

# AIRMAN COMPREHENSIVE ASSESSMENT (ACA) WORKSHEET (AB thru TSgt)

## 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 per AFI 36-2406.

**SORN(s):** F036 AF PC A, Effectiveness/Performance Reporting Systems.

### I. PERSONAL INFORMATION

NAME <i>(Last, First, Middle Initial)</i>	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 to their family and ensuring they are prepared for separations and/or reunions. <i>(If applicable)</i>	

### ACCOUNTABILITY:

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 <i>(finances, budgets, saves, spends responsibly, etc.)</i> .	

### AIR FORCE CULTURE:

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 <i>(to include while fellow Airmen are deployed)</i> .	
13. Understands the importance of showing enthusiasm in being an Airman and 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 <i>(24/7)</i> .	

### SELF:

15. Understands the importance of setting aside time to assess self, to include 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) ☐ AEF 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. Task Knowledge/Proficiency: Consider the quality, quantity, results, and impact of the Airman's knowledge and ability to accomplish tasks	Demonstrated insufficient ability; required re-accomplishment of tasks requires more guidance/experience <input type="checkbox"/>	Demonstrated acceptable ability and consistently produced good quality, quantity, results, and impact <input type="checkbox"/>	Routinely delivered high-quality work; met established suspenses; exceeded performance expectations associated with current grade <input type="checkbox"/>	Knowledge and skills impact far beyond those of peers; efforts directly elevated unit's impact on mission success <input type="checkbox"/>
2. Initiative/Motivation: Describes the degree of willingness to execute duties, motivate team members, and develop innovative new processes	Displayed little to no effort in accomplishing duties, lacked motivation and did not display initiative <input type="checkbox"/>	Displayed good effort in performance of assigned tasks; mindful of others' needs and developed new processes <input type="checkbox"/>	Self-starter on task completion, proactively assisted team members, routinely sought out new ways to execute mission <input type="checkbox"/>	Inspired work ethic, aggressively sought to improve others' motivation, drove innovative environments <input type="checkbox"/>
3. Skill Level Upgrade Training: Consider skill level awarding course, CDC timeliness and/or completion, course exam results, and completion of core task training  N/A <i>(Airman possessed required skill level/training)</i> <input type="checkbox"/>	Did not complete or took excessive time to obtain required skill level <input type="checkbox"/>	Progressed in or obtained skill level within prescribed time and standard <input type="checkbox"/>	Progressed in or obtained skill level ahead of time and above standard <input type="checkbox"/>	Completed CDCs and core task training requirements far ahead of schedule and obtained excellent course exam score <input type="checkbox"/>
4. Duty Position Requirements, qualifications, and certifications: Consider duty position qualifications, career field certifications (if applicable), and readiness requirements  N/A <i>(Airman possessed training commensurate with grade prior to reporting period)</i> <input type="checkbox"/>	Did not complete or took excessive time to obtain required training <input type="checkbox"/>	Progressed in or obtained training within prescribed time and standard <input type="checkbox"/>	Progressed in or obtained training ahead of time and above standard <input type="checkbox"/>	Completed training requirements far ahead of schedule and if tested obtained excellent scores <input type="checkbox"/>
5. Training of Others: Consider the Airman's effort and impact made by training others  N/A <i>(No valid opportunity for Airman to train)</i> <input type="checkbox"/>	When tasked to train, Airman made minimal to no effort to train others; did not meet expectations <input type="checkbox"/>	Effectively imparts skills and knowledge to others <input type="checkbox"/>	Consistently seized opportunities to train subordinates and peers; trainees became highly skilled <input type="checkbox"/>	Peerless trainer; selflessly imparts expertise to subordinates, peers and superiors with significant impact on mission <input type="checkbox"/>

### 6. COMMENTS

<b>VII. FOLLOWERSHIP/LEADERSHIP</b>								
1. Resource Utilization ( <i>e.g., time management, equipment, manpower and budget</i> ): Consider how effectively the Airman utilizes resources to accomplish the mission	Improperly or inconsistently managed time and other resources	<input type="checkbox"/>	Made good use of available time and other resources within Airman's control	<input type="checkbox"/>	Sought better ways to more effectively utilize time and other resources	<input type="checkbox"/>	Sought after utilization expert in saving time, equipment, manpower, and budget with impact outside of work center or unit	<input type="checkbox"/>
2. Comply with/Enforce Standards: Consider personal adherence and enforcement of fitness standards, dress and personal appearance, customs and courtesies, and professional conduct	Failed to meet some or all standards	<input type="checkbox"/>	Consistently met all standards	<input type="checkbox"/>	Met all/surpassed some standards of fitness, conduct, appearance and behavior; influenced others by example	<input type="checkbox"/>	Is the model Airman, raised the standard in all areas for others to emulate; coached others	<input type="checkbox"/>
3. Communication Skills: Describes how well the Airman receives and relays information, thoughts, and ideas up and down the chain of command ( <i>includes listening, reading, speaking, and writing skills</i> ); fosters an environment for open dialogue	Not articulate; does not assimilate or convey information in a clear and concise manner	<input type="checkbox"/>	Able to convey most information in an understandable manner; makes some effort to improve communication skills	<input type="checkbox"/>	Clearly conveyed complex information in a concise manner; improved communication skills in themselves and others; encouraged and considered others' input	<input type="checkbox"/>	Remarkable communicator; mentor and teacher; has the presence and confidence in any setting; sought out by leaders for various communication forums	<input type="checkbox"/>
4. Caring, Respectful, and Dignified Environment (Teamwork): Rate how well the Airman selflessly considers others, values diversity, and sets the stage for an environment of dignity and respect; to include promoting a healthy organizational climate	Airman displayed little to no respect for others and/or themselves	<input type="checkbox"/>	Fostered a dignified environment by consistently treating Airmen and themselves with respect	<input type="checkbox"/>	Displayed strong interpersonal skills by proactively meeting others' needs, held others accountable for professional conduct to enhance a dignified environment	<input type="checkbox"/>	Unmatched interpersonal skills; always displayed exemplary conduct and behavior with actions that are tone-setting, resulting in measurable increases in teamwork and unit effectiveness	<input type="checkbox"/>
<b>5. COMMENTS</b>								
<b>VIII. WHOLE AIRMAN CONCEPT</b>								
1. Air Force Core Values: Consider how well the Airman adopts, internalizes and demonstrates our Air Force Core Values of Integrity First, Service Before Self, and Excellence in All We Do	Airman failed to adhere to the Air Force Core Values	<input type="checkbox"/>	Consistently demonstrated the Air Force Core Values, both on and off duty	<input type="checkbox"/>	Embodiment of Integrity, Service Before Self, and Excellence; encouraged others to uphold Air Force Core Values	<input type="checkbox"/>	Airman for others to emulate; personal conduct exudes Air Force Core Values; influential leader who inspired others to embody Core Values	<input type="checkbox"/>
2. Personal and Professional Development: Consider the amount of effort the Airman devoted to improve themselves and their work center/unit through education and involvement	Made little to no effort to pursue personal or professional development	<input type="checkbox"/>	Established goals and progressed to meet those goals for professional and/or personal development	<input type="checkbox"/>	Driven Airman; exceeded both professional and personal development goals with positive impact on individual performance or mission accomplishment	<input type="checkbox"/>	Relentlessly pursued personal and professional development of themselves and others; efforts resulted in significant positive impact to unit and/or Air Force	<input type="checkbox"/>
3. Esprit de corps and community relations: Consider how well Airman promotes camaraderie, embraces esprit de corps, and acts as an Air Force ambassador	Made little to no effort to promote esprit de corps or act as an Air Force ambassador	<input type="checkbox"/>	Fostered esprit de corps through involvement in base and/or community events	<input type="checkbox"/>	Active participant; organized and occasionally led team building and/or community events to foster esprit de corps	<input type="checkbox"/>	Epitomizes an Air Force ambassador; Airman consistently and selflessly led efforts that inspired esprit de corps with significant impact to the mission and/or community	<input type="checkbox"/>
<b>4. COMMENTS</b>								
<b>IX. KNOWING YOUR AIRMAN</b> ( <i>To be discussed by Ratee and Rater during feedback session</i> )								
1. How do you think you are <b>performing</b> in the unit? How can your unit help you <b>perform better</b> ?								
2. What are some of your <b>goals for self-improvement</b> ? ( <i>Goals should be <b>SMART</b> – <b>S</b>pecific, <b>M</b>easurable, <b>A</b>ttainable, <b>R</b>ealistic, and <b>T</b>ime-bound</i> ).								
2a. Do you have <b>personal</b> ( <i>family, financial, fitness, etc.</i> ) <b>goals</b> ? Would you like to discuss?								
2b. What are your <b>professional</b> ( <i>assignments, academic, professional, etc.</i> ) <b>goals</b> ( <i>i.e., CCAF, BA, SNCOA completion, special duties, etc.</i> )?								
3. Do you have stressors in your life? If so, what are your 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? ( <i>e.g., unit improvements, safety, productivity enhancements, existing programs, living conditions</i> )								
7. Expectations for unit and Ratee ( <i>Areas for improvement, strengths and weaknesses; recommendations for improvement</i> ).								
<b>NOTE:</b> This information is used to enhance open communication; the rater will not utilize or document any areas discussed in <b>Section III</b> or <b>IX</b> when preparing evaluations ( <i>Ref: AFI 36-2406</i> ).								
<b>RATEE SIGNATURE</b>			<b>RATER SIGNATURE</b>			<b>DATE</b>		

