OPR Proposal

Introducing the Comparative Assessment Matrix (CAM)

SOS 17E

Falcons

Overview

- The new OPR must…
- Our changes to the OPR
  - Answering the what, why and how
- Define performance and potential
- Deep dive into purposed changes
- Wrap up
- Questions

New OPR must…

- Provide meaningful feedback
- Provide sound information to assist in identifying (differentiating) the best qualified officers
- Stand alone as a reliable, long term, cumulative record of performance
  - Ideally alleviate the need for a PRF
- Be a total force solution for all competitive categories O-6 and below
- Follow current laws/statutory restrictions
- Be equitable, explainable and executable

Answering what, why, and how

What changes would best capture performance and potential?	Why do these changes benefit the OES and the AF?	How would these changes be implemented?
Clearly define what the AF values in an officer and measure these traits on a sliding scale	Save the officer, rater and senior rater time through the elimination of the PRF	Creation of an IT system allowing the rater to measure the officer on the AF values
Provide a visual representation of a officer's performance and potential	Allow for quick identification of patterns in performance and potential	IT system to allow the senior rater to compare officer against peers
Include a narrative allowing the senior rater to communicate performance and potential	Provide an officer feedback on how he or she compares to peers	Changes to applicable AFIs and the development of a roll out plan
	Allow the member to easily view their record of performance across their career	

What is performance and potential?

Performance – (n) the action or process of carrying out or accomplishing an action, task or function

Potential – (a) having or **showing** the capacity to become or develop into something in the future; (n) latent qualities or abilities that **may be developed** and lead to future success or usefulness

Source: Google definitions

What the AF Values in Officers

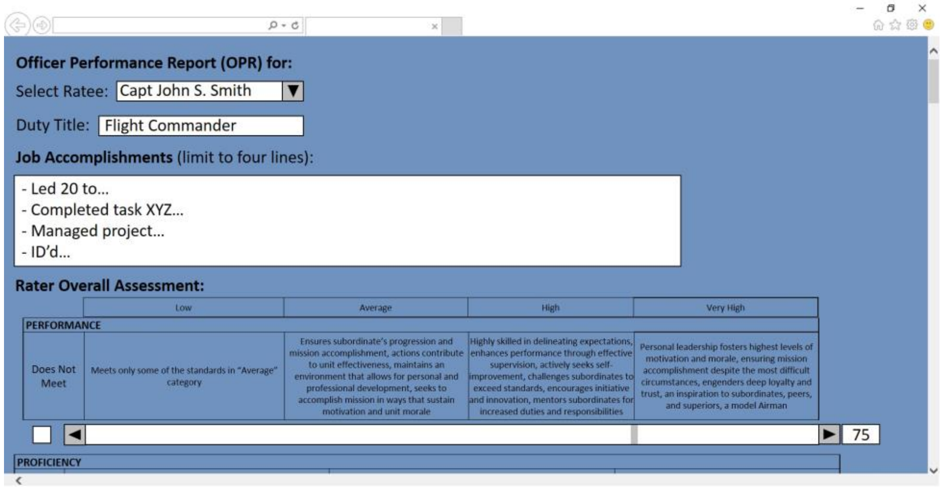
- Performance
  - Results achieved during the reporting period
  - How well assigned duties were carried out
- Proficiency
  - Demonstrated technical knowledge and skill in execution of duties
  - Application of aptitude and competence to complete mission
- Leadership
  - Providing direction and motivation that inspires subordinates to maximize performance while accomplishing the mission
  - Cultivating professional and personal development
  - Demonstrating the highest standards of conduct and serving as a role model to all others

What the AF Values in Officers

- Communication
  - Ability to listen, speak, write, read critically
  - Able to express ideas in a way that is easily understood by everyone
  - Encourages subordinates to ask questions, raise issues and concerns, and venture opinions
- Character
  - Personal adherence to AF Core Values
  - Moral strength to overcome adversity and the will to persevere when faced with uncertainty
  - Proactive in the absence of specific direction
  - Volunteering, Wingman Concept, Followership, Teamwork
- Intellect
  - Ability to solve complex problems with analytics and intuition
  - Draws on the Core Values, knowledge, and personal experience to make wise choices
  - Frames decisions in context of commander's intent and the goal of mission accomplishment

Measuring Values

- The rater will utilize a sliding scale against the six values
- Indicator on the scale will be moved by rater to the position that most accurately represents the ratee
- The data from the slides will be used to populate the x-axis on the Comparative Assessment Matrix (CAM)



Officer Performance Report (OPR) for:

Select Ratee: Capt John S. Smith

Duty Title: Flight Commander

Job Accomplishments (limit to four lines):

- Led 20 to...
- Completed task XYZ...
- Managed project...
- ID'd...

Rater Overall Assessment:

	Low	Average	High	Very High
PERFORMANCE				
Does Not Meet	Meets only some of the standards in "Average" category	Ensures subordinate's progression and mission accomplishment, actions contribute to unit effectiveness, maintains an environment that allows for personal and professional development, seeks to accomplish mission in ways that sustain motivation and unit morale	Highly skilled in delineating expectations, enhances performance through effective supervision, actively seeks self-improvement, challenges subordinates to exceed standards, encourages initiative and innovation, mentors subordinates for increased duties and responsibilities	Personal leadership fosters highest levels of motivation and morale, ensuring mission accomplishment despite the most difficult circumstances, engenders deep loyalty and trust, an inspiration to subordinates, peers, and superiors, a model Airman

☐ 75

PROFICIENCY

The comparative assessment matrix – a visual representation of performance and potential

Matrix characteristics

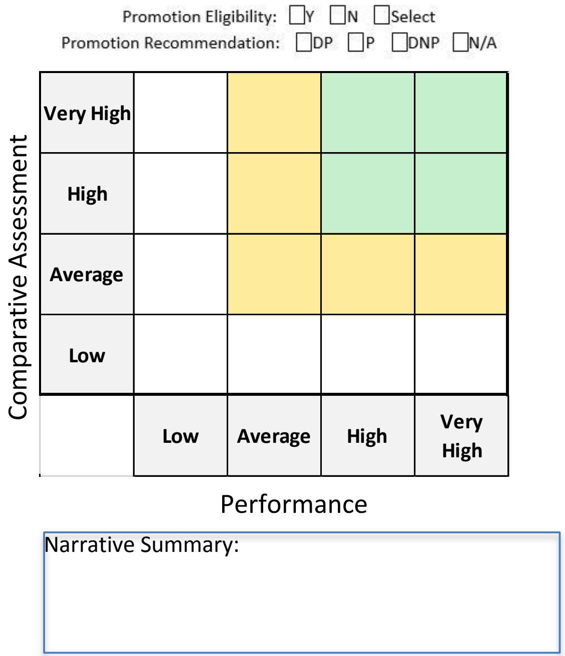
Officer's position on the matrix determined by performance and the senior raters comparative assessment

Performance (x axis)

- Responsibility of rater
- Reviewed by additional rater
- Determined by inputs on AF values sliding scale

Comparative assessment (y axis)

- Responsibility of senior rater
- Process of assessing an officer against others of the same grade
- Managed through forced distribution



Promotion Eligibility: ☐Y ☐N ☐Select
Promotion Recommendation: ☐DP ☐P ☐DNP ☐N/A

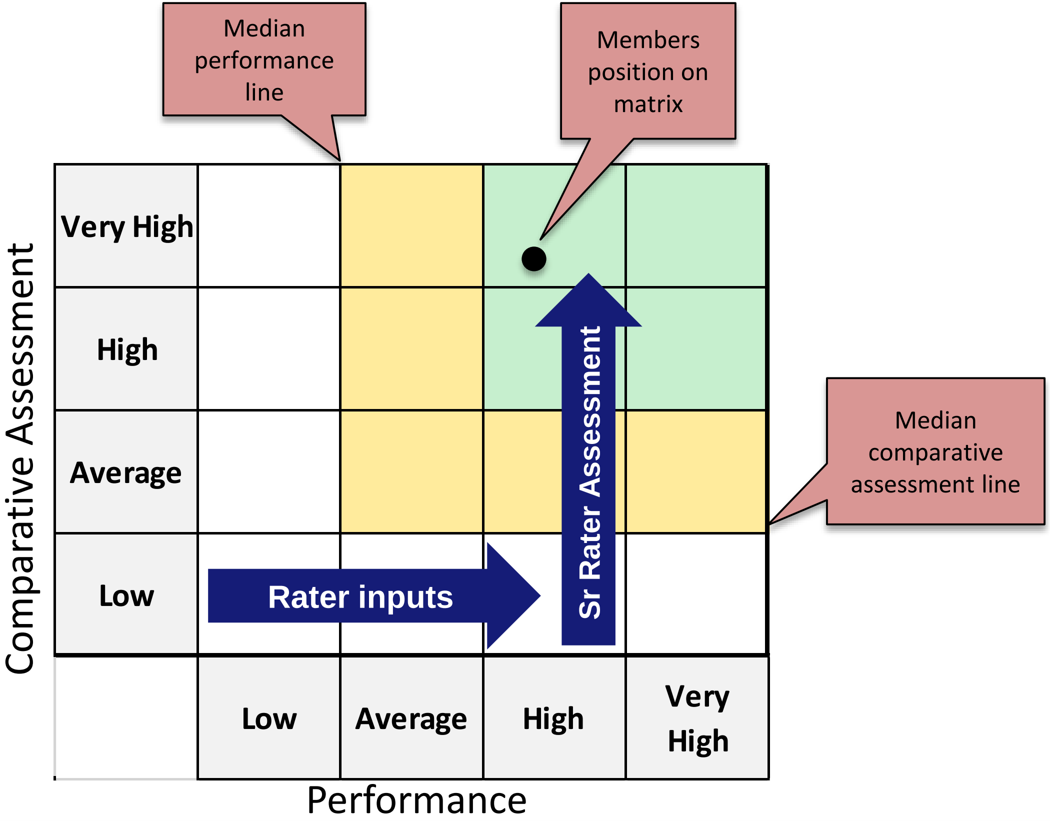
Comparative Assessment

Very High		🟨	🟩	🟩
High		🟨	🟩	🟩
Average		🟨	🟨	🟨
Low				
	Low	**Average**	**High**	**Very High**

Performance

Narrative Summary:

A closer look at an officer’s position on the CAM



Median performance line

Members position on matrix

Median comparative assessment line

Comparative Assessment

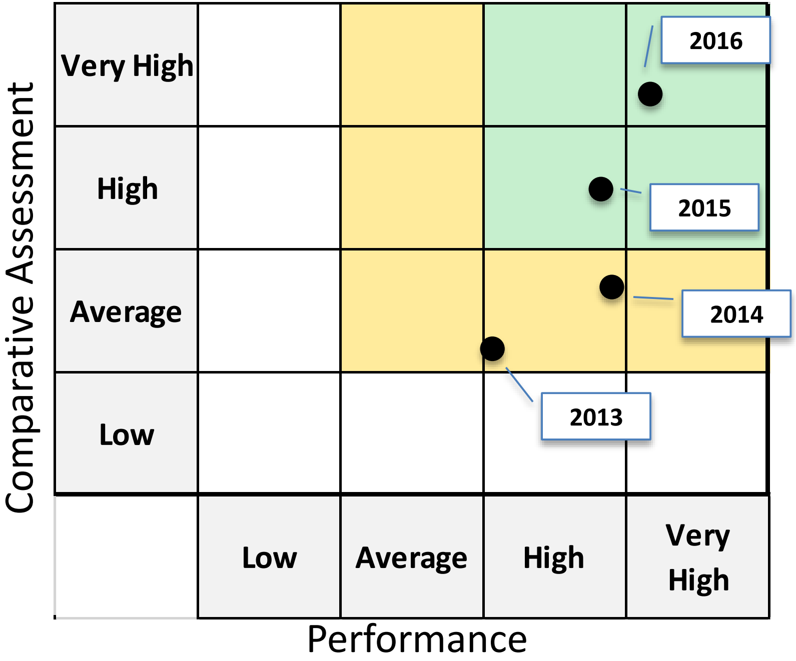
Comparative Assessment	Low	Average	High	Very High
Very High	⬜	🟨	🟩 ●	🟩
High	⬜	🟨	🟩	🟩
Average	⬜	🟨	🟨	🟨
Low	⬜	⬜	⬜	⬜

Rater inputs

Sr Rater Assessment

Performance

Capabilities within the matrix are numerous; Individual's assessment shown over 4 years



IT system could generate comparison across AFSC, year groups, etc.

Narrative authored below matrix to communicate performance and potential

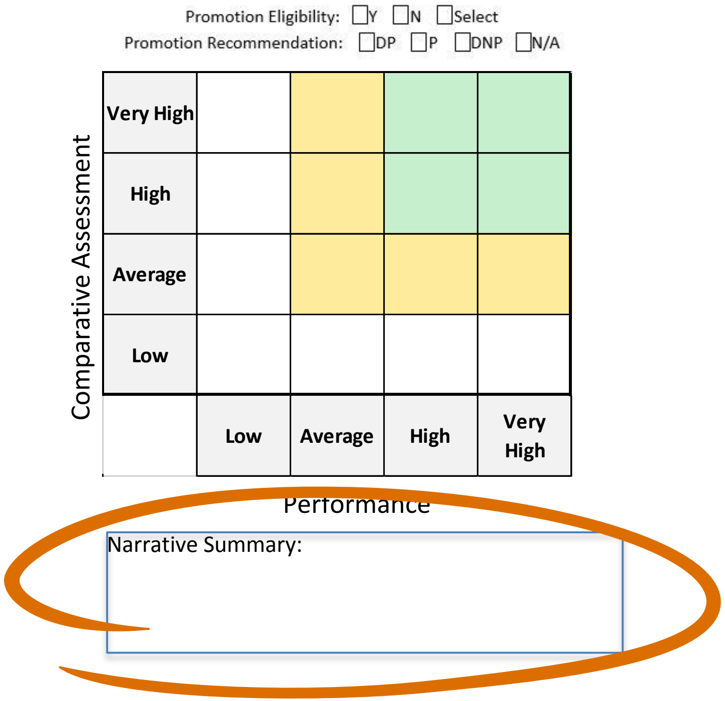
Narrative characteristics

Senior raters chance to communicate to the PB, DT, MLR and member on the officer’s position on the matrix

Any unique and/or unusual circumstances can be addressed within the narrative

- Comparing Thunderbird pilots
- Office full of high performers

Narrative to be authored in plain English



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Comparative Assessment

Very High		🟨	🟩	🟩
High		🟨	🟩	🟩
Average		🟨	🟨	🟨
Low				
	Low	**Average**	**High**	**Very High**

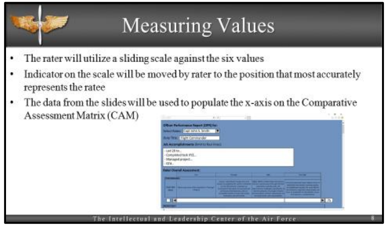
Performance

Narrative Summary:

Equitable, explainable, and executable!

Provide meaningful feedback
Sound information to assist in IDing best qualified
Within the current laws

Using a sliding scale to measure AF values



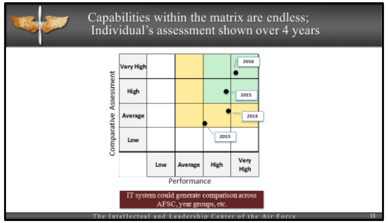
Measuring Values

- The rater will utilize a sliding scale against the six values
- Indicator on the scale will be moved by rater to the position that most accurately represents the ratee
- The data from the slides will be used to populate the x-axis on the Comparative Assessment Matrix (CAM)

The Intellectual and Leadership Center of the Air Force 8

Provide meaningful feedback
Reliable, long term, cumulative ROP
Sound information to assist in IDing best qualified
Alleviate need for PRF
Within the current laws

Visual representation of performance and potential



Capabilities within the matrix are endless; Individual's assessment shown over 4 years

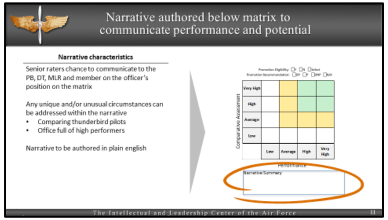
Comparative Assessment
Very High
High
Average
Low
Low
Average
High
Very High
Performance
2016
2015
2014
2013

IT system could generate comparison across AFSC, year groups, etc.

The Intellectual and Leadership Center of the Air Force 11

Provide meaningful feedback
Sound information to assist in IDing best qualified
Alleviate need for PRF
Within the current laws

Utilizing a narrative to communicate potential and performance



Narrative authored below matrix to communicate performance and potential

Narrative characteristics

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Any unique and/or unusual circumstances can be addressed within the narrative
- Comparing thunderbird pilots
- Office full of high performers

Narrative to be authored in plain english

Comparative Assessment
Very High
High
Average
Low
Low
Average
High
Very High
Performance
Narrative Summary:

The Intellectual and Leadership Center of the Air Force 11

BL: Our OPR meets all requirements

- ✓ Provide meaningful feedback
- ✓ Provide sound information to assist in identifying (differentiating) the best
- ✓ qualified officers
- ✓ Stand alone as a reliable, long term, cumulative record of performance
  - ✓ Ideally alleviate the need for a PRF
- ✓ Be a total force solution for all competitive categories O-6 and below
- ✓ Follow current laws/statutory restrictions
- ✓ Be equitable, explainable and executable

Questions?

SQUADRON OFFICER SCHOOL

Back Up Slides

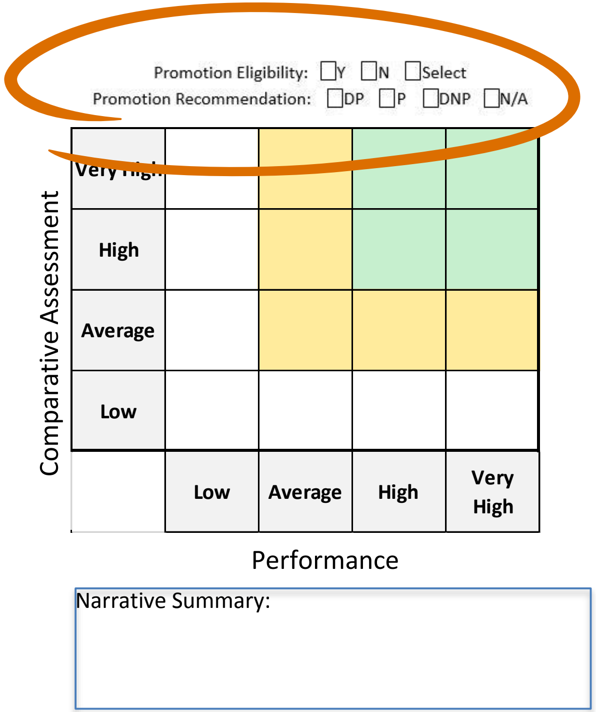
Back of OPR to begin by communicating promotion eligibility and recommendation

Promotion Information

First line identifies whether or not an officer is eligible for promotion

Promotion recommendation line used by senior rater to aid in differentiating officer's

- Continue to use familiar language (DP, P, DNP)
- Managed through utilization of current DP allocation process
- MLRs still needed to handle aggregate DPs



Promotion Eligibility: ☐Y ☐N ☐Select
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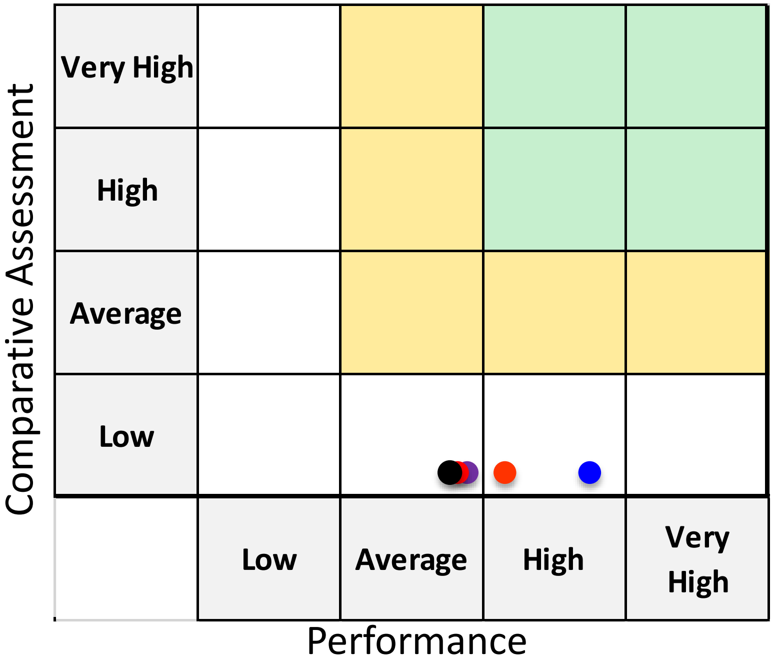
Comparative Assessment

Very High		🟨	🟩	🟩
High		🟨	🟩	🟩
Average		🟨	🟨	🟨
Low				
	Low	Average	High	Very High

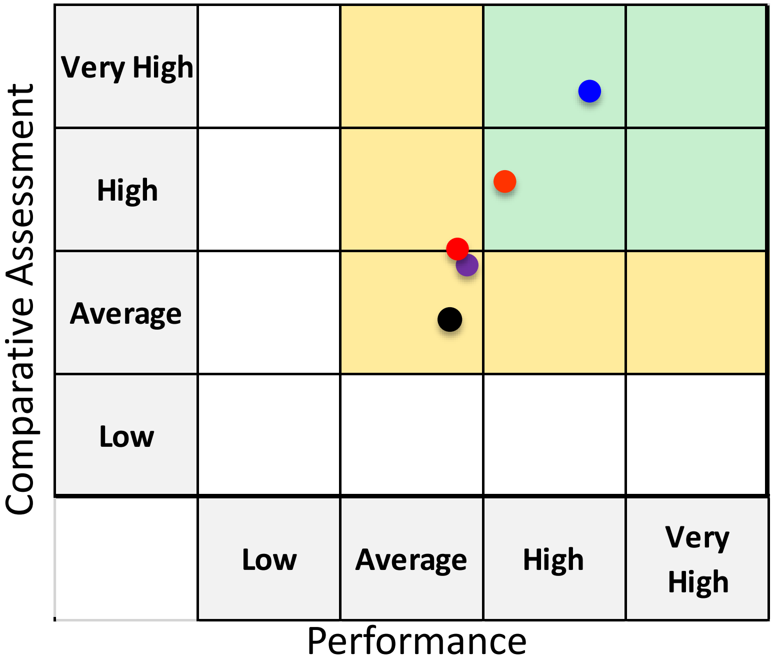
Performance

Narrative Summary:

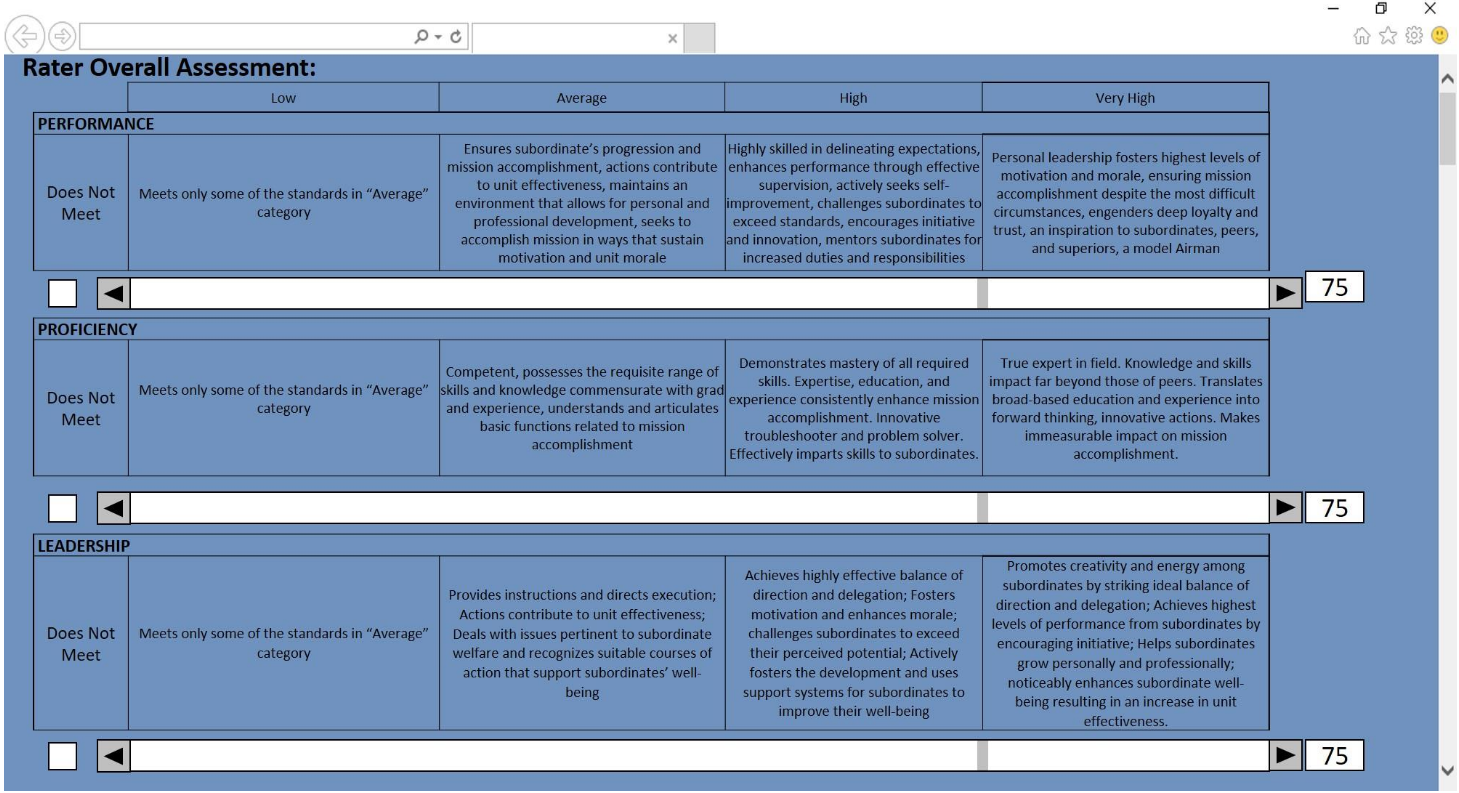
Example of distribution after rater inputs and additional rater review



CAM after senior rater uses rater inputs and completes comparative assessment



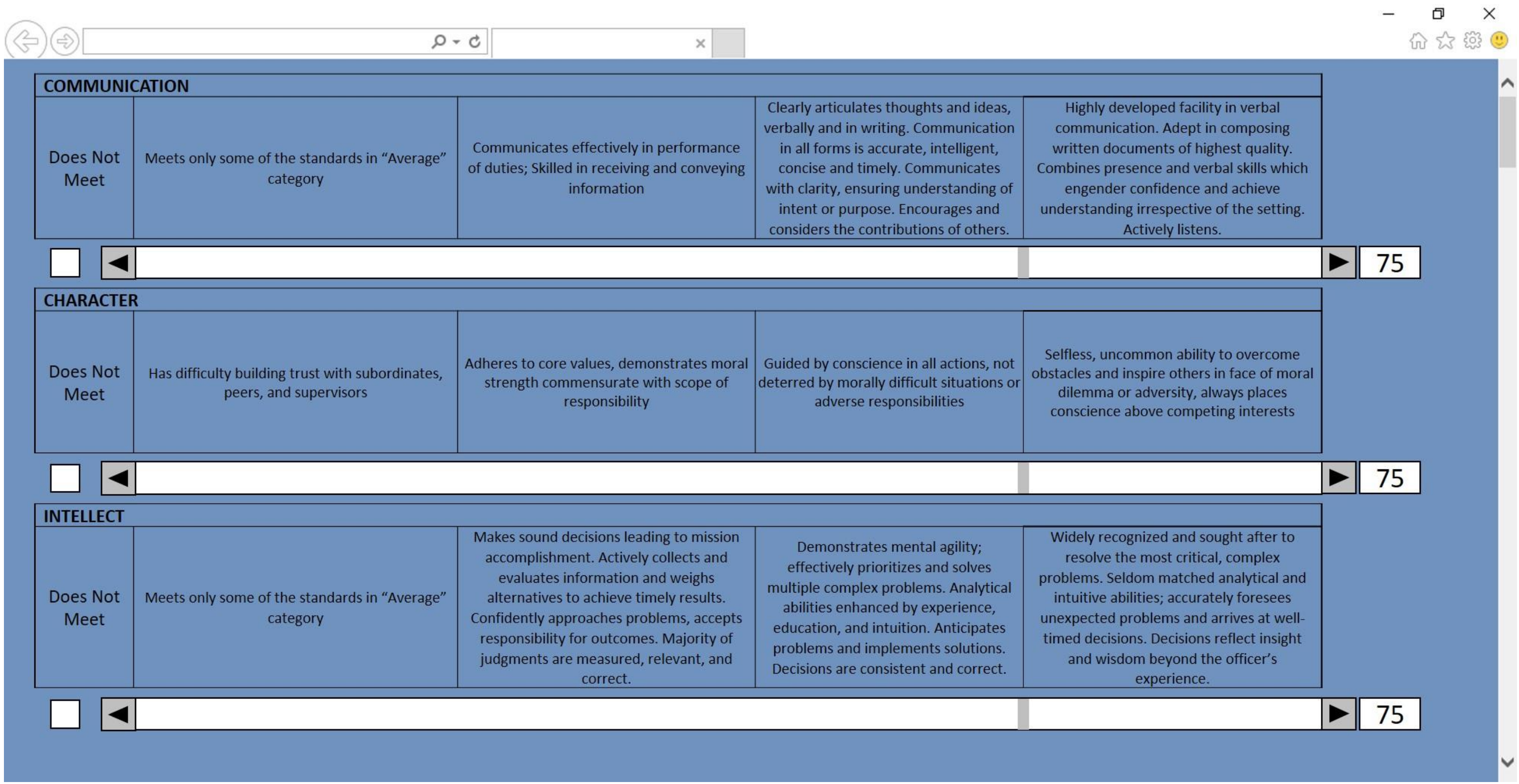
Rater Web Interface



Rater Overall Assessment:

		Low	Average	High	Very High
PERFORMANCE					
	Does Not Meet	Meets only some of the standards in "Average" category	Ensures subordinate's progression and mission accomplishment, actions contribute to unit effectiveness, maintains an environment that allows for personal and professional development, seeks to accomplish mission in ways that sustain motivation and unit morale	Highly skilled in delineating expectations, enhances performance through effective supervision, actively seeks self-improvement, challenges subordinates to exceed standards, encourages initiative and innovation, mentors subordinates for increased duties and responsibilities	Personal leadership fosters highest levels of motivation and morale, ensuring mission accomplishment despite the most difficult circumstances, engenders deep loyalty and trust, an inspiration to subordinates, peers, and superiors, a model Airman
☐	◀				▶ 75
PROFICIENCY					
	Does Not Meet	Meets only some of the standards in "Average" category	Competent, possesses the requisite range of skills and knowledge commensurate with grad 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.
☐	◀				▶ 75
LEADERSHIP					
	Does Not Meet	Meets only some of the standards in "Average" category	Provides instructions and directs execution; Actions contribute to unit effectiveness; Deals with issues pertinent to subordinate welfare and recognizes suitable courses of action that support subordinates' well-being	Achieves highly effective balance of direction and delegation; Fosters motivation and enhances morale; challenges subordinates to exceed their perceived potential; Actively fosters the development and uses support systems for subordinates to improve their well-being	Promotes creativity and energy among subordinates by striking ideal balance of direction and delegation; Achieves highest levels of performance from subordinates by encouraging initiative; Helps subordinates grow personally and professionally; noticeably enhances subordinate well-being resulting in an increase in unit effectiveness.
☐	◀				▶ 75

Rater Web Interface (cont.)



COMMUNICATION

Does Not Meet	Meets only some of the standards in “Average” category	Communicates effectively in performance of duties; Skilled in receiving and conveying information	Clearly articulates thoughts and ideas, verbally and in writing. Communication in all forms is accurate, intelligent, concise and timely. Communicates with clarity, 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 highest quality. Combines presence and verbal skills which engender confidence and achieve understanding irrespective of the setting. Actively listens.

☐ ◀ ▶ 75

CHARACTER

Does Not Meet	Has difficulty building trust with subordinates, peers, and supervisors	Adheres to core values, demonstrates moral strength commensurate with scope of responsibility	Guided by conscience in all actions, not deterred by morally difficult situations or adverse responsibilities	Selfless, uncommon ability to overcome obstacles and inspire others in face of moral dilemma or adversity, always places conscience above competing interests

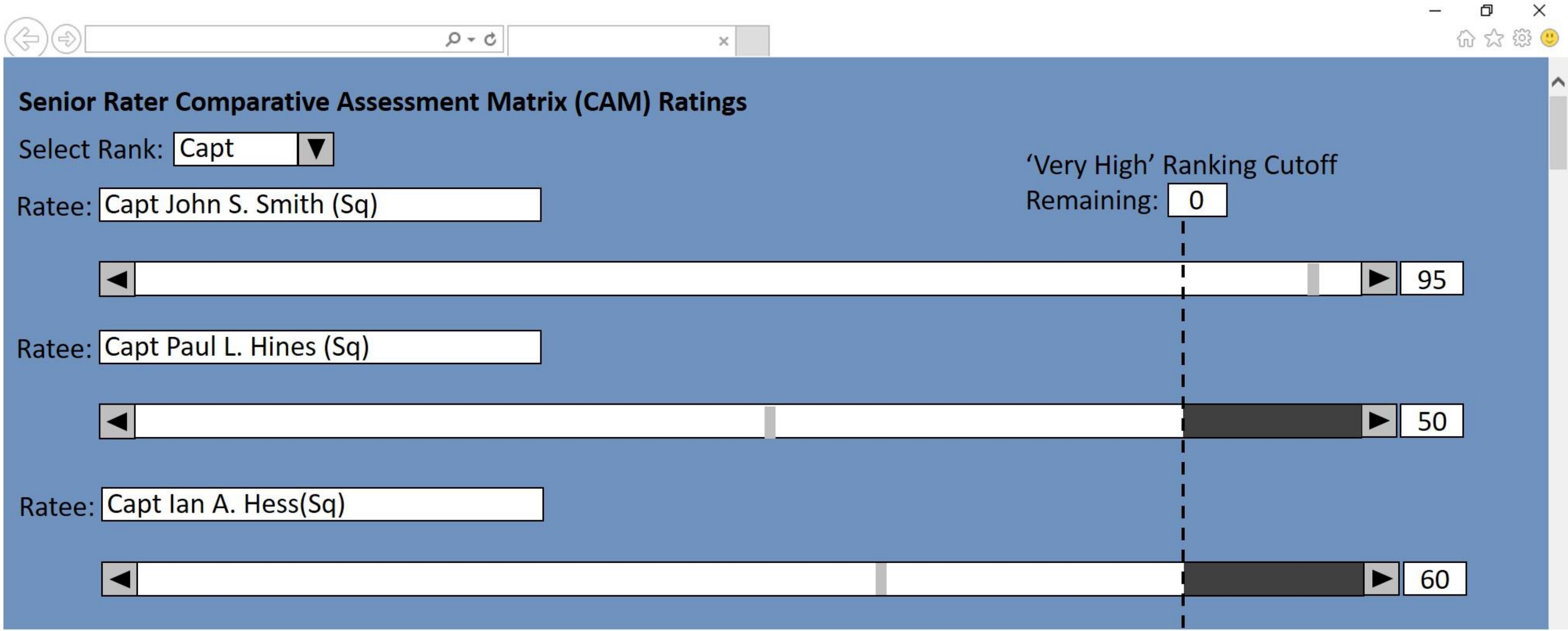
☐ ◀ ▶ 75

INTELLECT

Does Not Meet	Meets only some of the standards in “Average” category	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. Majority of judgments are measured, relevant, and correct.	Demonstrates mental agility; effectively prioritizes and solves multiple complex problems. Analytical abilities enhanced by experience, education, and intuition. Anticipates problems and implements solutions. Decisions are consistent and correct.	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. Decisions reflect insight and wisdom beyond the officer’s experience.

☐ ◀ ▶ 75

Sr Rater Web Interface



Senior Rater Comparative Assessment Matrix (CAM) Ratings

Select Rank: Capt

'Very High' Ranking Cutoff

Remaining: 0

Ratee: Capt John S. Smith (Sq) — 95

Ratee: Capt Paul L. Hines (Sq) — 50

Ratee: Capt Ian A. Hess(Sq) — 60

Narrative provides Sr Rater 650 characters to communicate about the officer’s performance and potential

RATER’S NARRATIVE

Narrative to contain six lines of text (650 characters*) and will be written in paragraph format. This is the opportunity for the senior rater to communicate to the DT, PB, MLR and provide feedback to the individual. This is where one would expect to see job and school “push lines”. The senior rater should touch on the potential of the officer and may utilize achievements within his or her performance to further support their claim.

Above text = 450 characters

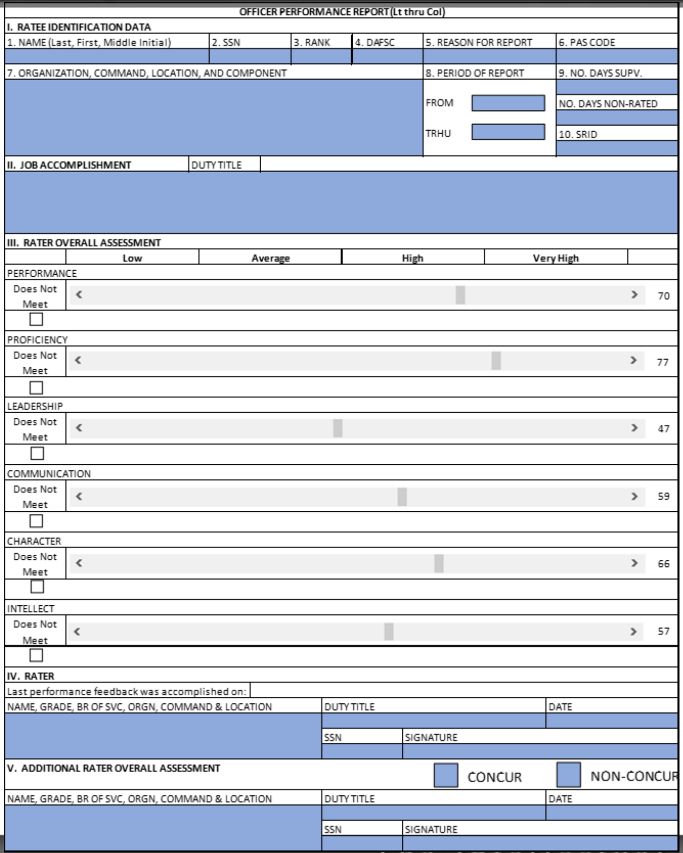
* 650 characters derived from UT Dallas “The Annual Performance Review Process”

SAVE DRAFT

REPORT DUE:
DD MMM YYYY

SUBMIT DRAFT

FINAL REPORT



OFFICER PERFORMANCE REPORT (Lt thru Col)

I. RATEE IDENTIFICATION DATA

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	9. NO. DAYS SUPV.
				FROM	NO. DAYS NON-RATED
				TRHU	10. SRID

II. JOB ACCOMPLISHMENT DUTY TITLE

III. RATER OVERALL ASSESSMENT

	Low	Average	High	Very High	
PERFORMANCE					
Does Not Meet ☐	‹			›	70
PROFICIENCY					
Does Not Meet ☐	‹			›	77
LEADERSHIP					
Does Not Meet ☐	‹			›	47
COMMUNICATION					
Does Not Meet ☐	‹			›	59
CHARACTER					
Does Not Meet ☐	‹			›	66
INTELLECT					
Does Not Meet ☐	‹			›	57

IV. RATER

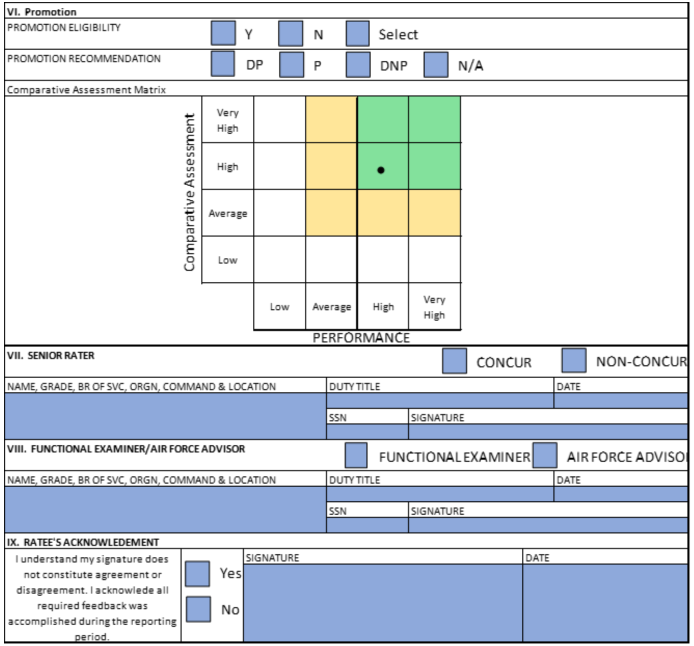
Last performance feedback was accomplished on:

NAME, GRADE, BR OF SVC, ORGN, COMMAND & LOCATION	DUTY TITLE	DATE
	SSN	SIGNATURE

V. ADDITIONAL RATER OVERALL ASSESSMENT CONCUR NON-CONCUR

NAME, GRADE, BR OF SVC, ORGN, COMMAND & LOCATION	DUTY TITLE	DATE
	SSN	SIGNATURE

Result: fully computer-generated report



VI. Promotion

PROMOTION ELIGIBILITY Y N Select

PROMOTION RECOMMENDATION DP P DNP N/A

Comparative Assessment Matrix

Comparative Assessment	Low	Average	High	Very High
Very High		🟨	🟩	🟩
High		🟨	🟩 ●	🟩
Average		🟨	🟨	🟨
Low				

PERFORMANCE

VII. SENIOR RATER CONCUR NON-CONCUR

NAME, GRADE, BR OF SVC, ORGN, COMMAND & LOCATION	DUTY TITLE	DATE
	SSN	SIGNATURE

VIII. FUNCTIONAL EXAMINER/AIR FORCE ADVISOR FUNCTIONAL EXAMINER AIR FORCE ADVISOR

NAME, GRADE, BR OF SVC, ORGN, COMMAND & LOCATION	DUTY TITLE	DATE
	SSN	SIGNATURE

IX. RATEE'S ACKNOWLEDEMENT

I understand my signature does not constitute agreement or disagreement. I acknowledge all required feedback was accomplished during the reporting period.	Yes No	SIGNATURE	DATE

What 36-2406 says about forced distribution

4.19.1. Definition. Forced Distribution is the restriction on the top two promotion recommendations that a force distributor (see definition) can allocate on AF Form 910 for promotion eligible ratees, by grade.

4.19.2.3. Static Close-out Date (SCOD). This is the date that all enlisted evaluations will close-out for a specific grade and is the date used to determine the final TIG/TIS eligible pool for senior rater stratification/endorsement and forced distribution allocations. EPRs cannot be signed before this date.

4.19.5.1. Forced Distribution provides an opportunity for commanders to award promotion recommendations through forced distribution allocations to exceptionally well qualified promotion eligible SrA, SSgts, and TSgts, to be effective on each grade's applicable annual SCOD. Each FD authority's Promote Now (PN) and Must Promote (MP) selection opportunity is calculated according to a percent of the promotion eligible population based on TIG and TIS.

What 36-2406 says about forced distribution (cont)

4.19.6. Allocations. AF/A1 determines forced distribution promotion allocations.

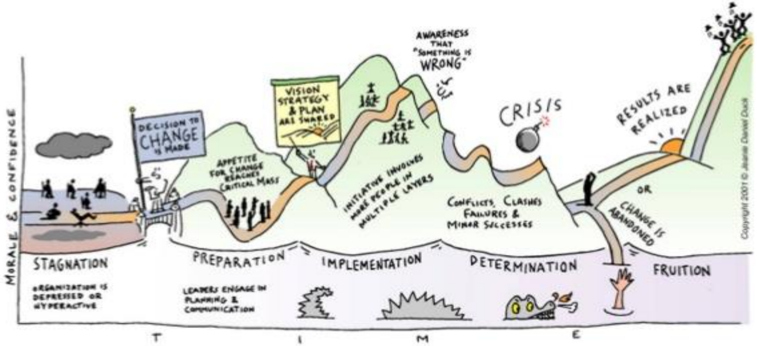
4.19.6.1. Allocations are based on 5% of the total TIG and TIS promotion eligible SrA, SSgt and TSgt population for Promote Now; 10% of the total TIG and TIS promotion eligible SSgt and TSgt population for Must Promote allocations; and 15% of the total TIG and TIS promotion eligible SrA population for Must Promote allocations. In accordance with the aforementioned allocation rates, AFPC provides the actual number of Promote Now and Must Promote allocations to each FD authority at either the large unit level or to the EFDP via the final master eligibility listing. See Table 4.10 and Table 4.11 to view the allocation tables based on number to total TIG/TIS eligible. The tables are subject to change, therefore FDs/EFDPs will utilize the allocations provided on the final MELs.

2d/3d ORDER EFFECTS

- Second
  - Designate owner of information
    - Unit/Wing/Command
    - Grant permissions
  - Determine forced distribution

- Third
  - DTs/promo boards scheduled to mirror SCODs
  - Could cause unpredicted “cultural shift”

Introducing the Change Monster: an emotional human process


MORALE & CONFIDENCE
DECISION TO CHANGE IS MADE
VISION STRATEGY & PLAN ARE SHARED
APPETITE FOR CHANGE REACHES CRITICAL MASS
AWARENESS THAT "SOMETHING IS WRONG"
INITIATIVE INVOLVES MORE PEOPLE IN MULTIPLE LAYERS
CRISIS
CONFLICTS, CLASHES FAILURES & MINOR SUCCESSES
RESULTS ARE REALIZED
OR
CHANGE IS ABANDONED
Copyright 2001 © Jeanie Daniel Duck
STAGNATION
ORGANIZATION IS DEPRESSED OR HYPERACTIVE
PREPARATION
LEADERS ENGAGE IN PLANNING & COMMUNICATION
IMPLEMENTATION
DETERMINATION
FRUITION
T I M E

Change is an inherently emotional human process that can be navigated using the Change Curve framework. People share a pattern of experiences when they go through a major change, a pattern laid out in the Change Curve, and these experiences can be guided. **Dealing with the change monster is critical to success or failure of a change initiative.**

The experience of each entity with the change monster is unique but the phases and principles of change are the same. How long the phases last, whether or not they are repeated, and velocity of movement will vary depending on the leadership and intensity of the change.

Managing change is not only about addressing the human dynamics. Rather it is one of **three basic elements required for successful change:**

1) Strategy: a passionate belief in where you're going
2) Execution: good, basic management
3) Managing the monster requires a heightened sensitivity to the emotional and behavioral issues during change, and a willingness to address them

Navigating the 5 unique stages of the Change Curve

Stagnation	• Caused by poor strategy, a shift in the market, lack of new products or services, too few resources, or outdates technology or process • Ending this period requires someone in a position of power to make, and follow through with, a demand for change
Preparation	• Leaders of the organization come together to engage in planning & communication • Can unravel the project if the phase goes on for too long • Leaders must develop the plan to change enough and in a reasonable amount of time so that their subordinates can add to the details
Implementation	• Starts with the announcing of the overall plan and any new processes • Having a clear plan is not the final deliverable and can sometimes cause leaders to take their eye off the ball • Leaders of the organization are challenged to help their people understand the overall plan and persuade them that it will work
Determination	• Most critical phase of the change process– the phase in which the initiative is in the most danger of failing • Employees are more likely to revert to their old ways & experience change fatigue • If managed appropriately, people begin to realize that the change is real & beneficial
Fruition	• The activities & changes are evident throughout many different areas of the org • Brings the organization full circle and if not managed correctly may lead to another period of stagnation