

Sailor 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 *Edit* 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 833-21
Revised Apr 2010

Department of Defence

Employee ID
Date

Sailor 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 member 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

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

Employee ID
Date

Part 2A - Assessments for members with subordinates

TRAINING OF OTHERS

Arranged or conducted relevant training of others in a competent and timely manner.

Training of others was exceptional in all situations.	<input type="checkbox"/>
Arranged or provided relevant, comprehensive, timely and effective training of others.	<input type="checkbox"/>
Proactively arranged or provided effective training to others.	<input type="checkbox"/>
Arranged or provided effective training to others.	<input type="checkbox"/>
Training of others was of an acceptable standard. Lapses did not have serious consequences.	<input type="checkbox"/>
Training of others did not reach an acceptable standard.	<input type="checkbox"/>
Training of others was not observed or was not relevant.	<input type="checkbox"/>

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.	<input type="checkbox"/>
Provided timely, accurate, comprehensive and very effective appraisal and development guidance to subordinates.	<input type="checkbox"/>
Provided timely appraisal and development guidance to subordinates.	<input type="checkbox"/>
Appraised subordinates when required by the situation.	<input type="checkbox"/>
Appraisal of subordinates was of an acceptable standard.	<input type="checkbox"/>
Did not provide timely appraisal and development guidance to subordinates.	<input type="checkbox"/>
Appraisal of subordinates was not observed during the reporting period.	<input type="checkbox"/>

Intentionally blank

Part 2B - For LS and below

BASIC SERVICE SKILLS

Applying general Service or environment military skills.

Application of basic Service knowledge and skills was of the highest possible standard. Difficult to fault.	<input type="checkbox"/>
Observed standard of general Service knowledge and skills exceeded requirements of current employment. Capably applied them to achieve high standards.	<input type="checkbox"/>
Had all the necessary Service knowledge and skills for current employment. Applied them to achieve standards that sometimes exceeded requirements of the current job.	<input type="checkbox"/>
Had all necessary military knowledge and skills for current employment.	<input type="checkbox"/>
Service knowledge and skills were at the minimum acceptable standard.	<input type="checkbox"/>
Observed use of general Service knowledge and skills did not reach the standard required for current employment.	<input type="checkbox"/>

Employee ID
Date

Part 2C - Assessments for all members

ORAL COMMUNICATION

Oral presentation of facts, ideas, arguments and instructions and 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.

APPLICATION OF JOB KNOWLEDGE AND SKILLS

Applying specific job knowledge and skills to the performance of specialist work tasks.

- Application of job knowledge and skills was of an exceptionally high standard. Difficult to fault.
- Observed level of job knowledge and skills exceeded requirements of current employment. Applied knowledge and skills to achieve very high standards.
- Had all necessary job knowledge and skills. Standard of work exceeded requirements. Little or no supervision required.
- Had all necessary job knowledge and skills. Applied job knowledge and skills to achieve the required standard with less than normal supervision.
- Application of job knowledge and skills was of an acceptable standard. Required normal supervision.
- Standard of work tasks performed indicated inadequate knowledge and skill levels for current position.

PRODUCTIVITY

Using assigned resources to achieve the required work outcomes.

- Productivity was consistently at an exceptionally high standard.
- 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.

ORGANISATION OF WORK

Planning tasks, assigning priorities, and allocating tasks.

- Organisation of work was exceptionally good. Although the work could have been organised differently, it could not have produced better outcomes.
- Planned and arranged resources and information in a logical and systematic way to produce optimal work outcomes.
- Arranged resources and information effectively to produce very effective work outcomes.
- Arranged resources and information effectively to produce the desired work outcomes.
- Organisation of work was of an acceptable standard.
- Inadequate planning and/or arranging of resources and information.

Employee ID
Date

Part 2C - Assessments for all members (Continued)

PROBLEM SOLVING

Generation of viable solutions to problems within scope of authority.

- Problem solving was exceptionally good. Although other solutions may have been available, they would not have been more appropriate or more effective.
- Produced optimal and comprehensive solutions to problems.
- Produced comprehensive, workable solutions to problems.
- Generated workable solutions to problems.
- Problem solving was of an acceptable standard.
- Did not generate realistic solutions or was devoid of solutions.

CAPACITY FOR WORK

Responding positively to increasing and possibly excessive workloads.

- Member accepted significant additional tasking and still had considerable spare capacity.
- Member coped easily with all assigned duties and tasks and still had capacity for significant additional tasking.
- Member coped with all assigned duties and tasks and had some capacity for additional tasking.
- Member coped with all assigned duties and tasks, but had very little spare capacity to accept additional tasking.
- Member generally coped with all assigned duties and tasks, but was working to full capacity.
- Member generally had difficulty coping with the normal set of tasks for their current position.

NAVY ETHOS

Behaving in a way that brings credit to the Navy.

- An exceptional member of the ADF, whose regard for the values, traditions and practices of the Navy could not be faulted.
- A role model who showed a strong and balanced regard for the values, traditions and practices of the Navy.
- Member showed a strong regard for the values, traditions and practices of the Navy.
- Member whose knowledge, appearance and behaviour indicated a conscientious regard for the values, traditions and practices of the Navy.
- Disciplined member who behaved ethically and conformed to the traditions and practices of the Navy.
- Member who showed disregard for the values, traditions and practices of the Navy.

RESOURCEFULNESS

Assuming the responsibilities associated with employment including the ability to take action without direction within scope of competence and authority.

- Resourcefulness was of an exceptionally high standard. Difficult to fault.
- An energetic self-starter. Acted promptly and independently within competence and authority.
- A self-starter who acted independently within competence and authority.
- Acted independently within competence and authority.
- Displayed resourcefulness of an acceptable standard.
- Had to be reminded regularly of work responsibilities, particularly in regard to using initiative within the scope of competence and authority.

Employee ID
Date

Part 2C - Assessments for all members (Continued)

INTERPERSONAL SKILLS

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 and/or isolation from work colleagues.

TEAM WORK

Working effectively as part of a team.

- Team work was of exceptionally high standard, regardless of difficult or demanding circumstances or challenging tasks.
- An enthusiastic and constructive team player who provided strong support to the team and team leader (where appropriate).
- A strong team player whose contribution was highly regarded.
- A team player who fostered cooperation within the team and made a positive contribution to the team's output.
- Team work was of an acceptable standard.
- Ineffective team member. Had difficulty fitting into a team environment and/or was not readily accepted by other members of the work team.

Part 2D - Assessments for LS and above only

WRITTEN COMMUNICATION

Written presentation of facts, ideas, arguments, instructions or 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.

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 2E - Assessment of performance in current job

STAFF-IN-CONFIDENCE (After first entry)

Employee ID
Date

Part 2F - Suitability for future employment

Commissioning <input type="checkbox"/>	Representational duties <input type="checkbox"/>	L - Not applicable M - Not suitable N - Likely to become suitable O - Suitable P - Highly suitable
Instructional duties <input type="checkbox"/>	Promotion recommendation <input type="checkbox"/>	

Part 2G - 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 2H - 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 2I - Review of representation against Part 2 assessment

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

Part 2J - 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 2K - 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"/>