

**OFFICER EVALUATION REPORT SUPPORT FORM**

For use of this form, see AR 623-3 ; the proponent agency is DCS, G-1.

**SEE PRIVACY ACT STATEMENT  
IN AR 623-3**

**PART I - ADMINISTRATIVE (Rated Officer)**

a. NAME (Last, First, Middle Initial)	b. SSN	c. GRADE/ RANK	d. DATE OF RANK (YYYYMMDD)	e. BRANCH	f. COMPONENT (STATUS CODE)
g. UNIT, ORG., STATION, ZIP CODE OR APO, MAJOR COMMAND			h. UIC CODE	i. THRU DATE OF LAST COMPLETED EVALUATION	
j. RATED OFFICER'S EMAIL ADDRESS (.gov or .mil)			k. MSAF DATE		

**PART II - AUTHENTICATION**

a1. NAME OF RATER (Last, First, Middle Initial)	a2. SSN	a3. RANK	a4. POSITION	a5. EMAIL ADDRESS (.gov or .mil)
b1. NAME OF INTERMEDIATE RATER (Last, First, Middle Initial)	b2. SSN (OPTIONAL)	b3. RANK	b4. POSITION	b5. EMAIL ADDRESS (.gov or .mil)
c1. NAME OF SENIOR RATER (Last, First, Middle Initial)	c2. SSN	c3. RANK	c4. POSITION	c5. EMAIL ADDRESS (.gov or .mil)
c6. SENIOR RATER'S ORGANIZATION	c7. BRANCH	c8. COMPONENT	c9. SENIOR RATER PHONE NUMBER	
d1. INDIVIDUAL TO PERFORM SUPPLEMENTARY REVIEW (Last, First, Middle Initial) - (IF REQUIRED)	d2. RANK	d3. POSITION	d4. EMAIL ADDRESS (.gov or .mil)	

**PART III - VERIFICATION OF FACE - TO - FACE DISCUSSION**

MANDATORY RATER/RATED OFFICER INITIAL FACE-TO-FACE COUNSELING ON DUTIES, RESPONSIBILITIES AND PERFORMANCE OBJECTIVES FOR THE CURRENT RATING PERIOD TOOK PLACE ON (DATE) \_\_\_\_\_ RATED OFFICER INITIALS \_\_\_\_\_ RATER INITIALS \_\_\_\_\_ SENIOR RATER INITIALS \_\_\_\_\_

**RATED OFFICER ACCESS TO SUPPORT FORMS PRIOR TO INITIAL COUNSELING: RATER (Date \_\_\_\_\_ ) SENIOR RATER (Date \_\_\_\_\_ )**

PERIODIC RATER / RATED OFFICER FOLLOW-UP FACE-TO-FACE COUNSELINGS:

DATE _____	RATED OFFICER INITIALS _____	RATER INITIALS _____	SENIOR RATER INITIALS _____
DATE _____	RATED OFFICER INITIALS _____	RATER INITIALS _____	SENIOR RATER INITIALS _____
DATE _____	RATED OFFICER INITIALS _____	RATER INITIALS _____	SENIOR RATER INITIALS _____

**PART IV - RATED OFFICER - DUTIES AND RESPONSIBILITIES**

a. PRINCIPAL DUTY TITLE:	b. POSITION AOC/BRANCH:
c. STATE YOUR SIGNIFICANT DUTIES AND RESPONSIBILITIES:	

**PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS**

a. INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:	b. LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:
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**PART V - PERFORMANCE OBJECTIVES AND ACCOMPLISHMENTS CONTINUED** Describe adherence to leadership attributes and demonstration of competencies

**A. CHARACTER: (Army Values, Empathy, Warrior Ethos/Service Ethos, Discipline - see ADRP 6-22)**

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**B. PRESENCE: (Military and professional bearing, Fitness, Confidence, Resilience - see ADRP 6-22); (Safety/ Individual and unit deployment readiness/Support of behavioral health goals, AR 623-3 and Mission Command Principals, see ADP 6-0, addressed under fitness and resilience)**

APFT GOALS: PU \_\_\_\_\_ SU \_\_\_\_\_ RUN \_\_\_\_\_ HEIGHT/WEIGHT \_\_\_\_\_ (ONLY AS NEEDED)

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**C. INTELLECT: (Mental agility, Sound judgment, Innovation, Interpersonal tact, expertise - see ADRP 6-22 and ADRP 6-0)**

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**D. LEADS: (Leads others, builds trust, extends influence beyond the chain of command, Leads by example, Communicates-see ADRP 6-22 and ADRP 6-0)**

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**E. DEVELOPS: (Creates a positive environment/Fosters esprit de corps, prepares self, Develops others, Stewards the profession - see ADRP 6-22 )**

MSAF PROJECTED COMPLETION DATES IAW AR 350-1 DATE: \_\_\_\_\_

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**F. ACHIEVES: (Gets Results - see ADRP 6-22 and ADRP 6-0)**

INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES:

LIST SIGNIFICANT CONTRIBUTIONS AND ACCOMPLISHMENTS:

**PART VI - RATER SELF DEVELOPMENT GOALS**

**PART VII - SENIOR RATER COMMENTS**

RATED SOLDIER - SIGNATURE AND DATE: \_\_\_\_\_

CONTINUATION SECTION:

**PARTS I-IV INSTRUCTIONS. AR 623-3** outlines the administrative requirements necessary to complete these portions of the support form.

Some key requirements: **The rater will --**

- a. Provide a copy of his or her support form (or equivalent), along with the senior rater's support form (or equivalent), to the rated Soldier at the beginning of the rating period.
- b. Discuss the scope of the rated Soldier's duty description with him or her within 30 days after the beginning of the rating period. This counseling will include, as a minimum, the rated Soldier's duty description and the performance objectives to attain. The discussion will also include the relationship of the duty description and objectives with the organization's mission, problems, priorities, and similar matters.
- c. Counsel the rated Soldier.
  - (1) If the rated Soldier is recently assigned to the organization, the rater may use the counseling to outline a duty description and performance objectives. This discussion gives the rated Soldier a guide for performance while learning new duties and responsibilities in the unit of assignment.
  - (2) If the rater is recently assigned, this first counseling may be used to ask the rated Soldier for an opinion of the duty description and objectives. By doing this, the rater is given a quick assessment of the rated Soldier and the work situation. It will also help the rater develop the best duty description and performance objectives for the rated Soldier.
- d. Raters of CPTs, LTs, CW2s, and WO1s will also conduct quarterly follow-up counseling sessions to discuss performance, update and/or revise developmental tasks, as required, and assess developmental progress. Summary or key comments will be recorded for inclusion when preparing final OERs.

**Senior raters and reviewing officials will --**

- (1) Ensure support forms (or equivalent) are provided to all rated Soldiers they senior rate at the beginning of and throughout the respective rating periods.
- (2) Use all reasonable means to become familiar with a rated Soldier's performance. When practical, use personal contact, records and reports, and the information provided on the rated Soldier's support form.

**The rated officer** plays a significant role in counseling sessions and the evaluation process throughout the rating period. In the event of geographical separation, correspondence and telephone conversations will be used as alternatives to face-to-face counseling followed by face-to-face discussions between the rated Soldier and the rater at the earliest opportunity.

**PART V INSTRUCTIONS: ICW ADRP 6-22 and ADP 6-0** rated officer performance objectives will align with the attributes and competencies required for all officers. The overall definition of each attribute and competency is addressed in the base support form. Key points:

**A. CHARACTER: Army Values, Empathy, Warriors Ethos/Service Ethos, and Discipline.**

**Army Values:** Values are principles, standards, or qualities considered essential for successful leaders. Values are fundamental to help people discern right from wrong in any situation. The Army has seven values to develop in all Army individuals: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. **Empathy:** The propensity to experience something from another person's point of view. The ability to identify with and enter into another person's feelings and emotions. The desire to care for and take care of Soldiers and others. **Warrior Ethos/Service Ethos:** The internal shared attitudes and beliefs that embody the spirit of the Army profession for Soldiers and Army Civilians alike. **Discipline:** Control of one's own behavior according to Army Values; mindset to obey and enforce good orderly practices in administrative, organizational, training, and operational duties. Personal beliefs related to upbringing, culture, religious backgrounds, and traditions are also central to character.

**B. PRESENCE: Military and professional bearing, Fitness, Confidence, Resilience Military and professional bearing:**

Possessing a commanding presence. Projecting a professional image of authority. **Fitness:** Having sound health, strength, and endurance that support one's emotional health and conceptual abilities under prolonged stress. **Confidence:** Projecting self-confidence and certainty in the unit's ability to succeed in its missions. Demonstrates composure and outward calm through control over one's emotions. **Resilience:** Showing a tendency to recover quickly from setbacks, shock, injuries, adversity, and stress while maintaining a mission and organizational focus.

**C. INTELLECT: (Mental agility, Sound judgment, Innovation, Interpersonal tact, expertise) Mental agility:** Flexibility of mind; the ability to break habitual thought patterns. Anticipating or adapting to uncertain or changing situations; to think through outcomes when current decisions or actions are not producing desired effects. The ability to apply multiple perspectives and approaches. **Sound judgment:** The capacity to assess situations shrewdly and draw sound conclusions. The tendency to form sound opinions, make sensible decisions and reliable guesses. The ability to assess strengths and weaknesses of subordinates, peers, and enemy to create appropriate solutions and action. **Innovation:** The ability to introduce new ideas based on opportunity or challenging circumstances. Creativity in producing ideas and objects that are both novel and appropriate. **Interpersonal tact:** The capacity to understand interactions with others. Being aware of how others see you and sensing how to interact with them effectively. Conscious of character, reactions and motives of self and others and how they affect interactions. Recognizing diversity and displaying self-control, balance, and stability. **Expertise:** Possessing facts, beliefs, logical assumptions and understanding in relevant areas.

**D. LEADS: (Leads others, builds trust, extends influence beyond the chain of command, Leads by example, Communicates)**

**Leads others: 1. Uses appropriate methods of influence to energize others.** Uses methods ranging from compliance to commitment (pressure, legitimate requests, exchange, personal appeals, collaboration, rational persuasion, apprising, inspiration, participation, and relationship building). **2. Provides purpose, motivation and inspiration.** Inspires, encourages, and guides others toward mission accomplishment. Emphasizes the importance of organizational goals. Determines the course of action necessary to reach objectives and fulfill mission requirements. Communicates instructions, orders, and directives to subordinates. Ensures subordinates understand and accept direction. Empowers and delegates authority to subordinates. Focuses on the most important aspects of a situation. **3. Enforces standards** • Reinforces the importance and role of standards. Performs individual and collective tasks to standard. Recognizes and takes responsibility for poor performance and addresses it appropriately. **4. Balances mission and welfare of followers.** Assesses and routinely monitors effects of mission fulfillment on mental, physical, and emotional attributes of subordinates. Monitors morale, physical condition, and safety of subordinates. Provides appropriate relief when conditions jeopardize success of the mission or present overwhelming risk to personnel.

**Builds Trust: 1. Sets personal example for trust.** Is firm, fair, and respectful to gain trust. Assesses degree of own trustworthiness. **2. Takes direct actions to build trust.** Fosters positive relationship with others. Identifies areas of commonality (understanding, goals, and experiences). Engages other members in activities and objectives. Corrects team members who undermine trust with their attitudes or actions. **3. Sustains a climate of trust.** Assesses factors or conditions that promote or hinder trust. Keeps people informed of goals, actions, and results. Follows through on actions related to expectations of others.

**Extends influence beyond the chain of command. 1. Understands sphere, means and limits of influence.** Assesses situations, missions, and assignments to determine the parties involved in decision making, decision support, and possible interference or resistance. **2. Negotiates, builds consensus and resolves conflict.** Builds effective working relationships. Uses two-way, meaningful communication. Identifies individual and group interests. Identifies roles and resources. Generates and facilitates generation of possible solutions. Applies fair standards to assess options. Creates good choices between firm, clear commitment and alternatives to a negotiated agreement.

**Leads by example. 1. Displays character:** Sets the example by displaying high standards of duty performance, personal appearance, military and professional bearing, physical fitness and ethics. Fosters an ethical climate; shows good moral judgment and behavior. Completes individual and unit tasks to standard, on time, and within the commander's intent. Demonstrates determination, persistence, and patience. Uses sound judgment and logical reasoning. **2. Exemplifies the Warrior Ethos.** Removes or fights through obstacles, difficulties, and hardships to accomplish the mission. Demonstrates the will to succeed. Demonstrates physical and emotional courage. Shares hardships with subordinates. **3. Leads with confidence in adverse situations:** Provides leader presence at the right time and place. Displays self-control, composure, and a positive attitude. Is resilient. Remains decisive after discovering a mistake. Acts in the absence of guidance. Does not show discouragement when facing setbacks. Remains positive when the situation becomes confusing or changes. Encourages subordinates when they show signs of weakness. **4. Demonstrates technical and tactical competence** Meets mission standards, protects resources, and accomplishes the mission with available resources using technical and tactical skills. Displays appropriate knowledge of equipment, procedures and methods; recognizes and generates innovative solutions. Uses knowledgeable sources and subject matter experts.

**5. Understands the importance of conceptual skills and models them to others.** Displays comfort working in open systems. Makes logical assumptions in the absence of facts. Identifies critical issues to use as a guide in making decisions and taking advantage of opportunities. Relates and compares information from different sources to identify possible cause-and-effect relationships. **6. Seeks diverse ideas and points of view.** Encourages honest communication among staff and decision makers. Explores alternative explanations and approaches for accompanying tasks. Reinforces new ideas; demonstrates willingness to consider alternative perspectives to resolve difficult problems. Discourages individuals from seeking favor through tacit agreement.

**Communicates: 1. Listens actively:** Listens and watches attentively. Makes appropriate notes. Tunes in to content, emotion, and urgency. Uses verbal and nonverbal means to reinforce with the speaker that you are paying attention. Reflects on new information before expressing views.

**PART V INSTRUCTIONS CONTINUED: ICW ADRP 6-22 and ADP 6-0** rated officer performance objectives will align with the attributes and competencies required for all officers. The overall definition of each attribute and competency is addressed in the base support form. Key points:

**Communicates** (continued) - **2. Creates shared understanding:** Shares necessary information with others and subordinates. Protects confidential information. Coordinates plans with higher, lower and adjacent organizations. Keeps higher and lower headquarters, superiors and subordinates informed. Expresses thoughts and ideas clearly to individuals and groups. Recognizes potential miscommunication. Uses appropriate means for communicating a message. **3. Employs engaging communication techniques:** States goals to energize others to adopt and act on them. Uses logic and relevant facts in dialogue; expresses well-organized ideas. Speaks enthusiastically and maintains listeners' interest and involvement. Makes appropriate eye contact when speaking. Uses appropriate gestures. Uses visual aids as needed. Determines, recognizes, and resolves misunderstandings. **4. Is sensitive to cultural factors in communication:** Maintains awareness of communication customs, expressions, actions, or behaviors. Demonstrates respect for others.

**E. DEVELOPS: (Create a positive environment/Fosters esprit de corps, prepares self, Develops others, Stewards the profession)**

**Creates a positive environment/Fosters esprit de corps:** **1. Fosters teamwork, cohesion, cooperation and loyalty (esprit de corps)** Encourages people to work together effectively. Promotes teamwork and team achievement to build trust. Draws attention to the consequences of poor coordination. Integrates new members into the unit quickly. **2. Encourages fairness and inclusiveness.** Provides accurate evaluations and assessments. Supports equal opportunity. Prevents all forms of harassment. Encourages learning about and leveraging diversity. **3. Encourages open and candid communications.** Shows others how to accomplish tasks while respectful and focused. Displays a positive attitude to encourage others and improve morale. Reinforces the expression of contrary and minority viewpoints. Displays appropriate reactions to new or conflicting information or opinions. Guards against groupthink. **4. Creates a learning Environment:** Uses effective assessment and training methods. Encourages leaders and their subordinates to reach their full potential. Motivates others to develop themselves. Expresses the value of interacting with others and seeking counsel. Stimulates innovative and critical thinking in others. Seeks new approaches to problems. Communicates the difference between professional standards and a zero-defects mentality. Emphasizes learning from one's mistakes. **5. Encourages subordinates to exercise initiative, accept responsibility and take ownership:** Involves others in decisions and informs them of consequences. Allocates responsibility for performance. Guides subordinate leaders in thinking through problems for themselves. Allocates decision-making to the lowest appropriate level. Acts to expand and enhance subordinate's competence and self-confidence. Rewards initiative. **6. Demonstrates care for follower well-being:** Encourages subordinates and peers to express candid opinions. Addresses subordinates' and families' needs (health, welfare, and development). Stands up for subordinates. Routinely monitors morale and encourages honest feedback. **7. Anticipates people's on-the-job needs:** Recognizes and monitors subordinate's needs and reactions. Shows concern for how tasks and missions affect subordinate morale. **8. Sets and maintains high expectations for individuals and teams:** Clearly articulates expectations. Creates a climate that expects good performance, recognizes superior performance, and does not accept poor performance. Challenges others to match the leader's example. **Prepares self. 1. Maintains mental and physical health and wellbeing:** Recognizes imbalance or inappropriateness of one's own actions. Does not allow emotion to unduly influence decision-making. Applies logic and reason to make decisions or when interacting with emotionally charged individuals. Recognizes the sources of stress and maintains appropriate levels of challenge to motivate self. Manages regular exercise, leisure activities, and time away. Stays focused on life priorities and values. **2. Expands knowledge of technical, technological and tactical areas:** Seeks knowledge of systems, equipment, capabilities, and situations, particularly information technology systems. Keeps informed about developments and policy changes inside and outside the organization. **3. Expands conceptual and interpersonal capabilities:** Understands the contribution of concentration, critical thinking, imagination, and problem solving in different task conditions. Learns new approaches to problem solving. Applies lessons learned. Filters unnecessary information efficiently. Reserves time for self-development, reflection, and personal growth. Considers possible motives behind conflicting information. **4. Analyzes and organizes information to create knowledge:** Reflects on prior learning; organizes insights for future application. Considers source, quality or relevance, and criticality of information to improve understanding. Identifies reliable resources for acquiring knowledge. Sets up systems of procedures to store knowledge for reuse. **5. Maintains relevant cultural awareness:** Learns about issues of language, values, customary behavior, ideas, beliefs, and patterns of thinking that influence others. Learns about results of previous encounters when culture plays a role in mission success. **6. Maintains relevant geopolitical awareness:** Learns about relevant societies experiencing unrest. Recognizes Army influences on unified action partners and enemies. Understands the factors influencing conflict and peacekeeping, peace enforcing and peacemaking missions. **7. Maintains self-awareness: employs self understanding and recognizes impact on others:** Evaluates one's strengths and weaknesses. Learns from mistakes to make corrections; learns from experience. Seeks feedback; determines areas in need of development. Determines personal goals and makes progress toward them. Develops capabilities where possible but accepts personal limitations. Seeks opportunities to use capabilities appropriately. Understands self-motivation under various task conditions. **Develops others. 1. Assesses developmental needs of others:** Determines strengths and weaknesses of subordinates under different conditions. Evaluates subordinates in a fair and consistent manner. Assesses tasks and subordinate motivation to consider methods of improving work assignments, when job enrichment would be useful, methods of cross-training on tasks and methods of accomplishing missions. Designs ways to challenge subordinates to improve weaknesses and sustain strengths. Encourages subordinates to improve processes. **2. Counsels, coaches and mentors:** Improves subordinate's understanding and proficiency. Uses experience and knowledge to improve future performance. Counsels, coaches and mentors subordinates, subordinate leaders, and others. **3. Facilitates ongoing development:** Maintains awareness of existing individual and organizational development programs and removes barriers to development. Supports opportunities for self-development. Arranges training opportunities to help subordinates improve self-awareness, confidence, and competence. Encourages subordinates to pursue institutional learning opportunities. Provide subordinates information about institutional training and career progression. Maintains resources related to development. **4. Builds team or group skills and processes:** Presents challenging assignments for team or group interaction. Provides resources and support for realistic, mission-oriented training. Sustains and improves the relationships among team or group members. Provides feedback on team processes. **Stewards of the profession. 1. Supports professional and personal growth:** Supports developmental opportunities for subordinates such as PME attendance, key developmental assignments in other organizations, and broadening assignments. **2. Improves the organization:** Makes decisions and takes action to improve the organization beyond their tenure.

**F. ACHIEVES: (Gets Results). 1. Prioritizes, organizes and coordinates taskings for teams or other organizations structures/groups:** Ensures the course of action achieves the desired outcome through planning. Organizes groups and teams to accomplish work. Ensures all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence. Limits over specification and micromanagement. **2. Identifies and accounts for capabilities and commitment to task:** Considers duty positions, capabilities, and developmental needs when assigning tasks. Conducts initial assessments to assume a new task or a new position. **3. Designates, clarifies, and deconflicts roles:** Establishes and employs procedures for monitoring, coordinating, and regulating subordinate's actions and activities. Mediates peer conflicts and disagreements. **4. Identifies, contends for, allocates and manages resources:** Tracks people and equipment. Allocates adequate time for task completion. Allocates time to prepare and conduct rehearsals. Continually seeks improvement in operating efficiency, resource conservation, and fiscal responsibility. Attracts, recognizes, and retains talent. **5. Removes work barriers:** Protects organization from unnecessary taskings and distractions. Recognizes and resolves scheduling conflicts. Overcomes obstacles preventing accomplishment of the mission. **6. Recognizes and rewards good performance:** Recognizes individual and team accomplishments; rewards appropriately. Credits subordinates for good performance; builds on successes. Explores reward systems and individual reward motivations. **7. Seeks, recognizes and takes advantage of opportunities to improve performance:** Asks incisive questions. Anticipates needs for actions; envisions ways to improve. Acts to improve the organization's collective performance. Recommends best methods to accomplish tasks; uses information and technology to improve individual and group effectiveness. Encourages staff to use creativity to solve problems. **8. Makes feedback part of work processes:** Gives and seeks accurate and timely feedback. Uses feedback to modify duties, tasks, procedures, requirements, and goals. Uses assessment techniques and evaluation tools (such as AARs) to identify lessons learned and facilitate consistent improvement. Determines the appropriate setting and timing for feedback. **9. Executes plans to accomplish the mission:** Schedules activities to meet commitments in critical performance areas. Notifies peers and subordinates in advance of required support. Keeps track of task assignments and suspense's; attends to details. Adjusts assignments, if necessary. **10. Identifies and adjusts to external influences on the mission and organization:** Gathers and analyzes relevant information about changing conditions. Determines causes, effects, and contributing factors of problems. Considers contingencies and their consequences. Makes necessary, on-the-spot adjustments.

**PART VI RATER SELF DEVELOPMENT GOALS INSTRUCTIONS:** These goals are beyond the current career progression that the officer is assigned. This area should focus on those branched detailed, functional designated, have completed branch qualification and anticipate broadening and advance civil schooling opportunities. The officer will also state self development objectives based on MSAF assessments (optional) or other identified areas required for development.