

## SENIOR SYSTEM CIVILIAN EVALUATION REPORT SUPPORT FORM

For use of this form, see AR 690-400; the proponent agency is ASA(M&RA)

### PART I - RATEE IDENTIFICATION

a. NAME OF RATEE (*Last, First, Middle Initial*)    b. PAY PLAN, SERIES/GRADE    c. ORGANIZATION/INSTALLATION

### PART II - RATING CHAIN - YOUR RATING CHAIN FOR THE EVALUATION PERIOD IS:

RATER	NAME	POSITION
INTERMEDIATE RATER <i>(Optional)</i>	NAME	POSITION
SENIOR RATER	NAME	POSITION

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

The following face-to-face discussions of duties, responsibilities, performance objectives, standards, and accomplishments for the rating period \_\_\_\_\_ to \_\_\_\_\_ took place:

	DATES	RATEE INITIALS	RATER INITIALS	INTERMEDIATE RATER INITIALS	SENIOR RATER INITIALS <i>(If used)</i>	DATE
INITIAL						
MIDPOINT						

### PART IV - RATEE *(Complete a, b, c below for this rating period)*

a. STATE YOUR SIGNIFICANT DUTIES AND RESPONSIBILITIES. DUTY TITLE IS:

b. INDICATE YOUR MAJOR PERFORMANCE OBJECTIVES/INDIVIDUAL PERFORMANCE STANDARDS

c. LIST YOUR SIGNIFICANT CONTRIBUTIONS

\_\_\_\_\_  
SIGNATURE AND DATE

**PART V - PERFORMANCE STANDARDS - SENIOR SYSTEM CIVILIAN POSITIONS**

To derive Objectives ratings, apply the applicable performance standards below; the standards are written at the SUCCESS level, e.g., Ratee, in most cases:

**TECHNICAL COMPETENCE.** Exhibits technical knowledge, skills, and abilities to get desired results within established time frames and with the appropriate level of supervision. Sets and meets realistic milestones. Establishes priorities that reflect mission and organizational needs. Plans so that adequate resources are available. Makes prompt and sound decisions.

**INNOVATION/INITIATIVE.** Develops and implements or suggests better ways of doing business--methods, equipment, processes, resources. Seeks/accepts developmental opportunities. Serves on professional/technical committees, writes technical papers, joins professional societies to enhance personal knowledge and advance state-of-the-art of profession.

**RESPONSIBILITY/ACCOUNTABILITY.** Uses resources prudently and for intended purposes. Complies with DA emphasis programs, e.g., EEO/AA, safety/security, internal control, inventory management, quality assurance, personnel management, contract awards to small business concerns. Supports and encourages Total Army Quality (TAQ) approaches, e.g., team effort, continuous process/product improvement and customer satisfaction. Takes responsibility for personal errors, takes or proposes timely/adequate corrective measures. Establishes personal performance objectives that are challenging and reflect mission needs.

**WORKING RELATIONSHIPS.** Is an effective team player. Works well with group and others to get the job done. Exhibits a customer care attitude; e.g., shows respect to others; is courteous and seeks acceptable compromise in areas of difference.

**COMMUNICATION.** Provides or exchanges accurate/complete oral and written ideas and information in a timely manner. Listens effectively so that resultant actions show understanding of what was said. Coordinates so that all relevant individuals and functions are included in/informed of decisions and actions.

**FOR SUPERVISORY POSITIONS ONLY:**

**ORGANIZATIONAL MANAGEMENT AND LEADERSHIP.** Provides vision and communicates mission and organizational goals to all subordinates. Sets standard/leads by example. Implements/complies with appropriate DA emphasis programs. Secures/allocates/manages resources for effectiveness and efficiency. Takes timely and appropriate personnel actions. Develops subordinates through mentoring, counseling, providing challenging training and work assignments and timely performance evaluations. Recruits and retains high quality people by creating a positive environment that offers challenge and growth.

**EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION (EEO/AA).** Applies EEO principles to all aspects of personnel management (e.g., hiring, training, work assignments/schedules, discipline, counseling and awards). As appropriate, takes immediate corrective action if sexual harassment or other discriminatory/unfair treatment is observed, reported or suspected. Provides leadership and emphasis to the execution of the Affirmative Employment Plan. Participates in EEO/AA activities and encourages subordinates to do so.



PERIOD COVERED (YYYYMMDD)	RATEE'S NAME	SSN
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**PART VI - PERFORMANCE EVALUATION (Rater)**

**a. PERFORMANCE DURING THIS RATING PERIOD**

Comparison of individual objectives against accomplishments and DA-established performance standards resulted in the following objectives ratings:

<input type="checkbox"/> Excellence 75% or More Obj	<input type="checkbox"/> Excellence 25-74% Obj	<input type="checkbox"/> Success All or Excellence 1-24%Obj	<input type="checkbox"/> Needs Improvement 1 or More Obj	<input type="checkbox"/> Fails 1 or More Obj
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Includes Excellence in Org Mgt/Ldshp OR EEO/AA

Obj for supv/mgr  Yes  No

**b. BULLET EXAMPLES**

**PART VII - INTERMEDIATE RATER (Optional)**

**BULLET COMMENTS**

**PART VIII - SENIOR RATER (if used) or RATER (no senior rater used)**

**PART IX - SENIOR RATER (if used)**

**OVERALL PERFORMANCE RATING**

1	}	<b>SUCCESSFUL</b>
2		
3		
4		<b>FAIR</b>
5		<b>UNSUCCESSFUL (MUST Have Senior Rater Review)</b>

**BULLET COMMENTS (Performance/Potential)**

A completed DA Form 7222-1 was received with this report and considered in my evaluation and review:  
 YES  NO (Explain)

**BASE SYSTEM CIVILIAN PERFORMANCE COUNSELING CHECKLIST/RECORD**

For use of this form, see AR 690-400; the proponent agency is ASA(M&RA)

RATEE	RATER
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ORGANIZATION/INSTALLATION	INTERMEDIATE RATER <i>(Optional)</i>
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PAY PLAN, SERIES/GRADE	RATING PERIOD	SENIOR RATER
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<p><b>PURPOSE.</b> The primary purpose of counseling is to define organizational mission and values, discuss individual job expectations and performance, reinforce good performance/work related behavior, correct problem performance/work related behavior, and enhance the Ratee's ability to set and reach career goals. The best counseling is forward looking, concentrating on the future and what needs to be done better. Counseling should be timely. Counseling only at the end of the rating is too late since misunderstandings that impact performance and work related behavior cannot be resolved in time for improvement before the next annual rating.</p> <p><b>RULES FOR COUNSELING.</b></p> <ol style="list-style-type: none"> <li>1. Face-to-face counseling is mandatory for all civilians in the Base System.</li> <li>2. Use this form along with a working copy of the Evaluation Form (DA Form 7223) and the Ratee's position description for conducting performance counseling and recording counseling content/dates.</li> <li>3. Conduct initial counseling within at least the first 30 days of each rating period and again at the midpoint of the rating period.</li> </ol>	<p><b>AFTER COUNSELING</b></p> <ol style="list-style-type: none"> <li>1. Summarize key points of the counseling on the back of this form and initial in the block provided. You may attach additional pages.</li> <li>2. Give the Ratee the form to review/initial.</li> <li>3. If the Ratee gave written input, attach it.</li> <li>4. Forward the checklist through the rating chain to the Senior Rater (if used) who should review and, when satisfied that requirements are in line with mission needs, initial and date the checklist and return it to you.</li> <li>5. Give the Ratee a copy and keep the original to use for the next counseling session.</li> </ol>
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<b>CHECKLIST - LATER COUNSELING SESSION(S)</b>
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<b>CHECKLIST - COUNSELING AT THE BEGINNING OF THE RATING PERIOD</b>
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<p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Schedule the counseling session and notify the Ratee; suggest the Ratee write down or be ready to discuss ideas about expectations and requirements.</li> <li>2. Get a copy of the Ratee's position description, rating chain, the counseling checklist, and a blank evaluation form.</li> <li>3. Think how each Value and each Responsibility in Part V of the evaluation form applies.</li> <li>4. Decide what you consider necessary for success in each Value/Responsibility. Be specific.</li> <li>5. Make notes to help you with counseling.</li> </ol> <p><b>COUNSELING</b></p> <ol style="list-style-type: none"> <li>1. Explain the rating chain and the roles of each rater.</li> <li>2. Discuss the position description. If the Ratee has worked in the job before, ask if he/she believes the description is accurate.</li> <li>3. Discuss items that require top priority effort (<i>areas of special emphasis</i>)--realizing this may change later.</li> <li>4. Discuss each Value/Responsibility in Part V of the evaluation form. Ask the Ratee for ideas about what Values mean and how he/she might perform assigned duties.</li> <li>5. Review the Ratee's written input if he/she provides it.</li> <li>6. Discuss what tasks and level of performance you expect for Success.</li> <li>7. If you and the Ratee have different views, discuss them until you both are clear on requirements. Even if the Ratee disagrees, he/she must understand what you expect.</li> <li>8. Using the DA-established performance standards and the tasks to be accomplished give examples of Excellence to give the Ratee specifics to aim for.</li> <li>9. Ask the Ratee about career goals and training needs.</li> </ol>	<p><b>PREPARATION</b></p> <ol style="list-style-type: none"> <li>1. Schedule the counseling session with the Ratee. Tell him/her to come prepared to discuss accomplishments and review requirements and effectiveness of any completed training.</li> <li>2. Review notes from the last session.</li> <li>3. Consider whether priorities or expectations have changed.</li> <li>4. For each Value/Responsibility, answer these questions: What has the Ratee done? What was done well? Why? What could have been done better? Why?</li> <li>5. Make notes to help focus when counseling.</li> </ol> <p><b>COUNSELING</b></p> <ol style="list-style-type: none"> <li>1. Discuss job requirements and areas of special emphasis and priorities that have changed or that are new. Ask the Ratee if he/she is having problems and needs your help.</li> <li>2. If the Ratee gives written input, review it.</li> <li>3. Tell how the Ratee is doing. Talk specific examples of observed actions/results. Discuss differences in your views. Offer assistance if needed. The goal is to help the Ratee succeed.</li> <li>4. Give examples of Excellence that occurred or could have occurred.</li> <li>5. At least during the midpoint counseling session, discuss the Ratee's career goals, the effectiveness of training, and the Ratee's potential to perform higher level or different tasks.</li> </ol> <p><b>AFTER COUNSELING</b></p> <ol style="list-style-type: none"> <li>1. Follow the same procedures for documenting, initialing, and dating as you did for the initial session.</li> <li>2. At the end of the rating period, use the checklist to prepare the Ratee's evaluation. Then attach the Counseling Checklist/Record to the performance evaluation for use by the rating chain. After the Senior Rater signs the performance evaluation, he/she returns it to the Rater to discuss with the Ratee, if a senior rater is used. After the Ratee signs, the Rater submits the evaluation with the checklist to the servicing personnel office for filing.</li> </ol>
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**DA RESPONSIBILITIES AND PERFORMANCE STANDARDS**

To derive Responsibilities ratings, think about the tasks that were performed under each Responsibility and apply the following performance standards which are written at the Success (*Meets*) level; e.g., the Ratee usually:

**TECHNICAL COMPETENCE.** Has knowledge, skills and abilities to do the work. Produces expected quality and volume. Meets deadlines. Works with right amount of supervision. Gets desired results.

**ADAPTABILITY/INITIATIVE.** Can work under pressure or during changing conditions. Is willing to try new ways. Suggests better ways to do business. Seeks/accepts developmental opportunities.

**WORKING RELATIONSHIPS/COMMUNICATIONS.** As a team member, works well with group and helps others get the job done. Expresses ideas clearly. Follows instructions or asks for clarification. Shows respect and is courteous. Shows concern for customer.

**RESPONSIBILITY/DEPENDABILITY.** Accepts responsibility for own actions. Keeps work area in order and equipment maintained. Uses supplies, equipment and time as intended. Complies with DA emphasis programs, e.g., Total Army Quality (*TAQ*), safety/security, internal control, inventory management, quality assurance, EEO/AA. Schedules nonemergency leave in advance to avoid adverse impact to work unit effectiveness.

**FOR POSITIONS WITH SUPERVISORY DUTIES:**

**SUPERVISION/LEADERSHIP.** Sets and communicates unit goals that reflect organizational goals. Implements/complies with appropriate DA emphasis programs. Sets standard/leads by example. Takes timely/appropriate personnel actions. Recruits/retains quality force. Motivates, challenges and develops subordinates, through counseling on expectations, performance, and career goals; evaluates timely. Resolves conflict and maintains order.

**EQUAL EMPLOYMENT OPPORTUNITY/AFFIRMATIVE ACTION (EEO/AA).** Applies EEO principles to all aspects of personnel management (*e.g., hiring, training, work assignments/schedules, discipline, counseling and awards*). As appropriate, takes immediate corrective action if sexual harassment or other discriminatory/unfair treatment is observed, reported or suspected. Provides leadership and emphasis to the execution of the Affirmative Employment Plan. Participates in EEO/AA activities and encourages subordinates to do so.

**COUNSELING RECORD/INDIVIDUAL PERFORMANCE STANDARDS**

DATE OF COUNSELING	RATEE/RATER/ INT. RATER/ SENIOR RATER INITIALS	KEY POINTS MADE
INITIAL		
LATER <i>(Optional)</i>		
MIDPOINT		
LATER <i>(Optional)</i>		



RATEE'S NAME (Last, First, Middle Initial)		SOCIAL SECURITY NUMBER	THRU DATE					
<b>b. RESPONSIBILITIES</b>		Specific bullet examples of other than "SUCCESS," are mandatory. Specific bullet examples of "SUCCESS" are optional but encouraged.						
<b>1. TECHNICAL COMPETENCE</b> Technical knowledges, skills, abilities Doing work right/on time Sound judgement  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>2. ADAPTABILITY AND INITIATIVE</b> Adjusting to change - situations/people Trying new things Seeking self-development  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>3. WORKING RELATIONSHIPS &amp; COMMUNICATIONS</b> Supporting team Respecting others Expressing ideas clearly Listening/understanding  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>4. RESPONSIBILITY AND DEPENDABILITY</b> Dependable/reliable Maintaining facilities/equipment Conserving supplies/time People/equipment safety  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>Numbers 5 and 6 apply to positions with some supervisory duties</b>								
<b>5. SUPERVISION AND LEADERSHIP</b> Mission focused/performance oriented Sets standard/Leads by example Motivating/developing others Implementing DA emphasis programs/managing resources  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>6. EEO AND AFFIRMATIVE ACTION</b> Respecting dignity Achieving planned actions Providing opportunity Solving problems  EXCELLENCE (Exceeds std)    SUCCESS (Meets std)    NEEDS IMPROVEMENT    FAILS <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>								
<b>PART VI - SENIOR RATER (if used) or RATER (no senior rater used)</b>		<b>PART VII - SENIOR RATER (If used)</b>						
<b>OVERALL PERFORMANCE</b>  <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 20%;">1</td> <td style="width: 20%;">2</td> <td style="width: 20%;">3</td> <td style="width: 20%; background-color: black;">4</td> <td style="width: 20%; background-color: black;">5</td> </tr> </table> <p style="text-align: center;"> <b>SUCCESSFUL      FAIR      UNSUCCESSFUL</b>          (MUST Have Senior Rater Review)       </p> <p>A completed DA Form 7223-1 was received with this report and considered in my evaluation and review:  <input type="checkbox"/> YES    <input type="checkbox"/> NO (Explain)       </p>		1	2	3	4	5	<b>BULLET COMMENTS (Performance/Potential)</b>	
1	2	3	4	5				