: May specifically be disclosed outside the DoD as a routine use pursuant to 5 U.S.C. 552a(b)(3). DoD Blanket Routine Uses apply.
DISCLOSURE: Voluntary. A copy of the ACA may be requested as directed by AFI 36-2406.

I. PERSONAL INFORMATION

NAME (Last, First, Middle Initial)	RANK	UNIT
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II. TYPE OF ASSESSMENT INITIAL MID-TERM FOLLOW-UP RATEE REQUESTED RATER DIRECTED

III. SELF-ASSESSMENT (To be completed by Ratee and forwarded to Rater) Rating Scale: Y=Yes, understands; N=Need more information

RESPONSIBILITY:	RATEE
1. Understands the importance of doing the right thing even when it is unpopular or difficult.	
2. Understands the importance of responsibility in the use of and care of equipment and assets.	
3. Understands the importance of admitting shortcomings or mistakes.	
4. Understands the importance of refusing to partake in inappropriate behavior(s) despite social pressure.	
5. Understands the importance of accomplishing tasks in a timely manner.	
6. Understands the importance of providing support and welfare, of family, and ensuring they are prepared for separations and/or reunions. (If applicable)	

ACCOUNTABILITY:	RATEE
7. Understands the importance of the Air Force Core Values/Standards and how others should be accountable.	
8. Understands the importance of applying situational awareness and sound judgment.	
9. Understands the importance of living within their means (financially, budgets, saves, spends responsibility, etc.).	

AIR FORCE CULTURE:	RATEE
10. Understands the importance of leading by example.	
11. Understands the importance of respecting one's self and others.	
12. Understands the importance of looking after fellow Airmen and their families (to include while fellow Airmen are deployed).	
13. Understands the importance of showing enthusiasm in being an Airman and in inspiring others to reach their full potential.	
14. Understands the importance of upholding the proud heritage of the Air Force and the importance of displaying the professional characteristics of an Airman at all times (24/7).	

SELF:	RATEE
15. Understands the importance of setting aside time to assess self, as-well-as personal and professional goals.	
16. Understands the importance of setting aside quality time to be with family and friends.	
17. Understands the importance of striving to meet personal/professional goals. Review Section VII for discussion during feedback session.	

IV. AIRMAN'S CRITICAL ROLE IN SUPPORT OF THE MISSION (To be completed by Rater):

V. INDIVIDUAL READINESS INDEX (Completed by Rater after talking to Unit Deployment Manager) R= RED (UNSAT/NOT CURRENTLY DEPLOYABLE), G=GREEN (HIGHLY SAT/CURRENTLY DEPLOYABLE) AF Indicator

VI. PERFORMANCE: LEADERSHIP/PRIMARY DUTIES/FOLLOWERSHIP/TRAINING (To be completed by Rater) - Information may be used on next EPR (Using AFI 36-2618, The Enlisted Force Structure, as the standard of expected performance commensurate with the Airman's rank, to what degree did the Airman comply with performance expectations.)

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

6. Complies with/enforces standards: Consider personal adherence and fostering an environment where everyone enforces fitness standards, dress and personal appearance, customs and courtesies, and professional conduct	Failed to personally meet some or all standards and/or failed to address subordinates non-compliance <i>(few Airmen)</i>	<input type="checkbox"/> Consistently met and enforced standards in all areas; influenced others by example <i>(majority of Airmen)</i>	<input type="checkbox"/> Exceeded all standards of fitness, conduct, appearance, and behavior; proactively coached others to meet standards <i>(some Airmen)</i>	<input type="checkbox"/> Is the Airman emulated by others; raised the standard in all areas; persistently drove Airmen to exceed standards <i>(very few Airmen)</i>
7. Duty Environments: Rate how well the Airman establishes and maintains caring, respectful, and dignified environments while valuing diversity, to include promoting a healthy organizational climate	Actions failed to engender a respectful atmosphere <i>(few Airmen)</i>	<input type="checkbox"/> Produced work center marked by mindful consideration and absent of negative treatment of others <i>(majority of Airmen)</i>	<input type="checkbox"/> Generated energetic, positive environments people seek to work at, demanded equal and dignified treatment for all <i>(some Airmen)</i>	<input type="checkbox"/> Model supervisor and leader who coached others to duplicate vibrant and highly productive teams marked by respectful treatment of others <i>(very few Airmen)</i>
8. Training: Describes how well the Airman and their team complies with upgrade, duty position, and certification requirements	Consistently failed to produce qualified team members and/or adhere to training requirements <i>(few Airmen)</i>	<input type="checkbox"/> Produced Airmen who successfully progressed and obtained training qualifications on-time; met personal training requirements <i>(majority of Airmen)</i>	<input type="checkbox"/> Generated high-performance team(s) that developed and instituted innovative training programs; challenged self, subordinates and other trainees to exceed requirements <i>(some Airmen)</i>	<input type="checkbox"/> Sought after training leader, continually refined team training techniques to enhance productivity; mentored other team leads to replicate benchmark training environment <i>(very few Airmen)</i>

9. COMMENTS

VII. WHOLE AIRMAN CONCEPT

1. Air Force Core Values: Consider how well the Airman adopts, internalizes, demonstrates and insists on adherence of our Air Force Core Values of Integrity First, Service Before Self and Excellence in All We Do	Airman failed to adhere to and enforce the Air Force Core Values <i>(few Airmen)</i>	<input type="checkbox"/> Ensured subordinates and self consistently demonstrated the Air Force Core Values on and off duty <i>(majority of Airmen)</i>	<input type="checkbox"/> Embodiment of Integrity, Service Before Self, and Excellence; demanded others uphold and live by the Core Values <i>(some Airmen)</i>	<input type="checkbox"/> Airman for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired others to embody the Core Values <i>(very few Airmen)</i>
2. Personal and Professional Development: Consider effort the Airman devoted to improve their subordinates, their work center/unit and themselves	Made little to no effort to encourage subordinates to complete expected personal and/or professional development or progress in their own development <i>(few Airmen)</i>	<input type="checkbox"/> Established attainable goals for subordinates and self; ensured progress to meet those goals <i>(majority of Airmen)</i>	<input type="checkbox"/> Driven leader; led others and self to pursue professional and personal development goals with distinctive increase in work center performance <i>(some Airmen)</i>	<input type="checkbox"/> Tenaciously led others and self to exceed developmental goals, resulting in significant positive impact that radiated beyond unit; benchmarked by other work centers <i>(very few Airmen)</i>
3. Esprit de corps and community relations: Consider how well Airman promotes camaraderie, enhances esprit de corps, and develops Air Force ambassadors	Made little to no effort to enhance esprit de corps or community <i>(few Airmen)</i>	<input type="checkbox"/> Required subordinates to foster esprit de corps through personal volunteerism and involvement in base/community events <i>(majority of Airmen)</i>	<input type="checkbox"/> Organized and led team building and community events; resulted in increased work center morale and improved community relations <i>(some Airmen)</i>	<input type="checkbox"/> Consistently and selflessly cultivated leaders that inspired esprit de corps with significant positive impact to the mission and community <i>(very few Airmen)</i>

4. COMMENTS

VIII. KNOWING YOUR AIRMAN *(To be discussed by Ratee and Rater during feedback session)*

1. How do you think you are **performing** in the unit? How can your unit help you **perform better**?
2. What are some of your **goals for self-improvement**? *(Goals should be SMART – Specific, Measurable, Attainable, Realistic, and Time-bound).*
 - 2a. Do you have **personal** *(family, financial, fitness, etc.) goals*? Would you like to discuss?
 - 2b. What are your **professional** *(assignments, academic, professional, etc.) goals* *(i.e., CCAF, BA, SNCOA completion, special duties, etc.)*?
3. Do you have stressors in your life? If so, what are you goals for reducing them? How can we help?
4. Do you have Wingmen? Do you have at least one mentor?
5. How would you rate yourself as a Wingman and a mentor? Can you provide some specific examples?
6. Would you like to offer any suggestions/feedback? *(e.g., unit improvements, safety, productivity enhancements, existing programs, living conditions)*
7. Expectations for unit and Ratee *(Areas for improvement, strengths and weaknesses; recommendations for improvement).*

NOTE: This information is to enhance open communication; the rater will not utilize or document any areas discussed in **Section III** or **VIII** when preparing evaluations *(Ref. AFI 36-2406)*.

RATEE SIGNATURE	RATER SIGNATURE	DATE
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