



**IRA C. EAKER COLLEGE FOR PROFESSIONAL DEVELOPMENT**

# How to Prepare Performance Reports

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## Purpose of this Guide

**T**his unofficial guide was written to assist personnel assigned to the Ira C. Eaker College for Professional Development (CPD) in preparing military performance reports. The guide provides basic information and local guidance to assist you. For official procedures use AFI 36-2406, *Officer and Enlisted Evaluation Systems*, and AFI 36-2401, *Correcting Officer and Enlisted Evaluation Reports*.

If you have any questions regarding the preparation of a performance report, then contact any member of the Commander's Support Staff (CSS) for clarification and guidance.

## Supervisory Responsibility

- ▶ Every supervisor has a responsibility to accurately evaluate the performance and promotion potential of those he or she rates. Performance reports are a crucial part of every member's career, particularly with promotion. As such, the content of EPRs/OPRs determine the future leadership and work force of the Air Force.
- ▶ Supervisors must review personnel information files (PIF) prior to writing performance reports (Attachment 2).
- ▶ It is the responsibility of each individual who reviews a report to ensure its accuracy and quality; however, it is NOT the responsibility of anyone to change content based on personal preference. The person signing the report must agree with the changes.

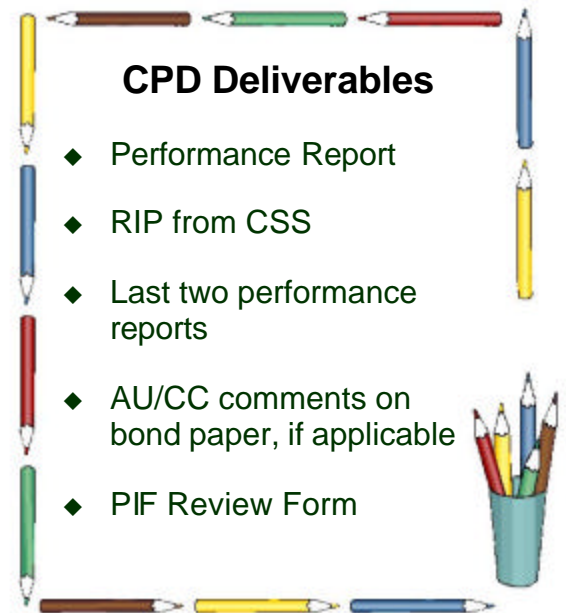
## Commander's Support Staff

- ▶ CSS personnel monitor performance reports for the commander. Upon receipt of the EPR or OPR notice through PC-III, they will forward it to the rater.
- ▶ If a notice is not received through PC-III, the CSS needs to accomplish a manual shell. The CSS reviews the report and to make any necessary corrections before the report is forwarded to the Military Personnel Flight.



## How to Submit the Performance Report in CPD

- ▶ Raters will use a two-pocket red folder when submitting a report.
- ▶ Attached to the outside of the folder is the Transmittal Form (Attachment 3).
- ▶ Enclosed in the folder is a paper copy of performance report; the performance report RIP (contact the CSS if you haven't received a RIP; however, **you don't need a RIP to write the report**); the last two performance reports; AU/CC comments (double spaced) on a piece of bond paper, if applicable; and a signed copy of the PIF Review Form.



## Late Reports

- ▶ **Reports are due to CSS 1 week prior to the closeout date.** CSS, CCF and CCE will review the report and annotate corrections, if necessary, and return the report to the rater.
- ▶ If a performance report is late, then the director will provide a late letter and state why the report is late.

## Change of Reporting Officials (CRO)

- ▶ CROs will be submitted to the CSS not later than 10 days after a change of rater has occurred.



## Feedback

- ▶ The rater is responsible for preparing, scheduling and conducting feedback. An individual of any grade may request feedback at any time from his or her rater.

▶ Feedback sessions are mandatory for everyone except general officers.

- Initial Feedback: Required for all within 60 days after change of supervision.
- Mid-term Feedback: Provided midway between the change of supervision and the closeout date of the next report with the exception of CMSgts and colonels. If the supervisor hasn't changed, then midway between the closeout of the last report and the closeout date of the next report.

Grade	Initial w/in 60 days	Mid-term	Follow-up
E4-E6	X	X	X
E7/E8	X	X	
E9	X		
O1-O3	X	X	X
O4-O5	X	X	
O6	X		

- Follow-up Feedback: Required 2 months after close-out of the report. Follow-up feedback is not required for SNCOs or field grade officers.

▶ Use a performance feedback worksheet (PFW) to annotate the feedback:

- For majors to colonel use an AF Form 724A
- For 2Lts to captain use an AF Form 724B
- For SNCOs use an AF Form 932
- For TSgts and below use an AF Form 931

▶ Documentation required by CSS

- Provide CSS the signed feedback notice (feedback RIP) or a sheet of bond paper indicating when the feedback was conducted. Both documents must be signed by the member and supervisor.
- The rater gives the completed PFW to the ratee and keeps a copy for personal reference. The PFW will not be made an official part of any personnel record (including PIFs) nor used in any personnel action unless the ratee introduces it first.

## Requesting RIPs

In most cases, performance report shells are generated 60 days prior to the closeout date of a performance report; however, this system sometimes fails. If you need a "Report on Individual Person" (RIP) for a report, then contact the CSS. Provide CSS with the ratee's last name, the individual's SSN, the closeout date of the report, and the reason for the report. If the report is a CRO report, then provide the name and SSN of the new supervisor. Also provide the closeout date of the report (day prior to the effective date of supervision).

Shells are NOT mandatory in order to complete a performance report. Do not put off writing a report because you don't have a computer printout

## Writing Effective Performance Reports

- ▶ Writing effective performance reports comes down to one thing: using hard-hitting, fact-filled words and statements that paint an accurate picture of the ratee in the mind of the reader. Since most promotion folders receive only a few minutes of review by board members, it becomes critical that performance reports “come alive” to the reader and contain meaningful information about the ratee’s technical and managerial potential. Critical facts, specific achievements and performance-based potential must be easily picked out by the reader.
- ▶ The worst and most common error made by rating officials is to write comments so ambiguous, technical or specialized that people reading the reports don’t understand the significance of what is being reported. Many performance reports (PR) are so full of such comments they become ineffective. Meaningful PRs contain the following:
  - **Clarity.** Your objective is to “educate” the reader about the ratee’s job performance and potential. Avoid unique acronyms and terminology. Describe the impact in clear, concise sentences (layman’s terms). Use language that is alive, informal and illuminating. Write to communicate, not to impress.
  - **Credibility.** Avoid inaccuracies or exaggerations. For example, claiming someone is the “best in the Air Force” is probably an exaggeration if the person hasn’t won an Air Force award. These statements sound great, but lose rater credibility, making the entire report suspect. The challenge is to express your high (or low) regard for the ratee without exaggeration or exceeding reasonable, believable descriptions of the ratee’s value to the Air Force, the base or the mission.
  - **Composition.** Making someone or something “come alive” through effective writing is achieved when the reader can construct a mental image from your words which pique his or her interest to continue reading your report.
  - **Content.** As the rater, you have an inherent responsibility to report those positive and negative aspects of a ratee’s performance that led to the evaluation of his or her potential.

## General Guidance Before You Start Writing

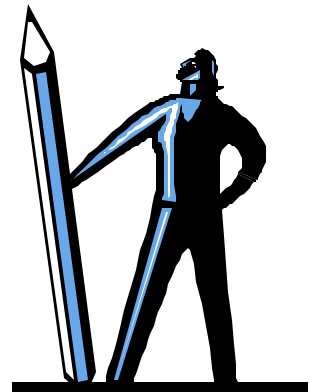
- ▶ Use bullet statements -- not a narrative form.
  - Do not use periods at the end of a bullet statement.
  - A double hyphen (--) may be used in a bullet statement; however, the words that follow the double hyphen must elaborate upon the first part of the bullet.
  - Each bullet or and sub-bullet must not exceed three lines.

- If secondary bullets are used, they should indicate impact, result, or scope of the primary bullet.
  - Use an “active voice” when writing your bullets.
    - What’s “passive voice?” A verb in the passive voice uses any form of “to be” (e.g., am, is, was, were, be, being, been) PLUS the past participle of a main verb (i.e., a main verb usually ending in en or ed).
    - You can usually change passive voice to active voice by doing one of three things:
      - Putting the “doer” before the verb.
        - Passive: The part must have been broken by the handlers
        - Active: The handlers must have broken the part.
      - Dropping part of the verb.
        - Passive: The results are listed in the attachment.
        - Active: The results are in the attachment.
      - Changing the verb.
        - Passive: The replacement has not been received yet.
        - Active: The replacement has not arrived yet.
- Use words ending in “ion” and “ment” very sparingly. Usually they are nouns that have been made from verbs. By using the active verb instead of the noun, you place the emphasis where it belongs--on the ratee, instead of on what the ratee has done.
- Write short punchy bullets 15-20 words long, which communicate quickly and are easily understood.
- Each bullet should contain meaty specifics, (i.e., statistics, cost savings, time savings, results, etc.) and clearly answer the question, “So what?” with hard-hitting, understandable impact statements.
- The first and last bullets are the most important. The first bullet states the ratee’s leadership and management abilities and grabs the reader’s interest and attention to find out why you hold the ratee in such high regard. The last bullet reaffirms your positive and powerful feelings about the airman’s professional potential by recommending him/her for promotion, retention and future job assignments.
- ▶ Ensure the comments are compatible with the ratings. Don’t repeat information in a bullet that was already stated in the duty title or job description. You are wasting valuable space.
- ▶ Be careful using uncommon or special terminology which few people outside the career field will understand.





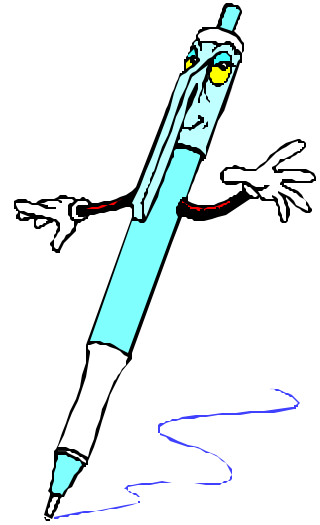
- ▶ Be very careful with words and phrases that weaken or modify statements that would otherwise be quite strong. Modifying words such as the following can be deadly (e.g., almost, one-of-the, rarely, seldom and usually).
- ▶ Be enthusiastic, be definitive and “speak” in assertive tones. Make the reader want to like this airman professionally.
- ▶ Comments about significant additional duties and civic activities may be included. However, such statements do not make efficient use of the limited space available to convey mission-related performance and leadership. Use these statements sparingly. Emphasize job-related activities with impact.
- ▶ Avoid excessive “white space” in the comment block. Not fully utilizing lines is a critical mistake.
- ▶ Review the ratee’s previous EPRs/OPRs before writing the next one.
- ▶ Avoid “fillers” such as, “one of my best,” “driving force behind,” “potential,” “competent,” “capable,” “top 10% of my senior NCOs,” etc. This leaves an unfavorable impression on board members.
- ▶ Signal your really top airmen by stratifying them (top 1% in wing; my best TSgt, etc.); be careful to save for your best or it will lose impact on board members.
- ▶ Don’t forget to include awards (e.g., NCO of the Quarter/Year, Wing Airman of the Year, etc.).
- ▶ Revise, Revise, Revise--make every word count. Remember, the strongest single factor for promotion selection to any grade remains outstanding duty performance in positions of greater responsibility and leadership at various levels of the Air Force.
- ▶ Do not use a pen that can “bleed” through onto the front of the form.
- ▶ Professional military education and professional continuing education are lowercase with the exception of if it is in a title or at the beginning of a sentence.
- ▶ When citing ratings such as “Outstanding,” or “Excellent,” place them in quotes and capitalize the first letter.



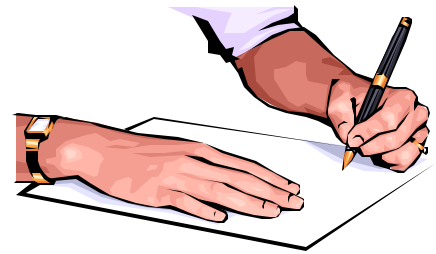
## Inappropriate Evaluator Considerations and Comments

- ▶ Promotion recommendations or implied promotion recommendations for officers. Recommendations are limited to the next higher grade.
- ▶ Duty history or performance outside the current reporting period.
- ▶ Previous reports or ratings.

- ▶ Performance feedback with the exception of the Performance Feedback Certification Block.
- ▶ Events that occur after the closeout date.
- ▶ Do not include comments regarding events which occurred in a previous reporting period, unless the events add significantly to the evaluation report, were not known to and considered by the previous evaluators, and were not previously reflected in an evaluation report.
- ▶ Conduct based on unreliable information.
- ▶ Any action against an individual that resulted in acquittal or a failure to successfully implement an intended personnel action (for example, you may not say SSgt Johnson was acquitted of assault charges or that involuntary separation action was unsuccessful).
- ▶ Confidential statements, testimony, or data obtained by, or presented to, boards under AFI 91-204, *Safety Investigations and Reports*.
- ▶ Actions taken by an individual outside the normal chain of command that represent guaranteed rights of appeal.
- ▶ A recommendation for decoration (Note: You may mention other awards or nominations for honors and awards such as "Outstanding Maintenance Officer" or "Twelve Outstanding Airmen of the Year").
- ▶ Race, ethnic origin, gender, age, or religion of the ratee (Note: You may use pronouns reflecting gender such as he, she, him, her, his, and hers).
- ▶ Drug or alcohol abuse rehabilitation programs.
- ▶ Score data on the WAPS score notice or senior NCO promotion score notice, board scores, test scores, etc.
- ▶ Performance as a member of a court-martial board.
- ▶ Family activities or marital status.
- ▶ General open mess membership.
- ▶ Broad statements outside the scope of the evaluator's responsibility or knowledge (e.g., "top 5% officer"). It would be permissible for an evaluator to make such a statement if the statement could be backed up with an award.



- ▶ Assignment and PME recommendations on OPRs that are inconsistent with an officer's current grade. Evaluators may make one or more assignment recommendations in OPRs provided the recommendations are appropriate and realistically achievable for the officer's current grade.
- ▶ Separation or retirement status. Comments may be warranted when an individual displays a reluctance to accept responsibility, a negative attitude toward the job, or exhibits a decrease in performance that can be reasonably attributed to a pending separation or retirement.
- ▶ Comments about civilian occupation (USAFR members), unless it directly relates to the military position and enhances their military performance.
- ▶ Use of profanity in evaluation reports is unprofessional, unnecessary, inappropriate and prohibited.
- ▶ Punishment received as a result of administrative or judicial action. Restrict comments to the conduct/behavior that resulted in the punishment, and if desired, the type of administrative or judicial action taken (i.e., Article 15, LOR, LOC, etc.).
- ▶ PME or advanced academic education for officers. Evaluators may consider an officer's candidacy, selection for, completion of, or enrollment in, PME or advanced academic education during the evaluation process; however, they are prohibited from commenting on those items.



## Step-by-Step Procedures to Complete an EPR

- ▶ Use an AF Form 910 for AB-TSgt; use an AF Form 911 for SNCOs
- ▶ **Section I - Ratee Identification Data**
  - **Item 1. Name.** Type in the name. **Use only uppercase** (all capital letters).
  - **Item 2. SSN.** Type in the ratee's social security number.
  - **Item 3. Grade.** Type in grade. **Use only uppercase.** Abbreviate the grade as follows: AB, AMN, A1C, SRA, SGT, SSGT, TSGT, MSGT, SMSGT or CMSGT.
  - **Item 4. DAFSC.** Type in the ratee's Duty Air Force Specialty Code held on the closeout date of the EPR (should match the RIP). Include the prefix and suffix, if applicable. If the DAFSC is incorrect, then contact the CSS.
  - **Item 5. Organization, Command and Location.** Type in the following: **Ira C. Eaker College for Professional Development (CPD), (AETC), Maxwell AFB AL** (Note:

If “Maxwell” and “AFB” are on separate lines, then move “Maxwell” to the second line).

- **Item 6a.** *PAS Code* (Personnel Account Symbol Code). Type in the following information (uppercase only): **MG0JFC8Y** (Note: The third character is a zero not an alpha character).
- **Item 6b.** *SRID* (Senior Rater Identifier). Type in **0J2AU** (Note: This is AU/CC’s senior rater identification). Note that the first character is a zero not an alpha character.
- **Item 7.** *Period of Report*. The “From” date will always be one day following the closeout date of the previous report. The “Thru” date is dependent on several variables such as the period of supervision. See AFI 36-2406, *Officer and Enlisted Evaluation Systems*, Table 3.3., for additional guidance. Normally, an EPR is 1 year from the last report (for example, 4 Aug 01 - 3 Aug 02). This is an annual report.
- **Item 8.** *No. Days Supervision*. The “days of supervision” are the total number of calendar days the ratee was under the supervision of the rater during the reporting period. The number days of supervision must be a minimum of 120 days.

**Do not close out a report on or after the ratee’s or rater’s actual PCS or departure, retirement or separation date**

***Deduct all periods of 30 or more consecutive calendar days if the ratee or rater was TDY, on leave, or in a patient status.***

- **Item 9.** *Reason for Report*. There are several reasons why a performance report may be generated (see AFI 36-2406, Tables 3.3. and 3.7.). The most common reasons for a report include the following:
  - **Annual.** Supervision has been at least 120 calendar days.
  - **CRO.** The rater changes as a result of a PCS and the period of supervision has been at least 120 calendar days.
  - **Directed by commander.** When a ratee’s performance or conduct is unsatisfactory or marginal (A1C and below with less than 20 months TAFMS do not receive an EPR) and the period of supervision has been at least 120 calendar days (60 or more calendar days for referral reports).

## ▶ Section II - Job Description

- **Item 1.** *Duty Title*
  - **Uppercase only** (AU policy).

- If the duty title on the EPR notice is NOT correct, then the supervisor will correct the duty title on the EPR notice and hand-carry the notice to the CSS for correction.

- **Item 2. Key Duties, Tasks and Responsibilities**

- The job description sets the tone for the rest of the report and portrays the complete scope of the job.
- Use a narrative style only--do NOT use bullets in this section.
- Enter a clear description of the ratee's duties--what the ratee does--not how he or she performs the job. Describe the uniqueness of each job--don't rely on a standardized job description for everyone in the unit.
- Cite the individual's level of responsibility, number of people supervised, dollar value of resources accountable for, or products managed must be specific and clearly identified. Include all jobs held during the reporting period, not just the current one.
- Avoid using jargon, highly technical terms, acronyms and abbreviations.
- Additional duties during the reporting period may be included if they directly relate to mission accomplishment. If included, type "ADDITIONAL DUTIES:" (uppercase only) as the last entry in this block. Enter only significant additional duties. Capitalize each additional duty title.

- ▶ **Section III - Evaluation of Performance**

- Mark "X's" in the blocks that accurately describe the ratee's performance; for example, if someone failed to progress satisfactory while in the weight management program, then block #3 should be marked "Fails to meet minimum standards."
- The comments on the reverse of the form should be compatible with the ratings in this part of the form.
- If an individual receives a rating in the far left block of any performance factor, then the EPR becomes a referral report (see AFI 36-2406 for appropriate action).

- ▶ **Section IV - Promotion Recommendation**

- Carefully consider the ratee's performance and promotion potential and how it compares with the performance of others in the same grade and Air Force specialty.
- Carefully choose the promotion recommendation block that best describes the ratee. In some instances, a ratee may be performing satisfactorily; however, when compared to others in the same grade and Air Force specialty, the ratee may have less potential

for assuming the next higher grade or increased responsibility. The promotion recommendation rating in Section IV and evaluator comments should appropriately reflect this lesser potential.

► **Section V - Rater's Comments**

- The rater uses this section to provide additional information about the ratee's performance. Unless the report contains referral ratings, the comments are limited to the space provided.
- Use a bullet format to describe the ratee's performance. How did the ratee contribute to or detract from the accomplishment of his or her job?
  - Do not use periods at the end of a bullet statement.
  - A double hyphen (--) may be used in a bullet statement; however, the words that follow the double hyphen must elaborate upon the first part of the bullet.
  - Bullets should be concise and result-oriented. Think results!
  - Each bullet and sub-bullet must not exceed three lines.
  - Ensure comments are compatible with the ratings in Section III.
- Comments pertaining to promotion or increased responsibilities must be compatible with the Section IV rating.
- **Feedback Block**
  - Record the date the last feedback session was conducted.
  - If performance feedback was required during the EPR's period but was not accomplished, then the rater must give one or more reasons in the space provided.
- **Name, Grade, Branch of Service, Orgn, Command and Location**
  - Identification is entered as of the EPR's closeout date.
  - Use the following standard for the signature block (upper case for the name):
 

JOHN A. SMITH, TSgt, USAF  
CPD (AETC)  
Maxwell AFB AL
  - If the rater is a single evaluator, then he or she will annotate Section VI as "This Section Not Used" and initial the unused signature blocks.
- *Duty Title*. Identification is entered as of the EPR's closeout date.

- *Date*. Enter the date the EPR was signed. If the EPR is returned for corrections which require new signatures, the new signatures are dated with the date the report is actually signed (NOT the original signature date).
- *SSN*. Enter the last four digits of the rater's social security number.
- *Signature*. Self explanatory.

The date the EPR was signed MUST be on or after the closeout date

▶ **Section VI – Additional Rater's Comments**

- **Concur/Nonconcur Block**

- Place an "X" in the "Concur" block if the additional rater agrees with the comments and ratings of the rater.
- Place an "X" in the "Nonconcur" block if the additional disagrees with the comments and ratings of the rater. On the front of the form, the additional rater will initial the blocks he or she believes the ratee deserves.
- Subsequent evaluators may disagree and either upgrade or downgrade any performance factor rating by placing his or her initials in the rating block he or she believes most accurately describes the ratee's performance. If there is a disagreement, then the evaluator(s) must provide rational in their written comments to substantiate the disagreement.

Only the additional rater or reviewer will mark the "Concur" or "Nonconcur" block. The rater will not presume if the additional rater or reviewer concurs with the ratings.

- **Name, Grade, Branch of Service, Orgn, Command and Location**

- Identification is entered as of the EPR's closeout date.
- Use the following standard for the signature block (upper case for the name):

MARY J. SMITH, MSgt, USAF  
CPD (AETC)  
Maxwell AFB AL

- If the rater is a single evaluator, then he or she will annotate Section VI, as "This Section Not Used."
- **Duty Title**. Identification is entered as of the EPR's closeout date.
- **Date**. The date the EPR was signed. The date MUST be on or after the closeout date.
- **SSN**. Enter the last four digits of the additional rater's social security number.

- **Signature.** Self explanatory.

▶ **Section VII – Reviewer’s Comments** (AF Form 911)

- **Comments.** Don’t repeat information. Add additional information. Indorsers use this section to support their rating decisions.
- **Name, Grade, Branch of Service, Orgn, Command and Location**
  - Identification is entered as of the EPR’s closeout date.
  - Use the following standard for the signature block (upper case for the name):

AARON B. ROGERS, Col, USAF  
CPD (AETC)  
Maxwell AFB AL
- **Duty Title.** Identification is entered as of the EPR’s closeout date (e.g., Commander).
- **Date.** The date the EPR was signed. The date **MUST** be on or after the closeout date.
- **SSN.** Enter the last four digits of the reviewer’s social security number.
- **Signature.** Self explanatory.

▶ **Section VIII - Final Evaluator’s Position** (AF Form 911)

- MSgts and SMSgts, time-in-grade eligible for the next higher grade, are eligible for a senior rater indorsement. Verify that the SNCO has completed Course 5 or 12 (SNCO). Individuals who have not completed this course will normally not qualify for a senior rater indorsement. See AFI 36-2406 for eligibility on others.
- **“A” = Senior Rater.** Used when the final evaluator is the highest-level indorser in the ratee’s rating chain. The senior rater for CPD is **AU/CC**.
- **“B” = Senior Rater’s Deputy.** An individual who works directly for and whom the senior rater evaluates (e.g., **CPD/CC**).
- **“C” = Intermediate Level.** An individual whose supervisor works directly for and whom a senior rater deputy evaluates; for example, CPD directors and commandants.
- **“D” = Lower Level** All others.

▶ **Section IX - Time-In-Grade Eligible** (AF Form 911)



- Mark “Yes” if the ratee is a MSgt or SMSgt time-in-grade eligible for the next higher grade (refer to the EPR notice to determine eligibility).
  - This section is not applicable for CMSgts or CMSgt selectees.
- ▶ **Section X - Commander’s Review** (AF Form 911)
- All reports must be signed by the squadron commander unless the commander is the rater, additional rater or the reviewer.
  - If CPD/CC is the rater, additional rater or reviewer, then type “N/A” in the signature block.

## Common Questions About OPRs

### Who is the rater?

The rater is the first person in the rating chain serving in a grade equal to or higher than the ratee.

### Who is the additional rater?

The additional rater is the next official in the rating chain, after the rater, serving in a grade equal to or higher than the rater and in a grade higher than the ratee. A colonel, however, may be the additional rater for a colonel.

### Who is the reviewer?

AU/CC is the reviewer for all OPRs except for CPD directors and commandants.

For CPD directors and commandants, CPD/CC will write the OPR as the rater. AU/CC will complete the additional rater’s assessment block. “Additional Rater is also Reviewer” will be typed in the “Reviewer” block of the OPR.

### How many evaluators are required with an OPR?

All OPRs must contain at least two evaluations unless the rater is also the reviewer. When the rater and reviewer are the same person, the OPR will contain only one evaluation.

### What’s an implied promotion recommendation?

An implied promotion recommendation is any comment that directly refers to a higher grade or a comment that unavoidably leads to the conclusion that the statement is referring to a higher grade. For example, the term “senior leadership” is generally

understood to be a euphemism for colonel or general. Comments like, “A future senior leader,” or “Has senior leadership potential,” are considered implied promotion recommendations. Implied promotion recommendations are prohibited in the OPR.

Other examples of implied promotion recommendations: “Picked over higher-ranking officers,” “filling a Lt Col billet (on a major’s performance report),” “performing at levels above his present grade,” “far exceeds her years and rank,” and “set the standard for my other commanders--five of whom are Lt Cols.”

## Step-by-Step Procedures to Complete an OPR

- ▶ Use an AF Form 707B for company grade officers (2Lt-Capt); use an AF Form 707A for field grade officers (Maj-Col)

- ▶ **Section I - Ratee Identification Data**

**Note:** Refer to the OPR shell for this information. Any discrepancy in duty information must be addressed to the CSS. Simple “pen and ink” changes on OPR shell will not suffice. Errors must be corrected.

- **Item 1. Name.** Type in the name in uppercase (all capital letters).
- **Item 2. SSN.** Type in the social security number.
- **Item 3. Grade.** Use only uppercase. Abbreviate the grade as follows: 2LT, 1LT, CAPT, MAJ, LT COL or COL.
- **Item 4. DAFSC.** Type in the ratee’s Duty Air Force Specialty Code held on the closeout date of the OPR (must match the RIP—if not contact CSS). Include the prefix and suffix, if applicable.
- **Item 5. Period of Report.** The “From” date will always be one day following the closeout date of the previous report. The “Thru” date is dependent on several variables such as the period of supervision. See AFR 36-2406 for additional guidance. Normally, an OPR is 1 year out from the last report (for example, 4 Aug 01 - 3 Aug 02). This is referred to as an annual report. The period of supervision must be at least 120 days.
- **Item 6. No. Days Supervision.** The “days of supervision” are the total number of calendar days the ratee was under the supervision of the rater during the reporting period. The number of days of supervision must be at least 120 days.

**Do NOT close out a report on or after the ratee’s or rater’s actual PCS departure, retirement or separation date**

***Deduct all periods of 30 or more consecutive calendar days if the ratee or rater was TDY, on leave, or in a patient status.***

- **Item 7. Reason for Report.** Enter the reason for the report from the OPR notice. There are several reasons why a performance report can be generated (see AFI 36-2406, Table 3.3). The most common reasons for a report include the following:
    - **Annual.** The ratee has not had a report for at least 1 year and the period of supervision has been at least 120 calendar days.
    - **CRO.** The rater changes as a result of a PCS and the period of supervision has been at least 120 calendar days.
    - **Directed by commander.** When a ratee’s performance or conduct is unsatisfactory or marginal and the period of supervision has been at least 120 calendar days (60 or more calendar days for referral reports).
    - **Directed by HQ USAF.** (i.e. APZ eligibles who were considered and not selected for promotion by the previous selection board for the same grade and have not had an OPR since)
  - **Item 8. Organization, Command and Location.** Type in the following: **Ira C. Eaker College for Professional Development (CPD), (AETC), Maxwell AFB AL**
  - **Item 9. PAS Code (Personnel Account Symbol Code).** Type in the following information: **MG0JFC8Y** (upper case only). Note: The third character is a zero not an alpha character.
- ▶ **Section II - Unit Mission Description.** See Attachment 1 for approved unit mission descriptions.
- ▶ **Section III - Job Description**
- **Item 1. Duty Title.**
    - Enter the approved duty title as of the closeout date of the OPR. **Contact CSS if the duty title is different from the RIP.**
    - Spell out uncommon abbreviations.
    - **Use uppercase only.**
    - Duty title should be descriptive of the ratee’s actual job and match the ratee’s job performance as reflected in the “Key Duties, Tasks and Responsibilities” block of the OPR.
  - **Item 2. Key Duties, Tasks and Responsibilities**
    - Enter a clear description of the ratee’s duties. This is what the ratee does, not how he or she performs.

- Describe the nature of the tasks the ratee performs and the scope and level of responsibility. Dollar value of projects managed and number of people supervised should also be included.
- Make it clear. Use plain English. Avoid jargon and acronyms that obscure rather than clarify meaning.
- Use a narrative style--do NOT use bullets in this section.
- Significant additional duties should be incorporated in this section only if they influence the ratings and comments. Do **not** use a separate heading like EPRs (e.g., “ADDITIONAL DUTIES” or “SIGNIFICANT ADDITIONAL DUTIES”); rather, incorporate these duties into the key duties, tasks and responsibilities listed in this section.

▶ **Section IV - Impact of Mission Accomplishment**

- Address only primary duty responsibilities and tasks assigned to the ratee during the period of the report that contributed to, or detracted from, the unit mission. What did the ratee do? How well was it done?
- The ratee’s ability to evaluate and develop subordinates may be addressed here.
- Do not include duties not directly related to mission accomplishment or civic involvement unless dealing with the public was a primary duty.
- Use bullet format. Do not exceed three lines per bullet and sub-bullets.

▶ **Section V - Performance Factors**

- Enter an “X” in the appropriate box for each factor after carefully evaluating the officer’s performance and qualities.
- Evaluator considerations may extend beyond on-the-job performance and qualities. For example, it is the duty of every officer to obey the law. Commission of a civil offense is a failure to meet expected standards of behavior and may be reflected in the ratings of leadership, professional qualities, judgment and decisions, and may be mentioned in an evaluator’s overall assessment narrative.
- A “Does Not Meet Standards” rating requires an explanation in the appropriate assessment block(s) on the reverse of the form (such a rating constitutes a referral OPR).

► **Section VI - Rater's Overall Assessment**

● **Comments Block**

- The rater uses this section to comment on the ratee's accomplishments related to unit mission, assess potential based on performance, and make other comments, explanations, and recommendations.
- Comments are based on performance; NOT on other considerations, such as PME, academic education, duty history and so on.
- Whether an officer has or has not completed, or is working on PME or an advanced degree, will not be mentioned or held against or in favor of the ratee.
- See the section in this guide on prohibited comments.
- Recommendations to select for a particular assignment, PME, augmentation, continuation, or Conditional Reserve status are appropriate, as are remarks about community involvement and additional duties.
- The rater also certifies, by signing the OPR, that required feedback sessions were held, or explains why not in the block provided.
- Use bullet statements NOT a narrative form.
- Do not use periods at the end of bullet statement.
- A double hyphen (--) may be used in a bullet statement; however, the words that follow the double hyphen must elaborate upon the first part of the bullet.
- Bullets and sub-bullets cannot exceed three lines.
- If the ratee should have received performance feedback during the rating period but did not, give one or more reasons in the space provides. NOTE: No entry in this block indicates the rater has complied with performance feedback requirements.

● **Feedback Block**

- Record the date the last feedback session was conducted.
- If performance feedback was required during the OPR period but was not accomplished, then the rater must give one or more reasons in the space provided.

● **Name, Grade, Branch of Service, Orgn, Command and Location**

- Enter the identification data as it existed on the date the OPR closed out.
- Use the following format for the signature block (upper case for the name):

JOHN A. SMITH, Maj, USAF  
 CPD (AETC)  
 Maxwell AFB AL

- **Duty Title.** Identification is entered as of the OPR's closeout date.
- **Date.** The date the OPR was signed. If the OPR is returned for corrections that require new signatures, the new signatures are dated with the date the report is actually signed (NOT the original signature date).
- **SSN.** Enter the last four digits of the rater's social security number.
- **Signature.** Self explanatory.

The date **MUST**  
 be on or after the  
 closeout date

► **Section VII - Additional Rater Overall Assessment**

- **Comments Block**
  - All OPRs must contain at least two evaluations unless the rater is also the reviewer.
  - Place an "X" in the "Concur" block when the additional rater agrees with the comments and ratings of the rater.
  - Place an "X" in the "Nonconcur" block when the additional rater disagrees with the comments and ratings of the rater. The additional rater will initial the blocks he or she believes the ratee deserves.
  - The additional rater may disagree and either upgrade or downgrade any performance factor rating by placing his or her initials in the rating block he or she believes most accurately describes the ratee's performance. If there is a disagreement, then the evaluator must provide rationale in his or her comments to substantiate the disagreement.
  - Overall assessment comments are required.
- **Name, Grade, Branch of Service, Orgn, Command and Location**
  - Identification is entered as of the OPR's closeout date.
  - Use the following format for the signature block (upper case for the name):

Only the additional rater or reviewer will mark the "Concur" or "Nonconcur" block. The rater will not presume if the additional rater or reviewer concurs with the ratings.

AARON B. ROGERS, Col, USAF  
 CPD (AETC)  
 Maxwell AFB AL

- **Duty Title.** Identification is entered as of the OPR's closeout date.
- **Date.** The date the OPR was signed. The date MUST be on or after the closeout date.
- **SSN.** Enter the last four digits of the additional rater's social security number.
- **Signature.** Self explanatory.

▶ **Section VIII - Reviewer**

- **Comments Block**
  - AU/CC is the reviewer for all officer reports in CPD with the exception of directors and commandants. For directors and commandants, the CPD/CC serves as the rater and AU/CC serves as the additional rater. The following is typed in the Reviewer block, "Additional Rater is also Reviewer."
  - The reviewer serves as the primary "quality checkpoint" and guards against misstatement and exaggeration.
  - When the reviewer concurs with the additional rater, the reviewer marks the concur block and signs the OPR. No comments are allowed in this case.
  - There are only three circumstances where the reviewer may add comments (see AFR 36-10 for additional information): (1) When the reviewer disagrees with the evaluation. (2) When the reviewer is also the rater or additional rater. (3) When the report is a referral report.
- **Name, Grade, Branch of Service, Orgn, Command and Location**
  - Identification is entered as of the OPR's closeout date.
  - Use the following format for the signature block (upper case for the name):

DONALD A. LAMONTAGNE, Lt Gen, USAF  
Air University (AETC)  
Maxwell AFB AL
- **Duty Title. Commander**
- **SSN.** Enter the last four digits of AU/CC's social security number.
- **Signature and Date.** Use the date the OPR was signed. The date MUST be on or after the closeout date. Evaluators must not sign or date a report earlier than the date it was signed by the previous evaluator or earlier than the date of the ratee's indorsement to a referral letter.

## Referral Performance Reports

### What's a referral report?

A performance report that contains specific negative information becomes a referral report.

### What specific information dictates a referral report?

- ▶ With an OPR, it's when an evaluator marks "Does Not Meet Standards" in any performance factor in Section V, Performance Factors, of the OPR.
- ▶ With an EPR, it's when a mark is placed in the far left block of any performance factor in Section III, Evaluation of Performance, or there is a rating of "1" in Section IV, Promotion Recommendation.
- ▶ When there are comments in the EPR/OPR that are derogatory in nature, imply/refer to behavior incompatible with or not meeting minimum acceptable standards of personal or professional conduct, character, judgment or integrity, and/or refer to disciplinary actions.

### Does the ratee get a chance to comment on the report?

Yes. An evaluator whose ratings or comments cause a report to become a referral report must give the ratee a chance to comment on the report. There are specific procedures required of the referring evaluator to include preparing a memorandum and a copy of the performance report to the ratee. See AFI 36-2406 for specific guidelines.

### What's the impact of a referral EPR?

The person is ineligible for promotion (AFI 36-2502, *Airman Promotion System*). Airmen in grades SrA through SMSgt regain promotion eligibility only after receiving a report with an overall rating of "3" or higher that is not a referral report and closes out on or before the next promotion eligibility cutoff date (PECD), if otherwise eligible.

## Commander-directed Reports

### Enlisted Reports (AFI 36-2406, Table 3.7.)

- ▶ A report is necessary to document unsatisfactory or marginal duty performance or conduct. The period of supervision has been at least 120 days. The period of required supervision is reduced to 60 or more calendar days for referral reports.



- ▶ A report is necessary because of placement on or removal from the control roster according to AFI 36-2907, Unfavorable Information File Program. The period of supervision must be at least 60 calendar days.

### **Officer Reports** (AFI 36-2406, Table 3.3.)

A commander-directed report is prepared to document significant improvement in duty performance. A report may only be generated if the previous report was referred due to substandard duty performance.

## Letter of Evaluation (AF Form 77)

### **Reasons for a Letter of Evaluation (LOE)**

- ▶ Substitute for a missing evaluation report.
- ▶ Cover gaps in performance records.
- ▶ Document duty performance with less than 120 days of supervision.
- ▶ Provide continuation sheets for referral reports.
- ▶ Provide comments by commanders, Air Force Advisors, or Acquisition Examiners, document enlisted personnel participation in the World Class Athlete Program, and other purposes directed by HQ USAF.

### **Processing LOEs**

- ▶ All LOEs are sent to the CSS. The CSS will forward the LOE, along with the PR shell, to assist the ratee's rater in preparing the next EPR/OPR. After the EPR/OPR is completed, the rater must give the LOE to the ratee.
- ▶ LOEs are NOT maintained in the member's personnel record unless a member is changing assignment (PCA) or stations (PCS).

## Common Mistakes Found in the Narrative Sections

### **Abbreviations – Commonly Used**

<b>Word</b>	<b>Abbreviation</b>
aircraft	A/C
leadership	ldrship
management	mgt

Word	Abbreviation
member	mbr
quarterly	qtrly
representative	rep
wing	wg
year	yr

## Abbreviations and Acronyms

- ▶ Abbreviations and acronyms are used to save space as long as they are used sparingly, correctly and consistently. Don't use an acronym if it is not used later in the document.
- ▶ *Most* abbreviations are used **without punctuation**.
  - Exception: If confusion would result (e.g., number should be abbreviated (no.) so it isn't confused with the word no).
  - Certain abbreviations are written with punctuation such as Ms., Mr., Mrs., Dr., Jr., e.g. and i.e..
- ▶ Acronyms that are commonly used by Air Force personnel can be used without spelling out the words; for example, HQ AETC, USAF, NCOIC, CSAF and SMSgt.
  - Spell out the word (or words) the first time used in the performance report if the acronym isn't commonly used by Air Force personnel.
- ▶ Do not pluralize the initial acronym. For example, Officer Performance Reports (OPR)--while the reference is plural the acronym is not. Subsequent use of OPR in the narrative may be pluralized.
- ▶ Pluralize most acronyms by adding a lowercase "s"
  - Correct: OPRs
  - Incorrect: OPR's
- ▶ The Judge Advocate General (TJAG) is a commonly used DoD acronym
- ▶ Refer to your latest dictionary for abbreviations or the Joint Pub 1-02, *DoD Dictionary of Military and Associated Terms*.

## Apostrophe

- ▶ Use an apostrophe to create possessive forms of certain nouns and abbreviations used as nouns. For example, SSgt Jones' survey (shows to whom the survey belongs).

## Bullets

- ▶ Performance report bullets are limited to three lines per bullet. Main bullets begin at the left margin (refer to “The Bullet Background Paper” in *The Tongue and Quill* if unfamiliar with the proper bullet format).

## Capitalization

- ▶ Do not capitalize the words just because the acronym or brevity code is capped.
  - Correct: on-the-job training (OJT)
  - Incorrect: On-the-Job Training (OJT)
- ▶ Capitalize proper names.
  - Correct: He edited the Paralegal Career Field Education and Training Plan.
  - Incorrect: He edited the career field education and training plan.
- ▶ A common noun or adjective forming an essential part of a proper name is capitalized; the common noun used alone, as a substitute for the name of a place or thing, is not capitalized.
  - Correct: “... the best pilot in the squadron”
  - Incorrect: “... the best pilot in 908 AES”
- ▶ Capitalize the “E” in E-mail when used in a performance report.
  - Correct: He wrote 100 E-mail messages
  - Incorrect: He wrote 100 e-mail messages
- ▶ Capitalize names of exercises and military operations.
  - Correct: Operation ENDURING FREEDOM
  - Incorrect: Operation Enduring Freedom

- ▶ Capitalize Reserves or Guard if you're referring to the component. Do not capitalize if you're referring to a person.
  - Correct: Capt Jones is a reserve officer but works closely with the Guard students.
  - Incorrect: Capt Jones is a Reserve officer but works closely with guard students.
  
- ▶ Capitalize academic degrees following a person's name and when the complete title of the degree is given but not when they are used as general terms of classification
  - SSgt Jones is aggressively pursuing his bachelor of arts degree (general)
  - SSgt Jones received a Bachelor of Arts Degree in Computer and Information Sciences (specific title of degree)
  
- ▶ Do not capitalize "senior service" or "intermediate service school" on an OPR. Only capitalize if the correct title of the course is given such as "Air War College" or "Air Command and Staff College."
  
- ▶ Do not capitalize after a colon if the material cannot stand alone as a sentence
  - Correct: He was brilliant with one exception: John knew nothing about flying.
  - Incorrect: He has the following on his desk: A pen, two pencils and a stapler.
  
- ▶ Capitalize military rank when it is used with a proper name, but not when it stands alone.
  - Correct: interfaced with commandant for optimal Total Force effectiveness
  - Correct: Colonel Aaron Rogers is the commander of Eaker College.
  - Incorrect: The commander of Eaker College is a colonel.

## Comma

- ▶ A comma is used to separate three or more words in a series, excluding the word before the final and, or or nor.
  - Correct: SSgt Jones had a stapler, a highlighter and paperclips.
  - Incorrect: SSgt Jones had a stapler, a highlighter, and paperclips.
  
- ▶ Use a comma with the coordinating conjunctions and, but, or or nor when joining two or more independent clauses.

- Correct: John has the potential to be an outstanding airman, but he needs to focus more on “attention to detail.”
- Incorrect: John has the potential to be an outstanding airman, but needs to focus more on “attention to detail.”

**Note:** In the first example there are two independent clauses. In the second example the subject is missing.

- ▶ Use a comma after introductory subordinate clauses
  - For example: A superior leader, his knowledge allows him to ...
- ▶ Use a comma with parallel adjectives that modify the same noun. Examples include the following:
  - His detailed, thorough work ...
  - Responsible for ensuring dependable, timely supply and transportation ...

## Dash

- ▶ The em dash (--) is used several ways. In a performance report it is usually used to give special emphasis to the second independent clause in a compound sentence. Do not capitalize words following the dash unless the word is normally capitalized such as a proper name.
  - He walked into a pressure cooker element requiring strong technical skills and immediate improvements--he accepted the challenge and succeeded

**Note:** A common error is to use an ellipsis in a performance report bullet to separate similar or related information. An em dash (--) is used to indicate a sudden break or a break of elements in a bullet.
- ▶ It is also often used to emphasize single words or phrases
  - He improved the essential--mission readiness--our lifeblood
- ▶ Do not place a space before, between, or after an em dash (--)

## Ellipsis

- ▶ An ellipsis (...) is used to (1) indicate a pause of faltering speech within a quoted sentence, (2) at the end of a sentence that is deliberately incomplete or to (3) indicate an omission of a portion of quoted material

- Correct: The commander said, “He was an excellent technician ... knowledgeable in every area.”
- Incorrect: Master instructor ... rated in the top 5% of 42 assigned instructors

▶ Spacing

- No space between the three periods within the ellipsis itself
- One space before and after within a sentence

### Exclamation Point

- ▶ Use an exclamation mark at the end of a sentence or elliptical expression (condensed sentence, key words left out) to express strong emotion.
- ▶ An exclamation mark goes inside a closing quotation mark only when it applies to the quoted material.
  - Correct: Col Jones said, “Those rumors must simply stop!”
  - Incorrect: Col Jones said, “Those rumors must simply stop”!
- ▶ Do not overuse of exclamations. A couple of exclamations on report endorsements is okay. Overuse of exclamation points detracts from a performance report.

### Hyphen

- ▶ Use a hyphen with words and phrases that are combined to form a unit modifier immediately preceding the word modified (except with an adverb ending in “ly”). Do not hyphenate these phrases when they follow the noun.
  - an up-to-date report; this report is up to date
  - a base-wide program; the program was base wide
  - a well-known author; the author is well known
  - a highly organized group; a completely balanced meal
- ▶ When expressing the numbers 21 through 99 in words and in adjective compounds with a numeral first element
  - Twenty-one people attended
  - I kept their 3-year-old child while they were away
- ▶ To indicate two or more related compound words having a common base (suspended hyphen)

- It will be a 12- to 15-page document
- He worked off- and on-duty programs
- ▶ Do NOT use a hyphen to set off some prefixes and suffixes (anti, bi, counter, fold, inter, like, micro, mid, multi, non, over, post, per, pro, quasi, sub, under, ultra). See *Tongue and Quill* for the exceptions.
- ▶ Words NOT Hyphenated--Commonly Used in EPRs/OPRs

beddown	nonessential	topnotch
coauthored	nonexistent	turnaround
coworker	shutdown	update
downtime	shutoff	upload
everyday	standout	wartime
lifesaving	straightforward	workload
multitalented	subsystem	worldwide
nonavailability	takeoff	

- ▶ Hyphenated Words--Commonly Used in EPRs/OPRs

base-wide	man-hours	self-study
build-up	no-notice	self-help
in-depth	no-nonsense	semi-annual
day-to-day	one-half	work-center
down-load	one-time	work-force
error-free	on-time	write-up
fact-finding	post-flight	
hard-working	pre-flight	
hand-picked	pre-launch	

- ▶ Use a hyphen when spelling the word solid creates a homonym (i.e., same spelling but different in meaning)
  - Re-sign (sign again); resign (quit)
  - Co-op (cooperative); coop (to confine)

### Measurement and Time

- ▶ In general, numbers 10 and above are expressed in figures and numbers one through nine should be expressed in words

- ▶ Time, age, money, measurements, dates, dimensions, sizes, temperatures, percentages, ratios, proportions and unit modifiers are almost always expressed in figures
  - 4 month TDY
  - a 3-year-old child
  - \$2 million
  - 5,000 feet
  - 5 June 1995 or 5 Jun 95
  - 10 percent
  - 5-day week

### Misused/Misspelled Words

advice (information)	it's (it is)
advise (inform)	lead (present tense)
aircraft (singular and plural)	led (past tense)
apprise (inform)	perseverance
attribute (explain a cause)	persistent
crew chief	who's (who is)
ensure (to make sure something is done)	"workaround"
excel	whose
expediter	who's (who is)
F110-GE-100 (an engine)	
E-mail (not e-mail)	

### Misplaced Modifiers

- ▶ Misplaced modifiers are example of improper word order
  - Confusing: Although working conditions improved slowly employees grew dissatisfied.
  - More Logical: Although working condition slowly improved, employees grew dissatisfied.

### Numbers

- ▶ How the number is used will determine if the number is shown numerically. For example, time, money, measurements, dimensions, sizes, ratios, proportions and others are show numerically.
  - Correct: The project took 9 months to complete; he was gone for a 4 month TDY.



- Incorrect: The project took nine months to complete; he was gone for a four month TDY.
- ▶ Spell out a number that begins a sentence. For example: Forty-five men volunteered ...
- ▶ In general, numbers 10 and above should be expressed in figures. Numbers one through nine should be expressed in words
  - Correct: He had nine cats
  - Incorrect: He had 9 cats
- ▶ When a sentence contains numbers used in a related series and any number in the series is 10 or more, express all numbers in the series in figures (except the first word of the sentence if it is a number).
  - Of 130 items inspected, only 2 were defective.
  - Our tiny office, which is only 200 square feet, contains five desks, two bookcases and five people.

### Omit Needless Words When Possible.

For example...

RIGHT	WRONG
whether	the question as to whether
doubtless (no doubt)	there is no doubt but that
she	she is a woman who
hastily	in a hasty manner
because	the reason why is that
since	owning to the fact that
though (although)	in spite of the fact that
his failure	the fact that he had not succeeded
helped train	assisted in the training of
uploaded	performed the upload
helped install	assisted in the installation

## Over-Used Words and Phrases

- ▶ Some words and phrases have been used so frequently, or are so vague, they are no more than filler. The emphasis must be on performance and not generalities. Examples of over-used words and phrases include the following:

“a hard charger”	“groom for command”
“a real go getter”	“multi-talented officer”
“consummate”	“one of my best”
“continue to challenge”	“tremendously talented NCO”
“give him all the hot projects”	“well rounded”

## Quotation Marks

- ▶ Quotation marks are used to enclose the exact words of a speaker.
  - Colonel Rogers said, “This is the best ABC program I’ve ever seen.”
- ▶ They are also used to enclose slogans or mottoes.
  - He had a “do or die” attitude; she’s my “go-to” person.
- ▶ The semicolon is always placed outside the closing quotation marks.
  - Correct: He said profits were “down”; however, not to lose hope.
  - Incorrect: He said profits were “down;” however, not to lose hope.

## Past and Present Tense

- ▶ On a performance report the “Key Duties, Tasks and Responsibilities” is written in the present tense.
- ▶ Rater comments are written in the past tense.
  - Correct: Maximized the use of allocated funds.
  - Incorrect: Maximizes the use of allocated funds.

## Publications and Forms

- ▶ Italicize names of publications
  - Correct: AFH 33-337, *Tongue and Quill*
  - Incorrect: AFH 33-337, Tongue and Quill

- ▶ Bold names of forms
  - Correct: AF Form 52, **Request for Personnel Action**
  - Incorrect: AF Form 52, Request for Personnel Action

### Semicolon

- ▶ Used to separate independent clauses not connected by a coordinating conjunction (and, but, for, or, nor, so), and in statement too closely related in meaning to be written as separate sentences
  - The students were ready; it was time to go
- ▶ Used to separate items in a series that contain commas (when confusion would otherwise result)
  - Those who attended the meeting were Colonels Howard Guiles, Vice Commandant; J.B. Hall, Dean of Education and Faculty; Jack Johnson, Dean of Students and Support; and Philip Meilinger, Dean of School of Advanced Airpower Studies

### Words Commonly Misused

Incorrect	Correct	Remarks
AEF-focused AEF-wide	AEF focused AEF wide	AU guidance (03)
allstar	all-star	
audio visual	audio-visual or audiovisual	
Bachelor's Degree	bachelor's degree	
USAF/HC conference	USAF/HC Conference	AU guidance (03)
end of course critiques	end-of-course critiques	AU guidance (03)
followup	follow up (verb or follow-up (adjective or noun)	
force-multiplier	force multiplier	AU guidance (03)
forward thinking	forward-thinking	AU guidance (03)

<b>Incorrect</b>	<b>Correct</b>	<b>Remarks</b>
fund raiser  fund-raising	fundraiser or fund-raiser  fund raising	AU guidance (03)
	hand picked or hand-picked or handpicked	AU guidance
	in-residence or in residence	AU guidance
	interservice	AU guidance (Defined as “between or amongst various services”)
	intraservice	AU guidance (Defined as “within the confines of one service”)
	joint	AU guidance. Not capitalized unless part of a title, i.e., Joint Chiefs of Staff. Otherwise written joint air campaign or joint doctrine.
J1, J2	J-1, J-2	When referring to Joint Staffs (J-1, J-2, etc.) use a hyphen to separate the “J” and the numeric identifier
manhour	man-hour	
	multi	In forming compounds, multi is normally joined to the following word or element without a space or hyphen: multitalented, multimedia, multinational, etc. However, if the second element begins with “i,” it is separated with a hyphen: multi-infection.
	nationwide	AU guidance
	non	In forming compounds, non is normally joined to the following word or element without a space or hyphen: noncommissioned, noncompliance, nonproliferation, etc. However, if the second elements begins with a capital letter, it is separated with a hyphen: non-French.

<b>Incorrect</b>	<b>Correct</b>	<b>Remarks</b>
offsite	off site or off-site if used as a modifier	
on-line	online	AU guidance (03)
pointman	point man	
pre-command	precommand	AU guidance
	professional military education (PME)	Do not capitalize when referring to PME in general. Capitalize when part of a title, i.e., College for Enlisted Professional Military Education (CEPME)
Psychology bachelor's degree	Psychology Bachelor's Degree	
	re	In forming compounds, re is normally joined to the following word or element without a space or hyphen: reopen, rearm, recapture, redress, reissue, etc. However, if the second element begins with e, it is separated with a hyphen: re-entry.
	self	When self is joined with a word that can stand alone, it is joined by a hyphen: self-deception. In the rare cases when self is joined with a form that cannot stand alone as a word, it joined without space or hyphen: selfish.
Service	service	When referring to other armed services, do not capitalize the word "service." For example, "He supported the other services"
	single-handedly	AU guidance
	topnotch or top-notch	AU guidance
"total force"	Total Force	AU guidance. If referring active, Guard and Reserve, then do not capitalize and use quotes

<b>Incorrect</b>	<b>Correct</b>	<b>Remarks</b>
	trans	In forming compounds, trans is normally joined to the following word or element without a space or hyphen: transcontinental, etc. However, if the second element begins with a capital letter, it is usually separated with a hyphen: trans-Canadian. Note: certain compounds have become one word over a period of time: transatlantic, so check the dictionary if in doubt.
U.S.	US	
video tape	videotape	
web master	webmaster	AU guidance (03)
webpage	web page	AU guidance
website	web site	AU guidance
world wide	worldwide	AU guidance (03)

### Word Choice

<b>Word Choice</b>	<b>Explanation</b>
“A” vs. “An”	- The choice between “a” and “an” depends upon the initial sound of the word that follows. “An” should be used before a vowel sound, use a before a word beginning with a consonant sound. Examples include the following: an AFI, an honor, a person, a machine.
accept vs. except	- Accept is to take - Except is to exclude
compliment vs. complement	- Compliment is to “praise.” - Complement is to “complete”
e.g. vs. i.e.	- e.g. = Latin for “for example” - i.e., = Latin for “in other words”

## Unit Mission Descriptions for CPD

### CSS – Ira C. Eaker College for Professional Development

The Ira C. Eaker College for Professional Development conducts 74 professional continuing education (PCE) courses and 9 technical training (TT) AFSC skill-awarding courses for Air Force, international and Department of Defense personnel. Reviews, selects, writes, publishes and distributes professional material. Provides consultation services and specialized research to support Air University (AU) requirements.

### CL – Commanders’ Professional Development School

The Commanders’ Professional Development School prepares senior officers, Air Force wide, for duty as wing, group and on-scene commanders. Responsible for design, scheduling and conduct of tailored courses to provide a foundation of leadership, accountability and responsibility to all wing and group commanders while furnishing specialty-specific leadership tools to enhance command effectiveness.

### FM – DoD Professional Military Comptroller School

Conducts advanced graduate education program for mid-grade and senior Department of Defense financial managers. Relates comptrollership to the readiness and sustainability of military forces. Broadens students’ professional knowledge of economic, political and military environments through lectures and seminars on contemporary operational and financial issues. A joint DoD school with a selectively manned faculty.

### FS – USAF First Sergeant Academy

The USAF First Sergeant Academy prepares selected active duty, Reserve and Guard Senior NCOs to become first sergeants, capable of assisting commanders in maintaining readiness and health, morale, welfare and discipline of assigned enlisted personnel during peacetime, time of crisis and conflict. The academy also conducts 5-day symposiums for additional duty first sergeants at worldwide locations.

### HC – USAF Chaplain Service Institute

The USAF Chaplain Service Institute (CSI), as directed by the Chief of the Chaplain Service (CS), is the education and resource center for 1,375 chaplains and 760 enlisted support personnel: active duty, Reserve and Guard. It provides orientation courses, specialty code qualification, resource development and follow-on training in professional ministry skills. HQ USAF/HC selectively staffs the institute.

## HO – USAF Historian Development School

The USAF Historian Development School provides 3 technical training (TT) AFSC skill-awarding courses to all enlisted Air Force historians. Responsible for the design, scheduling and conduct of tailored courses, which teach basic, intermediate and advanced principles and methods for conducting a comprehensive history program. The Historian Journeyman course is presented in a multimedia, interactive CD-ROM format. Serves as director and curator for the Ira C. Eaker Exhibit.

## HR – Air Force Human Resource Management School

The Air Force Human Resource Management School is the educational resource center for more than 6,000 civilian and military personnel managers, family matters practitioners and manpower officers. Selectively manned. Maintains an inventory of more than 20 courses and annually conducts over 30 class offerings. Provides fundamental training and continuing education for more than 3,000 students annually.

## IO – International Officer School

The International Officer School (IOS) accomplishes US Security Assistance objectives by preparing select international officers (IO) to participate in resident professional military education (PME). Provides foundations for cultural adaptation and application of American ideals and institutions and develops language and professional skills needed for success at Air University (AU). Selectively manned.

## JA – Air Force Judge Advocate General School

The Air Force Judge Advocate General School (AFJAGS) offers 32 courses annually. Provides both basic and advanced instruction in military legal practice to paralegals and attorneys worldwide. Manages the AF preventive law program; liaison to professional legal associations. Publishes legal periodicals. Provides comprehensive legal instruction to the schools and colleges in Air University (AU). Selectively manned.

## XR – Directorate of Plans and Requirements

The Directorate of Plans and Requirements enables Eaker College to deliver world-class professional continuing education (PCE) and technical training (TT) by providing planning, programming and implementation guidance. Manages the college's \$1.7M budget, human resources, \$3M in information technology assets, evaluations, facilities management, unit mobility and oversight for all TT programs.



## PIF CERTIFICATION STATEMENT

NAME:	RANK:	UNIT:
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**Check appropriate block**

- I certify that I have reviewed the PIF of the above named individual and certify that it contains no derogatory information.
- I certify that I have reviewed the UIF/PIF of the above named individual and that the UIF/PIF contains the following derogatory information.

SUBJECT	DATE
1.	
2.	
3.	
4.	
5.	
SIGNATURES	DATE
RATER'S SIGNATURE	
ADDITIONAL RATER'S SIGNATURE	

REMARKS

Personal Data - Privacy Act of 1974 (5 U.S.C. 552a) -- Please Control Access by Need to Know

This folder will be used for transmittal of all paper copies of **draft** and **final** copies.  
The folder and enclosed reference materials must be returned to CPD/ES.

### TRANSMITTAL SHEET

<b>Ratee:</b>	<b>Type of Correspondence</b> EPR OPR PRF DEC PME	<b>Directorate</b> CC CSS CL FM FS HC HO HR IO JA XR
<b>Closeout Date:</b>	<b>CC/CCQ Suspend:</b>	

**Coordination:** Coordinate correspondence with the appropriate commandant or director. Correspondence pertaining to enlisted CPD members will be coordinated with the first sergeant.

Date Received	Office (From)	Date Forwarded	Office (To)	Nu of Days	Initials	Remarks

**Notes:** (1) If the folder is returned to you for corrections, you have **3 duty days** to correct the discrepancy(s). (2) Do not destroy corrected documentation. Fold the "marked-up" copies and place inside the folder in left-hand pocket. "Marked-up" copies are used as an audit trail and to verify that all corrections were addressed on the final document. (3) Delays in not meeting the suspense may require you to prepare a "late letter" to AU/CC. (4) If you need assistance, please contact the Personnel management administrator (CSS, x3-2132).

**Remarks** (Use reverse for additional remarks):

