



Evaluation System

Rater and Senior Rater



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Outline



- **Evaluations system facts**
- **Promotion Board and the Evaluation**
- **Role of the Senior Rater**
- **Role of the Rater**
- **Rater Philosophy**
- **How to Assess Attributes and Competencies (CAL)**
- **Rater Box Check Defined**
- **Rater Profile Management**
- **Senior Rater Profile Management**



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Evaluation System Facts



Purpose: Identify Army's best performers and those with the greatest potential

The OER is an assessment tool -- the Support Form is a counseling tool

- **OER is a forced distribution system**
- **Senior Rater top box (Most Qualified) restricted to <50%**
- **Rater Left Box (Excels) restricted to <50%**
- **Rater narrative focuses on quantifiable performance**
- **Senior Rater narrative focuses on potential (3-5 Years)**

Counseling is key

Senior Rater is responsible for processing the evaluation



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Promotion Boards and the Evaluation



- Promotion selection system is based on Army requirements
 - Boards use the Whole File Concept
 - Based on a series of reports
 - Cannot predict selection board results based on labels
- DA Photo
- ORB
- OMPF (OERs, Disciplinary Data)

1	Sr. Rater Narrative
2	Sr. Rater DA Label (& info within)
3	Senior Rater Population Size
4	Rater Label (& info within)
5	Rater Narrative



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Role of the Senior Rater



Do or ensure:

- Rating schemes are published and approved one level higher
- Rating schemes are known by Soldiers
- That Raters understand, and assess performance based on ADRP 6-22 Leadership

Attributes and Competencies

- Develop a “Rating Philosophy” and communicate it to rated officers
 - Oversee & participate in counseling
 - Take appropriate action with problem rating officials as necessary
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- Know current THRU dates of reports on file
 - Anticipate and project “next” Evaluation
 - Current thru date on file plus 12 months or known changes of rater
 - Complete the record dates for those being considered by a board
 - Notify rating officials of upcoming Evaluations
 - Use ERS tools & EES - track rating officials counseling and reports
 - Follow up on receipt and processing at HRC



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Role of the Rater



- Raters must read, understand, and assess performance based on ADRP 6-22

Leadership Attributes and Competencies

- Ensure rating schemes are published and understood
- Provide Support Form and Counsel those you rate (mandatory)
- Develop a “Rating Philosophy” and communicate it to rated officers
- Advocate Officer to the Senior Rater
- Recommend future Operational and Broadening Assignments on field grade form
- Clearly and concisely communicate rated officer’s most significant achievements
- Focus on narrative comments; selection board members use the rater’s assessment in their file deliberations

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- Anticipate and project future evaluations
 - Keep senior rating officials informed of upcoming evaluations
 - Track evaluations from submission to HRC thru completion



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Developing a Rating Philosophy



- **Mission: Identify your best**
- **Counseling – ensure counseling is accomplished. Those that can improve will**
- **Raters decide how to assess and use of Excels indication based on performance**
- **Senior Raters decide how to assess and use of Most Qualified Based upon potential.**
- **Write well – quantify and qualify in narrative; correspond comments with box check as the system allows. Use the narrative to paint the picture**
- **Plan ahead, think series of reports (number of times you will rate an officer)**



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Evaluation Narrative



- Selection boards should understand what input the Rating Chain is providing without having to guess
- Raters focus on specifics to quantify and qualify performance
- Raters and Senior Raters SHOULD comment on the rated officer's abilities to execute mission command in their narrative comments.
- Senior raters need to amplify their potential box checks by using the narrative to clearly send the appropriate message to selection boards.
- Cannot mention Box Check in the narrative
- Be careful with your narrative:

Don't be afraid of Referred Reports



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Assessing Attributes and Competencies

Linking Doctrine to Leader Development

YOUR Mission: Shift from not only discussing how a Soldier “achieved” during a rating period to encompassing all the attributes and competencies desired of Soldiers as part of their overall assessment and how he/she exhibits those attributes and competencies in the performance of their duties that support your unit METL.



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References



- ❑ **Army Doctrine Publication (ADP) 6.0, Mission Command** presents the Army's guidance on command, control, and the mission command warfighting function. This publication concisely describes how commanders, supported by their staffs, combine the art of command and the science of control to understand situations, make decisions, direct action, and accomplish missions.

- ❑ **Army Doctrine Publication (ADP) 6-22, Army Leadership**, establishes the Army leadership principles that apply to officers, noncommissioned officers and enlisted Soldiers as well as Army Civilians.

- ❑ **Army Doctrine Reference Publication (ADRP) 6-22, Army Leadership** expands on the leadership principles established in Army doctrine publication (ADP) 6-22. ADRP 6-22 describes the Army's view of leadership, outlines the levels of leadership (direct, organizational, and strategic), and describes the attributes and core leader competencies across all levels.

- ❑ **U.S. Army Performance Evaluation Guide ADRP 6-22 Leadership Requirements Model and Example Behavioral Indicators, Center for Army Leadership** Fort Leavenworth

- ❑ Your unit's Mission and Mission Essential Task List (METL) or JMETL

The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization.



The Leadership Requirements Model establishes what leaders need to be, know and do. A core set of requirements informs leaders about expectations.

Leadership Requirements Model

ATTRIBUTES

CHARACTER

- * Army Values
- * Empathy
- * Warrior Ethos/Service Ethos
- * Discipline

PRESENCE

- * Military and professional bearing
- * Fitness
- * Confidence
- * Resilience

INTELLECT

- * Mental agility
- * Sound judgment
- * Innovation
- * Interpersonal tact
- * Expertise

LEADS

- * Leads others
- * Builds trust
- * Extends influence beyond the chain of command
- * Leads by example
- * Communicates

DEVELOPS

- * Creates a positive environment/
Fosters esprit de corps
- * Prepares self
- * Develops others
- * Stewards the profession

ACHIEVES

- * Gets results

COMPETENCIES

• Oath to Constitution
• Subordinate to law & civilian authority

Combat Power:
Unifier and Multiplier

Influence: Commitment,
Compliance and Resistance

Positive and harmful forms of leadership

Levels of Leadership

Direct – Refine ability to apply competencies at a proficient level
Organizational – Apply competencies to increasingly complex situations
Strategic – Shape the military through change over extended time

Special Conditions of Leadership

Formal – designated by rank or position, command is an example
Informal – take initiative and apply special expertise when appropriate
Collective – synergistic effects achieved with multiple leaders aligned by purpose
Situational – actions adjusted to complex and uncertain environments

Outcomes

Secured U.S. interests
Mission success
Sound decisions

Expertly led organizations
Stewardship of resources
Stronger families

Fit units
Healthy climates
Engaged Soldiers & Civilians



Attributes

(Character, Presence, Intellect)

For example: A leader of **Character** demonstrates: Discipline

DISCIPLINE

- ***Development Need***

Fails to consistently adhere to rules, regulations, or standard operating procedures.

- ***Standard***

Demonstrates control of one's own behavior according to Army values and obeys orderly practice of administrative, organizational, training, and operational duties.

- ***Strength***

Demonstrates discipline in one's own performance and encourages others to follow good practices of discipline as well. As situations call for it, readily enforces discipline when others fail to adhere to Army Values or to other standard practices.



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Attributes - What a Leader Is

	LEADER OF CHARACTER	LEADER WITH PRESENCE	LEADER WITH INTELLECTUAL CAPACITY
GRADE			
COMPANY GRADE	Creates a climate that embraces Army Values. Character is aligned with the Army's Expectations	Demonstrates good presence and confidence across expected duties of the position	Conceptual capabilities, interpersonal tact and domain knowledge are effective for Company level and below operations
FIELD GRADE	Exhibits behaviors that are a clear outward expression that aligns personal character with Army expectations	Demonstrates excellent presence, confidence and resilience in expected duties and unexpected situations	Conceptual capabilities, interpersonal tact and Domain Knowledge are effective for operations at Battalion or equivalent command, all staff levels and JIIM organizations
SENIOR GRADE	Demonstrated sense of responsibility for the Army profession. Character is of absolute integrity	Astutely manages complexity and anticipates transitions at strategic level. Viewed as champion of causes, diplomats and ambassador of high level interests	Excels at complex thinking and multiple perspectives. Adept with Army design method. Broad and deep understanding of history, world situations, technological possibility, and dynamics of large organizations



Competencies

(Lead, Develop, Achieve)

For example: Under 'Leads', **Builds Trust** looks like:

- **Developmental Need**

Inconsistently demonstrates trust. Displays respect differently to some without justification. Takes no actions to build rapport or trust with others. Fails to address problems caused by team members who undermine trust in the unit. Fails to follow through on intentions, undermining the trust others would have in this leader.

- **Standard**

Establishes trust by demonstrating respect to others and treating others in a fair manner. Uses common experiences to relate to others and build positive rapport. Engages others in activities and sharing of information that contribute to trust.

- **Strength**

Demonstrates trust in others when encountering new or unfamiliar situations. Bases trust on a thorough understanding of trustworthiness of others and self, Understands how much trust to project and to grant to others. No hesitation in addressing problems that undermine trust.



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Competencies - What a Leader Does

	LEADS	DEVELOPS	ACHIEVES
GRADE			
COMPANY GRADE	Demonstrated troop leading procedures and employment of TTPs relevant to their unit	Builds an environment of teams and teamwork; accurately and fairly assess	Directs and prioritizes tasks for Company level and smaller units to include lower level organizational staff actions
FIELD GRADE	Demonstrated competence in resolving ambiguous and complex situations	Proactive in developing others through individual coaching, teaching and mentoring subordinates; accurately and fairly assess; identifies future leaders	Demonstrates ability to lead through complexity and time, decentralized operations and ill-structured problems. Prioritizes limited resources to accomplish mission
SENIOR GRADE	Sets vision for operational and strategic level operations	Creates systems and adopts policies supporting professional and personal growth across the organization. Stewards the Army's interest in caring for and managing people and other resources	Demonstrates ability to develop and describe broad vision and framework. Organizes, resources, integrates and aligns efforts among organizations to achieve mission goals



Rater Profile



- **Forced Distribution – Maintain less than 50% of reports written by grade in the “Excels” box (for Raters of LTCs and below)**
- **Flexibility - Raters have a “credit” of 3 in the “Proficient” box to start profile**
- **Maintain a working copy of your rater profile and monitor for accuracy**
- **Profile calculators will be provided in EES for raters to use, which will assist with profile management**



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Rater Box Check

Rater overall assessment of rated officer's **performance** compared to officers in same grade

- Limited to Company and Field Grade forms

e. 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.

EXCELS

PROFICIENT

CAPABLE

UNSATISFACTORY

Comments:

Example Rater Label:

HQDA COMPARISON OF THE RATER'S PROFILE AND BOX CHECK AT THE TIME THIS REPORT PROCESSED

PROFICIENT

RO: RANK SOLDIERS NAME

SSN: xxx-xx-xxxx

DATE:

RATINGS THIS OFFICER:

R: RANK/GRADE NAME

SSN: xxx-xx-xxxx

TOTAL RATINGS:



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Rater Box Check Defined



Excels:

Results far surpass expectations. The officer readily (fluently/naturally/effortlessly) demonstrates a high level of the all attributes and competencies. Recognizes and exploits new resources; creates opportunities. Demonstrates initiative and adaptability even in highly unusual or difficult situations. Emulated; sought after as expert with influence beyond unit. Actions have significant, enduring, and positive impact on mission, the unit and beyond. Innovative approaches to problems produce significant gains in quality and efficiency.

Proficient:

Consistently produces quality results with measurable improvement in unit performance. Consistently demonstrates a high level of performance for each attribute and competency. Proactive in challenging situations. Habitually makes effective use of time and resources; improves position procedures and products. Positive impact extends beyond position expectations.

Capable:

Meets requirements of position and additional duties. Capable of demonstrating Soldier attributes and competencies and frequently applies them; Actively learning to apply them at a higher level or in more situations. Aptitude, commitment, competence meets expectations. Actions have a positive impact on unit or mission but may be limited in scope of impact or duration.



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Senior Rater Profile



- **Senior Rater profile established for Senior Raters of company and field grade officers**
- **Maintain less than 50% of reports written by grade in the “Most Qualified” box (for raters of LTCs and below)**
- **Flexibility - Raters may indicate Most Qualified for 1 of the First 4 reports**
- **Senior Rater OER profiles are calculated based on date and time of receipt at HQDA**
- **OERs are due at HRC within 90 days after the thru date of evaluation**
- **Maintain a working copy of your rater profile and monitor for accuracy**
- **EES will have built in profile calculators to show current profile only**



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Senior Rater Profile Calculator

WO1-LTC



Name	Type Rpt	Thru Date	Box Checks				Profile				Total Reports	Date Due to HRC	Complete at HRC	% Total Most
			MOST QUAL	HIGHLY QUAL	QUAL	NOT QUAL	MOST QUAL	HIGHLY QUAL	QUAL	NOT QUAL				
Credit	NA	NA		0				0				NA	NA	#DIV/0!
Example, Mark	ANN	20140415	1				1	0	0	0	1	20140715	yes	100
Example, Sam	CTR	20140501		1			1	1	0	0	2	20140801	yes	50
Example, Amb	SRO	20140515		1			1	2	0	0	3	20140815	yes	33.3
Example, Bob	SRO	20140530		1			1	3	0	0	4	20140830	yes	25
Example, June	ANN	20140601	1	0			2	3	0	0	5	20140901		40
Example, Tom	ANN	20140615				1	2	3	0	1	6	20140915		33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3
							2	3	0	1	6			33.3

1: Senior Rater given a credit of zero. Any one of first 4 may be a Most Qualified

2: Senior Rater profile calculated upon Electronic Submission via EES or Hard Copy to HQDA

3: Senior Rater must stay below 50% for MOST QUALIFIED evaluations.

4: Officers will be evaluated and profiled at promotable grade if listed as (P) in the Part I.c. rank block of the OER.

5: (P) means officer is promotable and serving in an authorized position at the promotable grade.



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Senior Rater Profile Calculator COL



Name	Type Rpt	Thru Date	Box Checks				Profile				Total Reports	Date Due to HRC	% Total Multi Star	% Total Prom to BG	COMB %
			MULTI STAR	PROMOTE TO BG	RETAIN AS COL	NOT QUAL	MULTI STAR	PROMOTE TO BG	RETAIN AS COL	NOT QUAL					
Credit	NA	NA		0	5		0	0	5	0	5	NA	0	#VALUE!	
Example, Mark	ANN	20140415		1	0		0	1	5	0	6	20140715	0	16.7	16.67%
Example, Sam	CTR	20140501		1			0	2	5	0	7	20140801	0	28.6	28.57%
Example, Amb	SRO	20140515		1			0	3	5	0	8	20140815	0	37.5	37.50%
Example, Bob	SRO	20140530		1			0	4	5	0	9	20140830	0	44.4	44.44%
Example, June	ANN	20140601		1			0	5	5	0	10	20140901	0	50	50.00%
Example, Tom	ANN	20140615		1			0	6	5	0	11	20140915	0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%
							0	6	5	0	11		0	54.5	54.55%

- 1: Senior Rater given a credit of 5 Retain as Colonel.
- 2: Senior Rater profile calculated upon Electronic Submission via EES or Hard Copy to HQDA
- 3: Senior Rater must stay below 50% for MOST QUALIFIED evaluations.
- 4: Officers will be evaluated and profiled at promotable grade if listed as (P) in the Part I.c. rank block of the OER.
- 5: (P) means officer is promotable and serving in an authorized position at the promotable grade.