

# RAAF Officer Performance Appraisal Report

## Helpful hints for using this form

### Data fields

This form contains *fields* into which the user can make selections or insert text. Some fields have an associated *choice list* offering you a range of response options. Clicking on an option places it in the field. Some fields are *check boxes*, where clicking on the field (Or pressing the spacebar) places a tick (*Equivalent to 'this is my choice'*) in the field. Other fields are free text fields where you can key in alphabetic characters and numbers.

### Field help

Most data fields have an associated Field Help window containing important information specific to that field. Field Help is accessed by placing the cursor in the field and either pressing the *Insert* key or 'hovering' the mouse pointer over the field. Field help is also displayed in the status bar at the bottom of the screen next to the '?' symbol. Field Help may be left open as you move the cursor from field to field, or you may switch it off when you no longer require it. The Field Help window can be moved and resized in exactly the same way as you would resize any other graphical window in Microsoft Windows.

### Filling in the form

It is best to use the *Tab* key to move the cursor forward to the next field of the form. This is to ensure that functions such as computations (*Using data from the field just filled*) are actually performed (*Not achieved by using the mouse*). By using the key combination of *Shift* and *Tab* you can move the cursor backwards.

### Saving the data

You can save data entered at any time via either the *File* drop-down menu on the Menu Bar or by clicking on the *Save Data* button at the top of each page of the form. Always save data before you print the form. To navigate through your records, either use the left and right arrows in the bottom left corner of the screen, or the blue *'Previous record'* and *'Next record'* buttons at the top right of each page of the form. If you have saved a record and wish to make changes, use the blue *'Save'* button at the top of each page.

It is best to save the file to a diskette unless you can guarantee the confidentiality of the data file on your network drive or the hard disk drive (*Usually C:*). Remember to keep the diskette in a secure place, as it contains Staff-in-Confidence material. Be systematic in the way that you name data files for appraisals of your subordinates, so that they are easily retrieved.

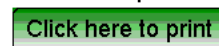
### Printing the form

There are three ways to print the report: via either the *File* drop-down menu, by left-clicking on the Print button at the top of each page of the form, or by left clicking on the *'Click here to print'* button on the bottom of the last page. Assessors must use the *'Click here to print'* button as this activates a document-integrity routine that places a unique identifier on the assessment pages of the report.

Regular print button



Assessor's print button which inserts the unique identifier.



### Exiting the form

You can exit the open form via either the *File* drop-down menu on the Menu Bar or by clicking on the *Close* button (*A cross*) at the right-hand end of the Title Bar. If you have not already saved the data in the form you will be asked to confirm whether you wish to either *Save* or *Abandon* the changes.

### Edit menu

The drop-down menu from *Edt* on the Menu Bar provides edit options typical of Microsoft Windows applications. Accordingly, you can draft narrative comments in your word processor program and cut/copy and paste them into the relevant fields of the appraisal report. Remember that when you cut/copy text it is placed on the clipboard, and overwrites anything else that was on the clipboard before the cut/copy. Accordingly, you cannot do successive cut/paste operations and expect them all to remain on the clipboard. Do the cut/copy and then do the paste immediately.

### Accessing forms

If you have DEFWEB (Intranet) access, it is recommended that you open the Web Forms System homepage, <http://intranet.defence.gov.au/webforms>. This site is updated daily and contains the most current version of the form. For those without Intranet access, the Web Forms System on CD-ROM is available for both stand-alone and network users.



# STAFF-IN-CONFIDENCE (After first entry)

AC 833-13  
Revised Apr 2010

Department of Defence

Employee ID
Date

## RAAF Officer Performance Appraisal Report

Performance Appraisal is a vital component of the Career Management System. Its purpose is to provide feedback to individuals, identify strengths and weaknesses and provide constructive guidance for further development. As such the data from the appraisal will be used to develop career plans and identify potential for promotion, postings and courses as well as to support administrative action resulting from unsatisfactory performance. Depersonalised aggregated data may also be used for research activities.

Report type	A - Annual	S - Special	<input type="checkbox"/>
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### Part 1A - Personal and job details

- This section **MUST** be checked by the person to be assessed.  
If not completed accurately, this appraisal will not provide the required results for the officer who is to be assessed.

Employee ID	Worn rank	Substantive rank	Date of seniority		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>		
Family name	Initials	Employment category, corps or specialisation			
<input type="text"/>	<input type="text"/>	<input type="text"/>			
Unit or ship	Period start date	Period end date	Duty type	Res days	Date of mid-term review
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

### Part 1B - Nature of duties

### Guidance for assessors

- You must be the assessed officer's designated assessor and normally at least one rank higher.
- For detailed guidance on policy and procedure, consult [Defence Instructions \(General\) Personnel 10-8](#).
- You must have been the officer's designated assessor for at least four months during the reporting period.
- Narrative comment is to be confined to the spaces provided. Additional pages will not be accepted.
- Assessment.** Place a tick in the box beside the performance description that best describes the member's performance.
- Part 2D.** Make an assessment for each of the performance aspects under *Suitability for future employment*.
- Limit your appraisal to the member's work performance during the reporting period.
- Do not attempt to compare the assessed member's performance with that of any other person.

Employee ID
Date

Part 2A - Assessments for officers with subordinates

Intentionally blank

**APPRAISING THE PERFORMANCE OF SUBORDINATES**

*As a designated supervisor, appraise the performance of subordinates in a competent and timely manner, including the annual confidential report.*

- Appraisal of subordinates was of an exceptionally high standard. Difficult to fault.
- Provided timely, accurate, comprehensive and very effective appraisal and development guidance to subordinates.
- Provided timely appraisal and development guidance to subordinates.
- Appraised subordinates when required by the situation.
- Appraisal of subordinates was of an acceptable standard.
- Did not provide timely appraisal and development guidance to subordinates.
- Appraisal of subordinates was not observed during the reporting period.

Part 2B - Assessments for all officers

**JOB COMPETENCE**

*Competent performance of all assigned tasks.*

- Performance of assigned tasks was impeccable. Difficult to fault.
- Performed all tasks to a very high standard with only minor supervision or guidance. There were no lapses in performance.
- Performed all tasks to a high standard, with only minor supervision or guidance. There were very few lapses in performance, and they were of minor concern only.
- Performed work tasks well. Lapses were of minor consequence.
- Performance of assigned tasks was adequate.
- Required excessive supervision or guidance to perform assigned tasks, and/or tended to perform tasks to an unacceptable standard.

**SELF DEVELOPMENT**

*Enhancement of professional competence by expansion of knowledge and skills across a broad range of related subjects.*

- Effort towards self development were exceptional. Difficult to fault.
- Actively pursued additional knowledge and skills across a range of work-related subjects, and showed continual improvement in professional competence.
- Took all opportunities to expand knowledge and skills, and showed improvement in professional competence.
- Took opportunities to expand knowledge and skills, showed improvement in professional competence.
- Self development was acceptable.
- Made little or no effort to enhance professional competence by expansion of knowledge and skills across a broad range of related subjects.

# STAFF-IN-CONFIDENCE *(After first entry)*

Employee ID
Date

## Part 2B - Assessments for all officers *(Continued)*

### PRODUCTIVITY

*Using assigned resources to achieve the desired objectives.*

Productivity was consistently at an exceptionally high standard. Difficult to fault.

Produced the required work outcomes with excellent economy of effort and resources. No lapses were observed.

Produced the required work outcomes with reasonable economy of effort and resources, on time and without any lapses.

Produced the required work outcomes with reasonable economy of effort and resources, on time and with only minor lapses.

Productivity was of an acceptable standard.

Despite supervision, the member often failed to meet deadlines and/or did not produce the desired work outcomes and/or generally made excessive use of resources.

### HUMAN RELATIONS

*Forming effective and harmonious working relationships at all levels.*

Interpersonal skills were of the highest possible standard. Difficult to fault.

Readily established and fostered very effective, harmonious working relationships with others.

Readily established harmonious working relationships with others.

Cooperated well with others at work.

Interpersonal skills were of an acceptable standard.

Work relationships were characterised by tensions and/or strained cooperation.

### RAAF ETHOS

*Behaving in a way that brings credit to the RAAF.*

An exceptional member whose regard for the values, traditions and practices of the RAAF could not be faulted.

A role model who showed a strong and balanced regard for the values, traditions and practices of the RAAF.

Member showed a strong regard for the values, traditions and practices of the RAAF.

Member whose knowledge, appearance and behaviour indicated a conscientious regard for the values, traditions and practices of the RAAF.

Disciplined member who behaved ethically and conformed to the traditions and practices of the RAAF.

Member showed disregard for the values, traditions and practices of the RAAF.

### JUDGEMENT AND COMMONSENSE

*Application of reasoning and commonsense.*

Judgement and commonsense were impeccable. Difficult to fault.

Showed excellent judgement through a superior combination of perception, reasoning skills and practical sense.

Showed very good judgement and commonsense, with few if any lapses.

Showed sound judgement and commonsense in most situations.

Judgement and commonsense were acceptable.

Showed poor judgement and/or lack of commonsense when it counted.

# STAFF-IN-CONFIDENCE *(After first entry)*

Employee ID
Date

## Part 2B - Assessments for all officers *(Continued)*

### ORAL COMMUNICATION

*Oral presentation of facts, ideas, arguments and instructions or orders.*

Oral communication was of an exceptionally high standard.

A fluent speaker. Spoke clearly, persuasively and convincingly.

Oral communication was very effective. No lapses observed.

Oral communication was effective, with only minor lapses observed.

Oral communication was at the minimum acceptable standard for current employment.

Oral communication was not effective for current employment. Did not speak with sufficient clarity or logical structure.

### WRITTEN COMMUNICATION

*Written presentation of facts, ideas, arguments and instructions and orders.*

Written communication was of an exceptionally high standard. Difficult to fault.

Written work was clear, concise, persuasive, convincing and easy to read.

Written communication was very effective. Presented cases and arguments competently. No lapses observed.

Written communication was effective. Presented cases and arguments competently, with only minor lapses.

Written communication was at the minimum acceptable standard for the job.

Produced written work with serious shortcomings in style, tone and quality of expression.

### ANALYSIS

*Reduce a problem or situation to its elements.*

Analysis of problems and situations was of the highest standard. Difficult to fault.

Analysed complex and unusual problems and situations, identifying constituent elements and explaining the relationships between them.

Analysed problems and situations, identifying constituent elements and explaining the relationships between them.

Analysed problems and situations to reveal the key elements.

Analysis of problems and situations was of an acceptable standard.

Was generally unable to reduce a routine problem or situation to its constituent elements.

### FORESIGHT

*Anticipation of probable relationships between current plans, tasks and/or situations and future events.*

Foresight was impeccable. Difficult to fault.

Displayed broad objective vision. Always saw the wider implications of plans or tasks, and anticipated likely outcomes and consequences.

Displayed broad objective vision. Usually saw the wider implications of plans or tasks, and anticipated likely outcomes and consequences.

Displayed objective vision. Saw the general implications of plans and/or tasks, and anticipated likely outcomes.

Foresight was acceptable.

Generally had difficulty in making realistic future projections to determine the probable relationship between current plans and/or tasks and future events.

# STAFF-IN-CONFIDENCE *(After first entry)*

Employee ID
Date

## Part 2B - Assessments for all officers *(Continued)*

### RESPONSIBILITY

*Acceptance of responsibilities in current employment.*

Acceptance of responsibility was of the highest standard. Difficult to fault.

Accepted responsibilities, within scope of competence and authority, beyond the normal requirements of the job.

Assumed full extent of responsibilities within scope of competence and authority.

Readily accepted responsibilities in current employment.

Acceptance of responsibility was acceptable.

On occasions did not meet personal work responsibilities, and/or unreasonably avoided or limited personal work responsibilities.

### ADAPTABILITY

*Readiness to adapt to new or changing situations.*

Adaptation to, and management of, change were impeccable. Difficult to fault.

Optimised organisational outcomes in new or changing situations by anticipating change and preparing for it.

Reacted positively and constructively to new or changing situations.

Adapted well to new or changing situations.

Adapted adequately to workplace change.

Unable or unwilling to adapt to change.

### DECISIVENESS

*Making decisions and taking action appropriate to the situation.*

Decision-making was impeccable. Difficult to fault.

Very decisive. The decisions and subsequent actions were well judged and timely.

Decisive. The decisions and subsequent actions were appropriate and timely.

Made decisions. Decisions and subsequent actions were appropriate to the situation and within a workable time frame.

Decision-making was adequate.

Decision-making was below the minimum acceptable standard. Unwilling or unable to make decisions when required by the situation.

### LEADERSHIP

*Leading others to achieve a productive, efficient, skilled, motivated and cohesive workforce.*

Leadership was impeccable, even in highly complex and demanding circumstances.

Leadership achieved results of an excellent standard.

Leadership achieved results of a very good standard.

Leadership achieved results of a good standard.

Leadership was of a satisfactory standard.

Leadership did not result in a productive, efficient, skilled, motivated or cohesive workforce.

**STAFF-IN-CONFIDENCE** (*After first entry*)

Employee ID
Date

**Part 2C - Assessment of performance in current job**

# STAFF-IN-CONFIDENCE *(After first entry)*

Employee ID
Date

## Part 2D - Suitability for future employment

Command <input type="checkbox"/>	Higher Defence College <input type="checkbox"/>	L - Not applicable
Sub-unit command <input type="checkbox"/>	Representational duties <input type="checkbox"/>	M - Not suitable
Command and Staff Course <input type="checkbox"/>	Promotion recommendation <input type="checkbox"/>	N - Likely to become suitable
		O - Suitable
		P - Highly suitable
Comments		

## Part 2E - Assessor's personal details

Employee ID	Service	Rank	Initials	Family name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employment category, corps or specialisation	Job title	Signature	Date	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

## Part 2F - Representation intention

*(After reading Part 2 of the report, the assessed member is to indicate their intention to represent)*

I intend to make written representation against the assessor's report <i>(Yes or No)</i> .	<input type="checkbox"/>	Date	<input type="text"/>
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## Part 2G - Review of representation against Part 2 assessment

Result of representation process <input type="checkbox"/>	Q - Representation not supported
	R - Representation supported
Comments	

## Part 2H - Part 2 reviewing officer's personal details

Employee ID	Service	Rank	Initials	Family name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employment category, corps or specialisation	Job title	Signature	Date	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

## Part 2I - Assessed member's declaration

I have read Part 2 of this report.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Signature	Date
I have been debriefed on Part 2 of this report.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>	<input type="text"/>

# STAFF-IN-CONFIDENCE *(After first entry)*

Employee ID
Date

## Part 3A - Senior assessor's statement

Comments
Promotion recommendation <input type="checkbox"/> M - Not suitable N - Likely to become suitable O - Suitable P - Highly suitable

## Part 3B - Senior assessor's personal details

Employee ID	Service	Rank	Initials	Family name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employment category, corps or specialisation	Job title	Signature	Date	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

## Part 3C - Representation intention

*(After reading Part 3 of the report, the assessed member is to indicate their intention to represent)*

I intend to make written representation against the senior assessor's report <i>(Yes or No)</i> .	<input type="checkbox"/>	Date	<input type="text"/>
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## Part 3D - Review of representation against Part 3 assessment

Result of representation process <input type="checkbox"/> S - Representation not supported T - Representation supported
Comments

## Part 3E - Part 3 reviewing officer's personal details

Employee ID	Service	Rank	Initials	Family name
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Employment category, corps or specialisation	Job title	Signature	Date	
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

## Part 3F - Assessed member's declaration

I have read Part 3 of this report.	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Signature	Date
I have been debriefed on Part 3 of this report	Yes <input type="checkbox"/>	No <input type="checkbox"/>	<input type="text"/>	<input type="text"/>