

**Guide to Writing Accomplishments
for DOD Employees and Supervisors**

WRITING YOUR
NSPS
SELF-ASSESSMENT

BY KATHRYN K. TROUTMAN
Author of the Federal Resume Guidebook

AND NANCY H. SEGAL



CD-ROM Included

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DOD Employees and Supervisors

By Kathryn K. Troutman and Nancy H. Segal



The Federal
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We have been careful to provide accurate NSPS self-assessment writing information in this book, but it is possible that errors and omissions may have been introduced.

This publication focuses solely on writing the NSPS self-assessment job objectives and narratives (Parts E, F, and O of the PAA) and does NOT give information on pay pool processes or DOD updates on revisions, changes, regulations, implementing issuances, technical corrections or adjustments to NSPS policies and procedures. For more information: <http://www.cpms.osd.mil/nsps/>

This publication is a changing document and will be updated annually. Please send updates, insights, and successes to Kathryn@resume-place.com.

Blue type in this book represents **NSPS Keywords**.

AUTHOR'S NOTES: Sample case studies are real, but fictionalized. All DOD federal employees have given permission for their self-assessment narratives to be used as samples for this publication. Privacy policy is strictly enforced.

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DEDICATIONS

For DOD employees and supervisors who have accomplished so much in their jobs supporting the warfighters and the defense of our country.

— Kathryn Troutman

For Morton Segal, who always told me that there was nothing I could not do.

For the women and men of the Department of Defense who are committed to doing their best everyday; I hope this helps you tell your story.

— Nancy Segal

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SELF-ASSESSMENT SAMPLES

The Appendix of this book contains six of the samples listed below. Susana McIntyre's sample is the case study we are using throughout the book and is also printed in its entirety in Step 9. The complete list is included on the CD-Rom in both PDF and Word.

Page	Name	Code	Career Group	Job Title
144	David Morgan	YA-101-2	Standard	Work and Family Life Specialist
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153	Sherry Chavez	YA-260-2	Standard	Equal Employment Opportunity Specialist
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CD-Rom	Sydney Lee	YB-303-2	Standard	Program Support Assistant
134	Bonny Lambert	YB-318-2	Standard	Secretary (O/A)
106	Susana McIntyre	YA-343-2	Standard	Ombudsman/FRG Coordinator
CD-Rom	Douglas Black	YA-343-2	Standard	Management Analyst
CD-Rom	Maria Feldman	YA-501-1	Standard	Lead Defense Travel Administrator
CD-Rom	Amber Jones	YB-525-2	Standard	Accounting Technician
CD-Rom	William Perkins	YD-801-3	Scientific and Engineering	General Engineer
149	Tony Hoyer	YD-830-2	Scientific and Engineering	Mechanical Engineer
CD-Rom	Maria Pearl	YC-1601-3	Standard	Supervisor, Facilities and Equipment
CD-Rom	Glen Lieberman	YA-2210-2	Standard	IT Specialist

PREFACE



The hope that Nancy Segal and I have in creating this book is to help you cope with this new annual performance system. My overall purpose for the book is to try and make the NSPS self-assessment writing as easy as possible. To this end, we have broken down the process into bite-sized pieces that anyone can follow. We have also included dozens of hot tips, “how to” examples, clear step-by-step directions, and self-assessment samples.

As I tried to decipher the written and unwritten rules on self-assessment writing, I discovered an important fact: writing the NSPS self-assessment is similar to writing a set of KSAs. The bad news is that there will still be writing involved, no matter how you slice the cake . The good news is that at The Resume Place, we have many years of experience in this type of writing. For example, from this book you will learn how to write your self-assessment using the popular CCAR format that is currently being used for writing KSAs. The CCAR format gives you very simple guidelines that will make your writing easier and will showcase your accomplishments in the best possible light.

You will also learn how to add keywords to your self-assessment in the same way that we add keywords to your federal resume. Keywords are as important to self-assessment writing as road signs are to driving. If your destination is to demonstrate that you have performed at a Level 3 or 5, then you will need to leave these road signs in your self-assessment writing. We have carefully selected our keywords (found in our NSPS Keyword Tree). To make the keywords easy to find in our book, they are all in **blue**.

Take the time to learn, be patient, and follow the samples/ templates to get the highest score you can and in the end receive the rewards you have worked so hard to earn.

Good luck with writing the best self-assessments you can write!

Sincerely,
Kathryn K. Troutman
Co-Author and Publisher

ACKNOWLEDGEMENTS

Teresita Sanchez wrote to me in early 2007 and asked if I would branch out into NSPS Self-Assessment Consulting. This was the beginning of my realizing that the NSPS self-assessment is important and challenging to write.

I want to thank **Chris DeGraw** and **Curtis Hellman** for providing accomplishments and job objectives to create their self-assessment samples. Chris and Curtis responded to my questions or requests in a timely manner and recommended solutions for the self-assessment samples. Other DOD NSPS civilians who have contributed to this book are: **Barry Schleicher**, who listened to my questions, communicated with me numerous times, and gave me insight into the NSPS process at his workplace; **Mae Duke**, who shared her mission, objectives, position description, and accomplishments in a professional and responsive way; **Don Viritoski**, who volunteered to present his accomplishment in front of a group at DLA Headquarters demonstrating outstanding customer services; and **Teresita Sanchez**, who wrote to me from the beginning regarding her annual appraisal, self-assessment, and ongoing obstacles she overcame in writing her self-assessment for Spiral 1 and Spiral 2.

Thank you to **Gregory A. Wert** from the Army NSPS Program Management Office for giving me the official NSPS PAA fillable form and the Performance Indicator Reference document for the RP NSPS Keyword Tree to be used for this publication who demonstrated excellent customer services, professionalism, and representation of his organization.

Thank you to **Gilda Grant** and **SueEllen Bunting** from the Defense Logistics Agency, EEO Office for inviting me to teach the NSPS self-assessment writing for the first time. It was here that my daughter, **Emily Troutman**, interviewed Don Viritoski and sprinkled keywords into his accomplishment in front of forty anxious self-assessment writers. This was our first experience in adding **keywords** to self-assessment samples, as demonstrated throughout the book in blue type. We introduced the RP NSPS Keyword Tree and the NSPS CCAR Assessment Builder to employees in Spiral 1.

Acknowledgements continued

A very special thank you to **Mark Hoyer** for his design and development of two important FREE online NSPS writing tools: the RP NSPS Keyword Tree and the RP NSPS CCAR Self-Assessment Builder. Mark took Greg Wert's thirty-seven page NSPS Pay Pool Panel Reference (July 23, 2007) and turned it into a database and quick reference for official descriptions and keywords in blue. The NSPS CCAR builder was designed from the ten-year old popular KSA Builder being used by thousands of KSA writers since 1996. In 2007 alone, 7,000 federal jobseekers have used the KSA builder.

I would also like to thank **Paulina Chen** for keeping Nancy and me on-task with writing and creating self-assessment samples that are friendly and easy to read. Paulina is an amazing designer and editor who can make very complex technical information easy to read and understandable. **Young H. Chung** contributed editorial review and proofreading, including ensuring consistency of **keywords** and self-assessment formats. Thank you for your attention to detail in this complex publication.

Finally, **Nancy Segal** contributed new ideas, content, strategies, and successful self-assessment samples for the NSPS Self-Assessment book, based on her training and successful federal resume and KSA experience. Nancy is a master at keywords for the DOD Resumix resumes resulting in high percentages of employees getting referred and hired. She used this same masterful and insightful writing for this NSPS self-assessment writing task. Thank you, Nancy, for your hard work in co-authoring this book.

INTRODUCTION

Welcome to the NSPS!

Like many of your colleagues, you may find this new performance management system difficult to understand and intimidating to complete. To help you overcome any anxieties about the NSPS and succeed in writing your best self-assessment, we have simplified the complex, year long process into ten easy-to-understand steps.

You may already know much about what the NSPS is. This book goes beyond that and specifically addresses the nitty-gritty of how to perform the tasks you are required to complete and how to put your best foot forward in the process. This book is formatted to be a practical, working tool in writing your self-assessment or teaching others to write their self-assessments.

At The Resume Place, we have more than thirty years of experience in helping people like you communicate your accomplishments effectively. Now you can tap into our knowledge and apply this experience to writing outstanding NSPS job objectives and self-assessments.

In this book, you will learn how to:

- Write SMART job objectives
- Have productive conversations with your supervisor about the NSPS
- Use new and clever techniques to track your performance
- Maximize CCAR when writing your self-assessment
- Spruce up your self-assessment with special formatting techniques
- Integrate keywords into your self-assessment to make sure you hit the mark
- Correctly complete the PAA form

This book also contains other very useful information and tools:

- The Resume Place Keyword Tree
- Keyword analysis to help you understand how to use keywords
- Free NSPS self-assessment builder
- Glossary of NSPS Terms
- Important NSPS Performance Sections At A Glance
- Comparison of the GS System terms with the NSPS terms
- One complete sample case study analyzed throughout the book and numerous other sample self-assessments
- Worksheets for individual use

We are committed to your federal career success. Please visit our website at www.resume-place.com for more information about your federal career. If you have questions or would like our assistance in preparing your self-assessment, federal resume, or KSA statements, please do not hesitate to contact us. We can be reached at kathryn@resume-place.com, nancy@resume-place.com, or toll free at (888) 480-8265.

Kathryn K. Troutman and Nancy H. Segal



OVERVIEW

If the NSPS is completely new to you, use this overview to get a basic understanding about the NSPS so that the remainder of the book will make sense to you.

Questions covered:

- What is the NSPS?
- When will I have to be involved in the NSPS?
- What are the major components of the PAA form?
- What will happen throughout the appraisal year?
- What happens during the rating process?
- What are all these new terms?
- What are the self-assessment samples in this book?

WHAT IS THE NSPS?

Government Definition

The National Security Personnel System (NSPS) is a human resources management system that focuses on flexibility, accountability, and results. Compensation under the NSPS is based on pay for performance.

Remember when your annual evaluation was a Pass / Fail form with little or no written narrative by your supervisor?

Those days are gone.

Word-for-Word Translation

Human resources management system:

Your performance will be evaluated in a different way when you are converted to the NSPS.

Flexibility:

You and your supervisor will have more input into the management of your career and the outcome of your performance rating.

Accountability:

You will be required to set goals aligned with the mission of your organization and to meet those goals.

Results:

You will need to demonstrate your accomplishments in writing.

Pay for performance:

Unlike the General Schedule system, you will not receive pay increases based on tenure. Instead, you will receive bonuses and pay increases based on your performance.

The Friendly Federal Employee's Definition

A new performance evaluation system requiring you to demonstrate how your work contributes to your agency's mission and whether you accomplish the goals you set. On a yearly basis, you will be required to showcase and explain your accomplishments in writing. This system is designed to improve both your knowledge of your agency's mission and the communication between you and your supervisor.

GS VS. NSPS TERMS

Here is a chart of the comparable terms between the GS and the NSPS systems.

GS System	NSPS
Occupational Families	Career Groups
Pay Plans	Pay Schedules
Grades	Pay Bands
Occupational Series	Occupational Codes
Job Duties	Job Objectives
Competencies	Contributing Factors
Within Grade Increases, Quality Step Increases, and Bonuses	Pay Pool Share

IMPORTANT NSPS SECTIONS AT A GLANCE

	Mission Statement	Job Objectives	Contributing Factors	Self-Assessment
What	Describes your organization's mission	Describes WHAT you do	Describes HOW you will do your work	Describes your accomplishments
Format	Prepared by supervisor or organization	Written statements about results expected	NSPS standardized list of seven factors	CCAR, Paragraph, or List format
How	Made available to you	Write 3 to 5 (maximum of 10) based on your job duties	Select 1 to 3 for each job objective	Showcase your best accomplishments; use keywords
Evaluation Criteria	n/a	Performance Indicators	Benchmark Descriptors	n/a Your self-assessment is an important source of information for your evaluation. Use keywords from performance indicators and benchmark descriptors.
Rating	n/a	Receive job objective rating of 1 to 5	Adjusts the job objective rating by -1, 0, and +1	Average the adjusted job objective ratings and round to get your rating of record
More details	Step 1	Steps 3 and 6	Steps 4 and 5	Steps 8 and 9

WHEN WILL I BE INVOLVED IN THE NSPS?

Answer: Every day

Under the NSPS, performance management is an on-going and continuous process throughout the appraisal year.

The major steps are:

- writing your job objectives,
- on-going performance feedback,
- interim review (at least one),
- writing your self-assessment(s),
- completing the annual appraisal, and
- a compensation determination by the pay pool panel members and pay pool manager.

HOT TIPS

Plan and Think Ahead

Do not wait until nearing the end of the rating cycle to begin monitoring your performance. If you put this off, you will be struggling during the final appraisal to recall your accomplishments. However, if you track your accomplishments regularly, you may discover that you do not have any accomplishments to support your job objectives, giving you an opportunity to correct the problem well in advance of the final appraisal season.

Be Involved; Talk to Your Supervisor More

At each step of the process, you have an opportunity to take an active role in the NSPS performance management process. After all, the self-assessment is all about your performance throughout the year. YOU are the focus of the NSPS self-assessment.

Your responsibilities under the NSPS may take you 15 minutes or less per week to record your activities. When it is time to write your actual Interim or Annual Evaluation, it could take approximately 2 to 3 hours to write up your accomplishments as narratives for your self-assessment. If you do not record your accomplishments on a weekly basis, it could take much longer to write your self-assessment, because you will not have any notes from throughout the year. Be committed to taking these very important steps to manage your own career under the NSPS.

WHAT WILL HAPPEN DURING THE APPRAISAL YEAR?

The NSPS rating year for all employees is October 1 - September 30.

MARK YOUR CALENDAR! The NSPS includes a number of events throughout the year. Each of these events are important to your career.

NSPS GENERAL TIMELINE

Performance plan year: October 1 - September 30

October	Performance plans established (October)
November	
December	
January	
February	
March	
April	Interim review/interim self-assessment (April/May)
May	
June	
August	
September	Self-assessment for annual appraisal prepared (Sept./Oct.)
October	Performance plans established for following year (October)
November	Discussion with supervisor re: self-assessment (Oct./Nov.) Pay pool panel meetings (November)
December	Performance appraisal discussion with supervisor (Nov./Dec.)
January	Pay-outs (January)



KEY EMPLOYEE ACTIVITIES FOR EACH NSPS MILESTONE

Establishing Performance Plans

- Prepare your job objectives
- Discuss with your supervisor and obtain approval
- Develop a way to track your accomplishments and begin tracking

Interim Review

- Mid-point conversation with your supervisor
- Possibly writing an interim self-appraisal
- Optional, but could be useful for reviewing job objectives, noting progress, and discussing problems

Making Adjustments If Your Job Changes

- After your interim review, continue to track your accomplishments
- If new and major job priorities arise, speak with your supervisor to determine whether your performance plan should be changed

Writing Your Self-Assessment

- Begin writing in August or September
- Explain what you did to achieve your job objectives
- Be sure to enter your self-assessment into the PAA by the deadline
- Keep in mind that the writing of your self-assessment is a moving target. You will probably have several versions of your job objectives and self-assessment accomplishments. Stay in touch with your supervisor on the updates and new editions.

WHAT HAPPENS DURING THE RATING PROCESS?

End-of-Year Discussion

Typically in early October, your supervisor will meet with you to discuss your self-assessment, along with your supervisor's view of your performance. Your supervisor will not give you a rating at this time. Instead, your supervisor will forward your self-assessment, performance appraisal, and your supervisor's rating, share distribution, and payout recommendation to the pay pool panel members.

Pay Pool Activities

The pay pool panel members will review ratings with an eye toward organizational consistency and contribution to the organization's mission. If they have questions or identify discrepancies, they will follow up with your supervisor to resolve their questions. The pay pool manager will review the pay pool members' recommendations and make the final decision about individual employee ratings, share distributions, and payouts. These decisions will be given to your supervisor.

Feedback

Once the pay pool panel has completed its work, your supervisor will discuss with you your performance rating, your appraisal, share distribution, and payout. This final discussion should take place before the calendar year end. Performance payouts are effective in early January.

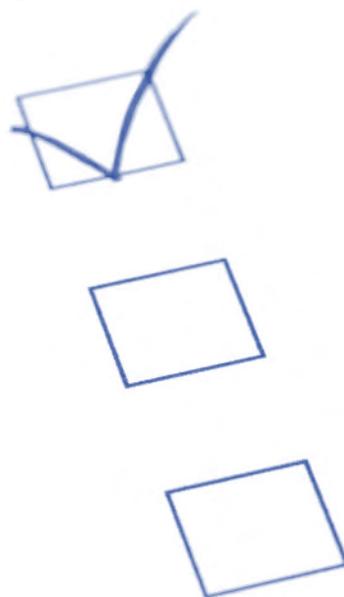
Note

We will not be covering pay pools specifically in this book, but it is important that you understand that the pay pool process is integral to the overall performance management process. Also, the pay pool panel members, not your supervisor, make the final rating determination for each employee.

HOW YOU ARE RATED

1. With the input of your self-assessment, your supervisor evaluates each job objective based on the performance indicators as the criteria and assigns a rating of 1 (unacceptable) to 5 (role model). NOTE: If you receive a rating of 1 on any job objective, your overall rating of record is 1 and steps 2 through 4 will not apply to you.
2. Again, using your self-assessment, your supervisor then evaluates the contributing factors for the job objective using the benchmark descriptors as the criteria. Each job objective rating could increase by a factor of 1, decrease by a factor of 1, or remain the same, 0.
3. If you receive a rating of 2 on your job objective, then your job objective rating cannot be adjusted down to 1 based on the contributing factors.
4. The adjusted job objective ratings are averaged.
5. Round to the nearest whole number to get your final rating of record.

For more information about the rating process, please refer to the information in this document: http://www.cpms.osd.mil/nsps/docs.12june08/nsps_performance_management_16feb2006.pdf



CLASSIFICATION, PAY, AND PERFORMANCE DEFINITIONS

All NSPS positions are assigned to one of four

CAREER GROUPS

- STANDARD (more than 70% of all NSPS employees)
- SCIENTIFIC and ENGINEERING (about 18%)
- INVESTIGATIVE and PROTECTIVE
- MEDICAL

...each career group has

PAY SCHEDULES

Pay schedules are categories of employees within a career group.

...within each pay schedule are

PAY BANDS

Pay bands represent salary ranges within each pay schedule.

...each pay band has a set of

PERFORMANCE INDICATORS and CONTRIBUTING FACTORS

Performance Indicators are definitions of level 3 and level 5 performance for each pay band within a pay schedule. Benchmark Descriptors are definitions of expected and enhanced levels of performance for each pay band within a pay schedule.

Example

YA-201-2 stands for the Standard career group, the Professional/Analytical pay schedule, the 201 occupational code, and pay band 2.

CAREER GROUP - PAY SCHEDULE	PAY PLAN CODE
Standard Career Group - Professional/Analytical Pay Schedule	YA
Standard Career Group - Technician/Support Pay Schedule	YB
Standard Career Group - Supervisor/Manager Pay Schedule	YC
Standard Career Group - Student Educational Employment Pay Schedule	YP
Scientific & Engineering Career Group - Professional Pay Schedule	YD
Scientific & Engineering Career Group - Technician/Support Pay Schedule	YE
Scientific & Engineering Career Group - Supervisor/Manager Pay Schedule	YF
Medical Career Group – Physician/Dentist Pay Schedule	YG
Medical Career Group - Professional Pay Schedule	YH
Medical Career Group - Technician/Support Pay Schedule	YI
Medical Career Group - Supervisor/Manager Pay Schedule	YJ
Investigative & Protective Services Career Group - Investigative Pay Schedule	YK
Investigative & Protective Services Career Group - Fire Protection Pay Schedule	YL
Investigative & Protective Services Career Group - Police/Security Guard Pay Schedule	YM
Investigative & Protective Services Career Group - Supervisor/Manager Pay Schedule	YN

WHAT ARE THE SELF-ASSESSMENT SAMPLES?

There are fifteen self-assessment samples included in this book. These samples will help you visualize the writing components of the NSPS Performance Management System. We hope these samples will spark your ideas and get you thinking about your own appraisal.

You can see the various samples in this book in our Table of Contents for Self-Assessment Samples (see page v). Some of the samples have one job objective, while others have more. The job objectives and self-assessments are written for the allocated lengths on the PAA form.

Samples include:

- Personal information: name, pay band, job series, pay band level, job title, agency, and city and state.
- Agency mission
- Performance Indicator **keywords*** for the career category and pay band level
- Job objective in SMART format
- Screen shot of the job objective in the PAA Part E
- Contributing Factor Benchmark Descriptor **keywords***
- Self-assessment accomplishment with **keywords***
- Screen shot of Interim Assessment Part F
- Screen shot of Annual Assessment Part O

The **KEYWORDS** highlighted in **BLUE** come mainly from the Performance Indicator and Contributing Factor descriptions. Locate these **KEYWORDS** in The Resume Place Keyword Tree, which can be found on the CD-ROM included in this book or on our website at www.resume-place.com/nspstree.

STEP 1

GET YOUR ORGANIZATION'S MISSION STATEMENT

Step 1: Get Your Organization's Mission Statement

- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

WHY

The NSPS rewards you based on your performance and your contribution to the mission of your organization. You will be required to demonstrate in writing how your work objectives and accomplishments align with the goals of your organization. As a result, you will be more aware of your organization's mission and how your work contributes to the mission. Your job will be meaningful because of your deeper understanding of the "big picture" of your organization.

WHERE

PAA Part B - Relevant Organizational Mission/Strategic Goals

DEPARTMENT OF DEFENSE NATIONAL SECURITY PERSONNEL SYSTEM (NSPS) PERFORMANCE PLAN INTERIM REVIEW(S)/CLOSEOUT ASSESSMENT ANNUAL PERFORMANCE APPRAISAL <i>(Please read Privacy Act Statement and Instructions before completing this form.)</i>			
PART A - ADMINISTRATIVE DATA			
1. APPRAISAL PERIOD:	a. START DATE (YYYYMMDD)	b. END DATE (YYYYMMDD)	
2. EMPLOYEE NAME (Last, First, Middle Initial)	3. SOCIAL SECURITY NUMBER (Last 4 digits)		XXX-XX-
4. POSITION TITLE	5. PAY SCHEDULE/OCCUPATIONAL CODE/PAY BAND		
6. ORGANIZATION	7. PAY BAND RANGE AND BASE SALARY AS OF APPRAISAL START DATE		
8. DUTY STATION	a. CURRENT BASE SALARY		\$
9. PAY POOL ID	b. BEGINNING OF RANGE	c. END OF RANGE	
	\$	\$	
PART B - RELEVANT ORGANIZATIONAL MISSION/STRATEGIC GOALS			
PART C - PERFORMANCE PLAN DOCUMENTATION			
The following signature blocks should be signed within 30 days from the start of the appraisal period, entrance on duty of a new employee, or upon formal change to this plan.			
1. MEANS OF DELIVERY (Enter date and method used)	a. FACE-TO-FACE	b. TELEPHONE	c. OTHER (Explain):
2.a. PRINTED NAME OF RATING OFFICIAL/SUPERVISOR (Last, First, Middle Initial)	b. SIGNATURE		
c. TITLE AND ORGANIZATION	d. DATE (YYYYMMDD)		
3.a. PRINTED NAME OF HIGHER LEVEL REVIEWER (Last, First, Middle Initial)	b. SIGNATURE		
c. TITLE AND ORGANIZATION	d. DATE (YYYYMMDD)		
4.a. SIGNATURE OF EMPLOYEE (Receipt acknowledged. Signature does not indicate agreement or disagreement.)	b. DATE (YYYYMMDD)		
PRIVACY ACT STATEMENT			
AUTHORITY: 5 U.S.C. Sections 9901 - 9902; and E.O. 9397.			
PRINCIPAL PURPOSE(S): This form will be used for performance planning and results reporting documentation requirements for the NSPS Performance Management System.			
ROUTINE USE(S): None.			
DISCLOSURE: Personal identification information is copied from the employee's rating official form on file. Thus, there is no situation where the employee must choose between disclosing and not disclosing personal information. Employee signatures or the lack of signatures do not connote employee verification of any personal information on the form.			

WHAT TO DO

Your supervisor will provide you with your organization's mission statement and strategic goals.

Fill in PAA Part B with this information.

Make sure you understand what the mission is saying, and think about how your work contributes to this mission.

Keep a copy of the mission somewhere visible while you work, such as on your wall or the side of your computer, in order to continually be aware of the mission you are supporting.

HOW

If you have some difficulty obtaining or clarifying your mission, here are a few suggestions:

- Ask your supervisor for a copy of your organization's mission or strategic plan.
- Talk to your supervisor about your organization's mission statement and strategic plan and what your organization does to support them.
- Ask your supervisor about major initiatives for the coming year.
- Look at your agency's website to learn more about the agency's objectives and what your organization thinks is important.
- Review command documents that discuss the mission, vision, and goals of your organization to gain extra insight for your own job performance.

Also, if you need more clarification about entering your mission into the PAA form, please refer to "Step 10: Complete the PAA."

MISSION EXAMPLES

Here are several examples of organizational mission statements within the DOD. Notice that there are many different levels to the definition of “organization,” so you may have more than one organizational mission from which to choose.

Example #1: National Level



MISSION

To Provide Best Value Integrated Logistics Solutions to America's Armed Forces and Other Designated Customers. . . in Peace and in War . . . Around the Clock, Around the World

VISION

Extending the Enterprise Forward to Meet the Needs of the Warfighter

RIGHT ITEM, RIGHT SERVICE, RIGHT PLACE, RIGHT PRICE, RIGHT TIME. . . EVERY TIME

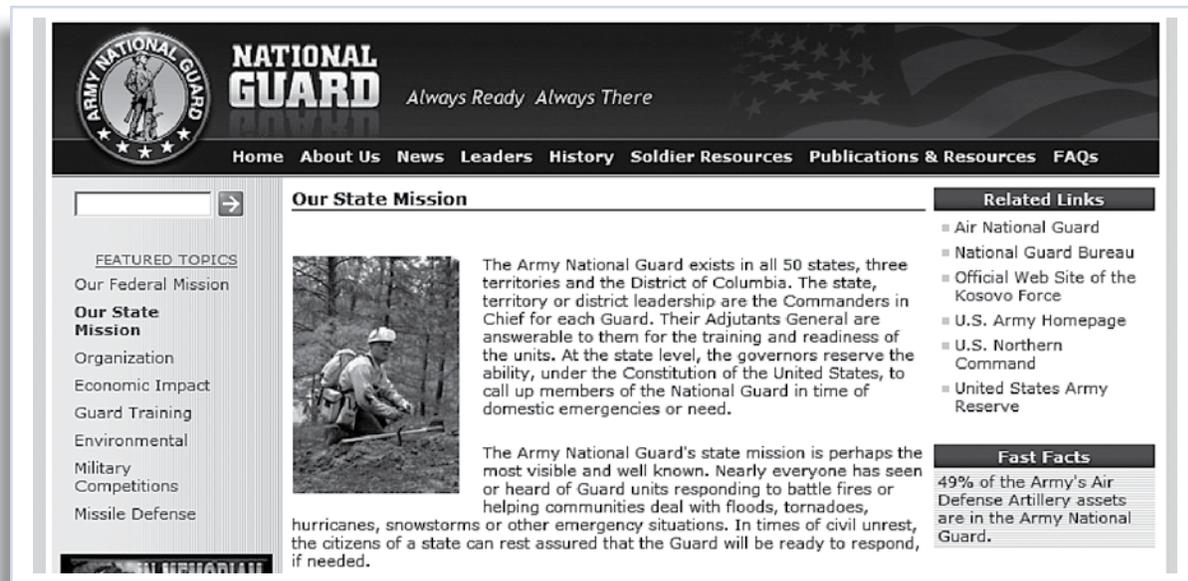
Example #2: Strategic Plan

DFAS Strategic Plan

it's about the customer...

The 2008-2013 Defense Finance and Accounting Service's (DFAS) Strategic Plan continues efforts to keep the organization focused on its key mission of delivering professional finance and accounting services in support of the warfighters who defend America.

Example #3: State Level



ARMY NATIONAL GUARD
NATIONAL GUARD
Always Ready Always There

Home About Us News Leaders History Soldier Resources Publications & Resources FAQs

Our State Mission

FEATURED TOPICS
 Our Federal Mission
Our State Mission
 Organization
 Economic Impact
 Guard Training
 Environmental
 Military Competitions
 Missile Defense

Our State Mission

The Army National Guard exists in all 50 states, three territories and the District of Columbia. The state, territory or district leadership are the Commanders in Chief for each Guard. Their Adjutants General are answerable to them for the training and readiness of the units. At the state level, the governors reserve the ability, under the Constitution of the United States, to call up members of the National Guard in time of domestic emergencies or need.

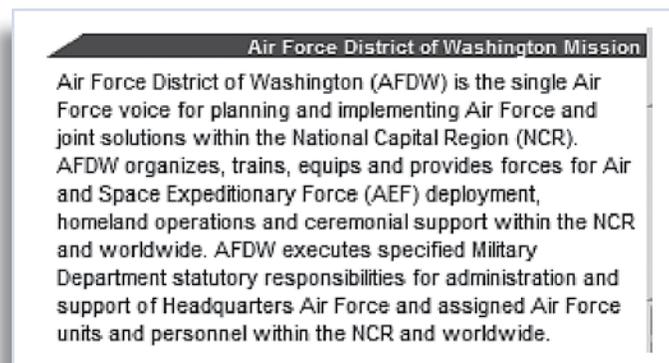
The Army National Guard's state mission is perhaps the most visible and well known. Nearly everyone has seen or heard of Guard units responding to battle fires or helping communities deal with floods, tornadoes, hurricanes, snowstorms or other emergency situations. In times of civil unrest, the citizens of a state can rest assured that the Guard will be ready to respond, if needed.

Related Links

- Air National Guard
- National Guard Bureau
- Official Web Site of the Kosovo Force
- U.S. Army Homepage
- U.S. Northern Command
- United States Army Reserve

Fast Facts
 49% of the Army's Air Defense Artillery assets are in the Army National Guard.

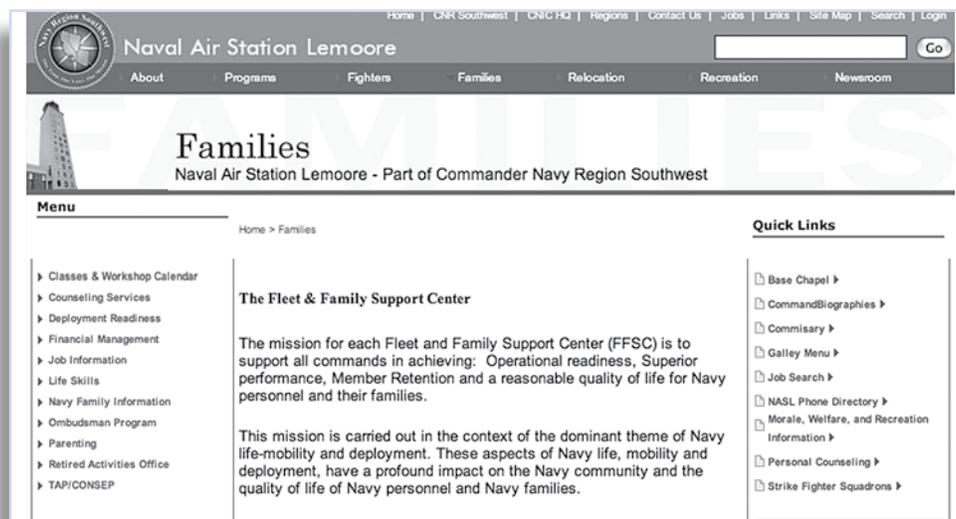
Example #4: Local Level



Air Force District of Washington Mission

Air Force District of Washington (AFDW) is the single Air Force voice for planning and implementing Air Force and joint solutions within the National Capital Region (NCR). AFDW organizes, trains, equips and provides forces for Air and Space Expeditionary Force (AEF) deployment, homeland operations and ceremonial support within the NCR and worldwide. AFDW executes specified Military Department statutory responsibilities for administration and support of Headquarters Air Force and assigned Air Force units and personnel within the NCR and worldwide.

Example #5: Office Level



Home | CNR Southwest | CNIC HQ | Regions | Contact Us | Jobs | Links | Site Map | Search | Log In

Naval Air Station Lemoore

About Programs Fighters Families Relocation Recreation Newsroom

Families
 Naval Air Station Lemoore - Part of Commander Navy Region Southwest

Home > Families

Menu

- Classes & Workshop Calendar
- Counseling Services
- Deployment Readiness
- Financial Management
- Job Information
- Life Skills
- Navy Family Information
- Ombudsman Program
- Parenting
- Retired Activities Office
- TAP/CONSEP

The Fleet & Family Support Center

The mission for each Fleet and Family Support Center (FFSC) is to support all commands in achieving: Operational readiness, Superior performance, Member Retention and a reasonable quality of life for Navy personnel and their families.

This mission is carried out in the context of the dominant theme of Navy life-mobility and deployment. These aspects of Navy life, mobility and deployment, have a profound impact on the Navy community and the quality of life of Navy personnel and Navy families.

Quick Links

- Base Chapel
- Command Biographies
- Commissary
- Galley Menu
- Job Search
- NASL Phone Directory
- Morale, Welfare, and Recreation Information
- Personal Counseling
- Strike Fighter Squadrons

CASE STUDY: Susana McIntyre

At the end of each of the writing steps, we will show you how Susana McIntyre completed each of these steps for her performance management plan. Here are the mission and vision statements provided by her organization.



Susana McIntyre
Ombudsman/FRG Coordinator, YA-343-2
Standard, Professional / Analytical
Commander Navy Installations Command
Family Readiness Programs

CNIC Mission: CNIC enables and sustains Fleet, Fighter, and Family readiness through consistent, standardized, and reliable shore support. CNIC's role as a Supporting Commander evolves into the Supported Commander when directed.

CNIC-N9 Mission: The Fleet & Family Readiness (N9) portfolio provides a wide variety of essential Quality of Life programs and services that are a catalyst for maximizing the physical, intellectual, emotional and social development of The Navy Family at the right time, the right place and the right cost.

CNIC-N911 Mission: The Fleet & Family Support Program (N911) provides customer focused, consistent and efficient programs and services to sustain the Navy mission through individual and family, deployment, and disaster preparedness.

Vision: Achieve and sustain world class Programs and Services that enhance quality of life, foster a sense of community and contributes to the Fleet, Fighter and Family readiness.

Below, Susana summarizes how her work connects with the three organizational mission statements with which she is linked. Making this connection on paper can help you understand how you fit into your organization's mission.

"My position: Provides policy/program and financial management expertise including resource planning and development for the Navy's Family Ombudsman Program and Family Readiness Groups. Analyze, evaluate, and advise management on the effectiveness of assigned programs and/or the efficiency of the management of assigned programs."

STEP 2

FIND YOUR POSITION DESCRIPTION OR RESUME

Step 1: Get Your Organization's Mission Statement

Step 2: Find Your Position Description or Resume

Step 3: Write Your Job Objectives

Step 4: Select Your Contributing Factors

Step 5: Conversations With Your Supervisor

Step 6: Review Your Performance Indicators and Benchmark Descriptors

Step 7: Track Your Accomplishments

Step 8: Draft Your Self-Assessment

Step 9: Add Your Keywords

Step 10: Complete the PAA

WHY

These documents will remind you of your major areas of responsibility when you are ready to write your job objectives.

WHAT TO DO

Find your position description and/or your resume if they are available and up-to-date.

If you do not have either of these documents, you can use our free resume builder to begin creating a list of job duties you can use for the following steps in the book. This tool can be found at http://www.resume-place.com/fedres_builder/federal_one/

USING THESE DOCUMENTS TO DEVELOP JOB OBJECTIVES

Study your resume or position description and ask yourself some simple questions. What do you do in your job every day? What is most important?

For the NSPS, you should develop three to five job objectives (three is recommended). These are commonly thought of as “buckets” for your job duties. Each job objective should represent at least 20% of your time. All of the job objectives combined should represent at least 80% of your daily work activities. In other words, at least 80% of the job duties listed in your resume or position description should fit into your job objective buckets.

For resumes, if you have written your resume in the Outline Format recommended in the *Federal Resume Guidebook, 4th Ed.* or the *Military to Federal Career Guide*, both by Kathryn Troutman, you will easily find your most critical duties and objectives in the work experience section.

If you are using your position description, refer to the section titled “Duties and Responsibilities” to find a list of your job duties.

In the next step, we will learn how to transform these buckets into job objectives by writing them in terms of the results expected. Job objectives are basically the goals you would like to accomplish in each of these areas over the rating period.

Other Job-Related Buckets

The Electronic Federal Resume Guidebook (© 2000) was the first book on writing the Resumix for DOD. This book includes instructions for Resumix writers to “fill your skills buckets with keywords” for the Resumix keyword database. The job objective bucket is another critical bucket to fill with the right words for your job.

CASE STUDY: RESUME EXAMPLE



Here is a sample of an Outline Format Federal Resume for Susana McIntyre, our case study in this book. This work experience section shows the major areas of responsibility and the major job objectives for her position. We have highlighted in blue some words pointing to Susana's three main buckets: program management, program development, and customer service.

Susana McIntyre
Ombudsman/FRG Coordinator, YA-343-2
Standard, Professional / Analytical
Commander Navy Installations Command Family Readiness Programs

Federal Resume in the Outline Format
(easy to copy into the USAJOBS Resume Builder)

01/2006 to Present; 40 hours per week; Management Analyst; GS-0343-11; last promoted N/A; permanent employee; not on a temporary promotion; Commander Navy Installations Command, Millington Detachment; BLDG 768; Ed Roscoe, (202) 433-4620; may contact supervisor.

During my supervisor's (Director of Commander Navy Installations Command) two-month absence, I served as Program Manager managing significant change, efficiency, and service initiatives for a growing customer base (military families in transition), with a dramatically decreased budget for the Family Employment Readiness Managers located at 69 military bases worldwide.

PROGRAM MANAGEMENT: Management Analyst for the Navy Headquarters Family Readiness Programs, including Navy Family Ombudsman Program and Deployment Readiness Program.

ACCOMPLISHMENTS AND SPECIAL PROJECTS:

Planned and developed strategic initiatives that led to improvements and delivery of all Family Readiness Programs at 62 delivery sites worldwide through managing and improving programs and initiatives for Family Employment Readiness Program Managers and military families worldwide.

POLICY IMPROVEMENTS AND MODIFICATIONS: Conducted and researched issues with the Navy Family Ombudsman Program and Deployment Readiness Program requiring modifications to regulations and policy development. Analyzed issues, identified best course of action, determined potential impact on retention, readiness, and subordinate organizations, and provided recommendations for corrective actions.

FAMILY READINESS STAFF TRAINING: Developed numerous program initiatives that directly affect retention, readiness, and career progression.



Served as Subject Matter Expert for the revision of the Ombudsman Program Manual and Instructor's Guide. Reviewed and made recommendations/corrections to revised OPNAVINST, Ombudsman Program Manual, Ombudsman Instructor's Guide, and Ombudsman video, 2nd Edition.

SURVEYS DESIGN AND DEVELOPMENT: Created three surveys to be completed by Ombudsmen, Fleet and Family Support Center Ombudsmen Coordinators, and Command Leadership.

Collected and reviewed data, analyzed data, and exported into Excel spreadsheets and PowerPoint for use at the annual Ombudsman Quality Management Board meeting for discussion on how to improve the Navy Family Ombudsman Program.

DATA MANAGEMENT AND ANALYSIS: Administrator of Ombudsman Registry (CNO initiative). Oversaw database implementation, evaluation, and quality control. Conducted formal and informal surveys of field sites. Consolidated and analyzed statistical data and trends utilizing data to develop reports for Navy Leadership, DOD, and Congress regarding the status of Ombudsman Program. Additional responsibilities included developing contract, approving and administrating user access levels, and ensuring command data is accurate.

04/2002 to 01/2006; 40 hours per week; Spouse Employment Assistance Program Specialist (SEAP); GS-0101-11; last promoted 04/2003; permanent employee; not on a temporary promotion; Commander Navy Installations Command, Millington Detachment; BLDG 768; Ed Roscoe, (202) 433-4620; may contact supervisor.

PROGRAM MANAGEMENT: Specialist (2002 - 2004) for Family Readiness Programs (programs include Family Employment Readiness (formally SEAP), Navy Family Ombudsman Program, and Deployment Program for the Department of Navy).

Principal Program Assistant to the Fleet and Family Support Center Program Manager. Co-managed all aspects of the FFSC operations including: planning, formulation, organization, program evaluation, training, consultation, publicity, and coordination of the program in the Fleet and Family Support Centers, all Navy installations, other military services, DOD, and the private sector. Developed and wrote assigned portions of instructions, policy, program guidance, and materials for Family Readiness Programs.

MANAGEMENT ANALYST: Tracked Navy-wide family employment efforts and consolidated/developed reports for Navy/DOD leadership and Congress. Wrote three to five page documents summarizing professional career qualifications, accomplishments, knowledge, skills, and abilities. Edited, proofread, and reviewed content for consistency in grammar and style. Improved the readability of documents through the use of Plain Language and a focus on accomplishments. Analyst and reviewer of client position descriptions, evaluations, mission statements, and existing application packages. Edited and proofread all written documents. Consolidated and analyzed statistical data and trends from Fleet and Family Support Center field sites and Headquarters for Family Readiness Programs.

TRAINING COORDINATIONS: Developed, oversaw, coordinated, and implemented training workshops and conferences on Family Readiness Programs to Fleet and Family Support Center (FFSC) staff.

TECHNICAL ADVISOR AND SITE VISITS: Technical advisor for the program within NAVPERSCOM and DOD working groups on Family Readiness Program issues. Assessed and evaluated Family Readiness Program services effectiveness by conducting site visits at FFSCs worldwide. Assisted in design and implementation of quality assurance and evaluation measures for Family Readiness Programs through IGs, site visits, and reports. Evaluated and assisted field managers and counselors on Family Readiness Programs issues to meet customer assistance services. Reviewed and maintained a resource directory on state of the art automated information resource materials in support of their programs. Subject matter expert for inquiries regarding Family Employment Readiness, Ombudsman, Volunteer, and Deployment Programs.

BUDGET: Impact Card Holder (2002 - 2004) responsible for managing monthly budget of credit card purchases. Annually, assisted in the development of the Spouse Employment Assistance Program's annual 1.2 million dollar budget. Distributed field support money when available and reviewed all field staff's requests for unfunded money for appropriateness and future program effectiveness.

ACCOMPLISHMENTS: Continuously partnered with the Navy Personnel Research, Studies, and Technologies (NPRST) group within Navy Personnel Command to develop studies and gather metrics on the impact of SEAP on recruiting, retention, and readiness. As a result, this program now has some valuable statistics to show that SEAP is a vital and necessary quality of life program for spouses of active duty personnel.

Selected as one of four representatives across Navy to DOD Spouse Employment Working Group to advise and consult for the development and implementation of curriculum and desk guide for DOD Family Employment Readiness Program. Co-authored "Federal Employment" chapter of the FERP desk guide.

Selected as a representative for the Fleet and Family Support Programs to advise and consult for the development and implementation of Ombudsman Resource, Instructor, and Participant Guides.

Researched, wrote, and edited the Quick Series Guide on Spouse Employment that was adapted and published by other military services.

Created the first quarterly report for SEAP that continues to be used to identify SEAP trends and document information for return on investment.

Coordinated and planned several conferences for the Family Employment Readiness Programs. Coordinated and planned the 2005 biannual Fleet and Family Support Program's Management Conference. Negotiated with hotel for a room rate 10% lower than per diem rate, zero facility rental fees, and a 20% discount on audiovisual rental fees.

Hurricane Katrina relief efforts – Worked with Task Force Navy Family (TFNF) in recruiting and coordinating the movement of supplemental staff from other FFSCs to assist evacuees at Community Support Centers in Pascagoula, Gulfport, Stennis, New Orleans, and Fort Worth. Provided training and individual instruction on the use of the BOLs case management system.

CASE STUDY:

POSITION DESCRIPTION EXAMPLE

Here is Susana's position description. As with her resume, we have highlighted in blue some words pointing to Susana's three main buckets: program management, program development, and customer service.



I. INTRODUCTION

This position is located in the Family Readiness Division, Fleet and Family Support Program (FFSP) at Commander Navy Installations Command (CNIC). CNIC is an Echelon II activity directly reporting to the Chief of Naval Operations (CNO). The mission of the FFSP is to provide information and referral, education and training, and counseling and advocacy to facilitate achieving operational readiness and personal and family self-sufficiency. FFSP core programs and services are grouped into three major functional areas: Deployment and Readiness Programs, Crisis Response Programs, and Career Support and Retention Programs.

The incumbent of this position provides **policy/program and financial management expertise** including resource planning and development for the Navy's FFSPs to ensure a high quality, flexible support program of human services for active duty military and their families. Incumbent serves as Program Analyst for the Family Readiness Division. This position is established to analyze, evaluate, and advise management on the effectiveness of line programs and/or the efficiency of the management of assigned programs.

II. MAJOR DUTIES AND RESPONSIBILITIES

This position performs analysis, evaluation, and advisory assignments related to the effectiveness of line programs and/or the efficiency of the management of operating programs as the Ombudsman Team Lead.

Conducts detailed analyses of **complex functions and work processes** of technical line programs and makes recommendations for improvement in the effectiveness and efficiency of work operations. **Develops new methods, organizational structures, and management processes.** **Counsels and advises program managers on methods and procedures, management surveys, management reports, and control techniques.**

III. CLASSIFICATION FACTORS

Factor 1 - Knowledge Required by the Position FL 1-7 1250 pts.

Expert knowledge and understanding of requirements and operations of the DoD and DON program support for the Ombudsman Program.

Knowledge of federal and agency regulations; knowledge of the specific organization's programs and missions, as well as knowledge of pertinent laws, regulations, and policies related to program/operations area to consider their impact on programs.

Knowledge of qualitative and quantitative techniques for measuring effectiveness, efficiency, and productivity of assigned programs.

Skill in applying analytical and evaluative methods and techniques in the development of new procedures and approaches to identify and resolve significant issues and problems of a unique nature.

Ability to effectively communicate, prepare, and deliver recommendations at management briefings.

Factor 2 - Supervisory Controls FL 2-4 450 pts.

The supervisor provides limited direction, setting the overall project objectives. The supervisor, in consultation with the incumbent, develops deadlines and project plans. The incumbent is responsible for independently performing assignments and keeping the supervisor apprised of potentially controversial issues. Completed work is reviewed for effectiveness and overall feasibility in meeting organizational goals.

Factor 3 - Guidelines FL 3-4 450 pts.

Guidelines consist of broadly stated mission objectives and federal regulations. The incumbent conducts extensive analysis and interpretation in applying the provisions of the numerous and complex guidelines. Independent research is conducted to determine the applicability of the guidelines for many unique and difficult assignments and developing modifications as needed.

Factor 4 - Complexity FL 4-5 325 pts.

The work involves duties requiring different processes and methods. These may include an in-depth analysis of program requirements, budgetary constraints, regulatory limitations, and agency policy. The incumbent makes decisions

regarding the design of plans and assesses circumstances and data available. The incumbent makes decisions, interprets considerable data, plans the work, and refines the methods and techniques to be used.

Factor 5 - Scope and Effect

FL 5-4 225 pts.

The incumbent is responsible for all phases of assignments. The work has a major impact on the efficiency and effectiveness of operations that contributes to overall productivity of the organization. The work involves studies of operating processes and procedures to assess and subsequently refine the productivity, effectiveness, and efficiency of program operations. The issues involved may cross organizational lines or geographical areas. The studies performed could affect the operating methods of the managerial processes of the organization.

Factors 6/7 Personal Contacts/Purpose of Contacts

FL 6/7-3c 180 pts.

Contacts include employees and top managers within the organization, as well as managers at various levels within the private industry. Contacts occur through meetings, at which the incumbent presents proposals or issues for negotiation. Contacts are for negotiation and consultation, as well as to provide information of a technical nature. The incumbent develops approaches to reach a mutual understanding of a situation.

Factor 8 - Physical Demands

FL 8-1 5 pts.

The work is primarily sedentary.

Factor 9 - Work Environment

FL 9-1 5 pts.

Work is performed in a typical office setting.

TOTAL = 2890 pts. GS-12

GS-12 level point range: 2755 - 3150



EXERCISE: Job Objective Buckets Part I

Using this sample position description, find three to five job objective buckets to capture most of the job duties listed. Write them in the margin.

Bonny Lambert
Secretary (O/A), YB-318-2
Standard, Technician / Support
Naval Construction Battalion Center

I. INTRODUCTION:

This position is located in the Office of the Executive Officer, Naval Construction Battalion Center, Gulfport, MS. The incumbent serves as secretary and personal assistant to the Executive Officer (XO), with responsibility for performing a variety of clerical and administrative functions in support of the work of the Command Suite for providing continuity of information on policy, procedures, and precedent during the periodic rotation of military personnel.

II. DUTIES AND RESPONSIBILITIES:

Communicates with officers, visitors, callers, and tenants. Demonstrates knowledge of the command structure of the Naval Construction Battalion Center and the TWENTIETH Seabee Readiness Group and its chain of command for liaison/interaction with subordinate offices, commands serviced, and HQ's. Independently communicates responses, prioritizes requests, and relieves the supervisor of administrative details.

Demonstrates daily knowledge of the substantive programs of the Command as they relate to the clerical and administrative support functions for the XO.

Receives and screens personal telephone callers to the Office of the Commanding Officer (CO), Chief Staff Officer (CSO), Executive Officer (XO), and Command Master Chief's (CMD'CM's). Tactfully ascertains identity and office of caller and purpose of call or visit. Decides whether the importance of business and rank or position of visitor/caller is such as to require personal attention of the CO, CSO, XO, and CMD'CM's or if the visitor/caller should be referred to the appropriate official in the organization or tenant command. When calls involve matters on which the CO/XO/CSO/CMD'CM's will require background information, the incumbent tactfully postpones the conversation, obtains the required information, and presents the information when informing the officers of the pending call or for preparation of a later reply or appointment. The incumbent personally handles many requests for information and resolves or assists in resolving a variety of complaints made by dependents, employees, military members, etc.



Communicates supervisor's instructions to subordinates informing them of his wishes and views, past and present policies, procedures and precedents; following up on assignments to ascertain and report status of projects assigned. Keeps informed about the presence, absence, or whereabouts of key military and civilian personnel of the Command.

Knowledgeable of the duties, priorities, commitments, policies, and program goals of the XO's staff sufficient to perform non-routine assignments in the operation of the XO's office. Carefully plans meetings and events for the XO to maximize use of time and resources for the lead decision-maker of the organization. Resolves conflicts independently.

Maintains XO's business calendar; committing supervisor to appointments; declining appointments; and rescheduling appointments to accommodate unexpected callers or referring callers to appropriate official when the XO is unavailable. Reminds supervisor of appointments as necessary. Provides the same functions for the CO/CSO/CMDCM's on as needed basis.

Schedules conferences and meetings, arranges space, and notifies participants. Provides supervisor and participants with available reference and background material and briefs participants prior to meeting on subject matter to facilitate preparation of presentations, reports, etc., as desired. Attends various meetings, preparing minutes of meetings, and identifying the highlights and major points of discussion.

Makes travel arrangements for supervisor; devises itineraries; makes, arranges, or confirms appointments, lodging reservations, and/or carrier reservations; types detailed itinerary for use of supervisor and submits vouchers for reimbursement upon completion of travel. Supplies visitors with information about local hotel, dining, and recreational facilities; and as requested, makes reservations and appointments. Provides the same functions for the CO/CSO/CMDCM's on an as needed basis.

Obtains, assembles, and presents complete or summarized information from a variety of sources, based on general instructions as to the nature of information wanted and its purpose. Briefs subordinates and acting personnel on office functions and supervisor's policies, utilizing past experience and a broad knowledge of the Command's organizations and supervisor's views and policies.

Reviews incoming message file and marks items of interest or significance for supervisor. Reviews incoming mail; sorts out that which does not require supervisor's personal attention and either handles personally or forwards to the proper official for action and/or information. Maintains a tickler file on important or sensitive action correspondence and follows up as necessary to assure timely response. Assembles necessary reference or supporting material for mail requiring personal reply by the XO. On own initiative, composes miscellaneous correspondence for supervisor such as letters of appreciation, requests for travel accommodations, acknowledgements of invitations, confirmations of appointments, nominations for awards, and other various correspondence and internal memoranda. Manages staff time and attendance.

Coordinates protocol issues for VIP visitors.

STEP 3

WRITE YOUR JOB OBJECTIVES

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives**
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

WHAT

A job objective is NOT a job duty.

Although job duties and job objectives both describe what you do at your job, they each describe your job in different ways. Job duties state your tasks. Job objectives, on the other hand, describe the critical results expected of you. A job objective answers the question, “what will I accomplish this year?”

For example, “to encourage the public to decrease vehicle emissions” would be considered a job duty, whereas “to decrease total vehicle emissions in the US by 10% within a year” would be a job objective.

Every well-written job objective has key components summarized as SMART: Specific, Measurable, Aligned, Realistic, and Timed. If your job objective is framed correctly, it should be easy to determine at the end of the year whether or not you have met your stated goals.

WHAT TO DO

Ask your supervisor whether you will be required to write your job objectives or if they will be provided to you.

If you are writing your own job objectives, then proceed with the following steps:

- Review your job objective buckets from Step 2.
- For each bucket, write down the expected result of that bucket.
- Ask your supervisor if there is a recommended format for writing your job objectives.
- Create your job objective using the recommended format or use one of the formats described in this chapter.
- Check that each of your job objectives does not exceed the limit of 770 characters.
- Optional: Assign a weight for your job objectives. All weights combined must equal 100%.
- Verify with your supervisor that the format you have used is acceptable and that your job objectives are on-target.
- Remember to regularly review your objectives to make sure they accurately reflect the work you do throughout the year. Make adjustments if necessary.

WHERE

PAA Part E - Job Objectives and Contributing Factors

PART D - PERFORMANCE INDICATORS									
<p>Performance Indicators are general descriptions of levels or thresholds of employee performance used to measure, evaluate, and score an employee's achievement of his/her job objectives.</p>									
PART E - JOB OBJECTIVES AND CONTRIBUTING FACTORS									
<p>Job Objectives are expressions of performance expectations in the performance plan that are linked to the organization's goal(s) and mission(s). Job objectives are used to communicate major individual, team, and/or organizational responsibilities and/or contributions and the related outcomes and accomplishments that are expected of the employee during the appraisal period. Failure in a job objective will result in an overall rating of Unacceptable. Only MAJOR objectives should be identified (normally 3 - 5 objectives, up to 10 objectives allowed).</p> <p>Contributing Factors are attributes of job performance that are significant to the accomplishment of individual job objectives.</p> <p>Employees are accountable for demonstrating appropriate conduct and behavior. Documented misconduct could have an impact on an employee's rating of record, depending on the nature and severity of the misconduct and the negative effect on mission, customers, coworkers, and any other relevant factors.</p>									
<p>Objective 1.</p>	<p style="text-align: center;">NEED HELP? See Part U.</p> <p>OBJECTIVE RATING: (Scale 1 to 5)</p> <hr/> <p>CONTRIBUTING FACTOR ADJUSTMENT: (+1, -1, or 0)</p> <hr/> <p>ADJUSTED RATING: (Scale 1 to 5)</p> <hr/> <p>IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE:</p> <table style="width: 100%; border: none;"> <tr> <td><input type="checkbox"/> Technical Proficiency</td> <td><input type="checkbox"/> Customer Focus</td> </tr> <tr> <td><input type="checkbox"/> Critical Thinking</td> <td><input type="checkbox"/> Resource Management</td> </tr> <tr> <td><input type="checkbox"/> Cooperation/Teamwork</td> <td><input type="checkbox"/> Leadership</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td></td> </tr> </table> <hr/> <p>OPTIONAL WEIGHT OF OBJECTIVE: _____ % (Minimum 10%, increments of 5)</p>	<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management	<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership	<input type="checkbox"/> Communication	
<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus								
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management								
<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership								
<input type="checkbox"/> Communication									

FORMAT: SMART

SMART objectives are not a new concept; they were created in the 1950's by management guru, Peter Drucker. Now, SMART is one of the most widely-used formats for writing the NSPS job objectives. Even if you do not use the SMART format for your job objectives, it is a good idea to check whether your objectives have these key components.

Let's take a closer look at SMART objectives.

Specific

- Is your result specific?
- Is it expressed as a noun?
- Will it be completed or delivered within the appraisal period?

Measurable

- If possible, be quantifiable or look for ways to measure based on quality criteria.
- Answer the question, "how will I know I accomplished my job objectives?"
- Remember, anything can be measured.
- Measures can be both qualitative and quantitative. For example, think about how your children are behaving. How do you measure that? Most likely, you are not measuring their behavior in a quantitative way, but in a qualitative way. The same is true with work.

Alignment

- Are the outcomes aligned with your organization's mission and goals? If not, then you might not receive "credit" for your hard work!

Realistic

- Are your job objectives realistic?
- Can they be achieved within the resources you have available?
- Are they within your control?
- What conditions are critical (but not within your control) for you to accomplish your job objectives?
- Are you leaving room to exceed expectations? If your job objectives are written to reflect Valued Performer (Level 3) according to your performance indicators, then you will give yourself an opportunity to excel and achieve a higher level.

Timed

- When are our results due?
- Is there a specific date?
- Is there a time frame (within three months of assignment)?
- Is there a frequency (monthly)?
- Are there milestones?
- What can I accomplish within the assessment year, even if I am working on a multi-year project?

FORMAT: GOALS

After a round of mock pay pools have been conducted in various agencies, a number of agencies are recommending different formats for job objectives. If you are not required to follow a specific format, you can choose to use an alternative format if it is more suitable for you.

This particular format was recommended by N9 Mock Sub Pay Pool, Commander Navy Installations Command (CNIC) HQ from Lesson Learned and Suggestions from the Mock Pay Pool May 2008. This is an alternative to the SMART format. CNIC developed three standardized job objectives for the Program Analyst position. They are included in the job objectives for our case study example, Susana McIntyre.

GOAL Components

Objective title:

Use three to six words to simply state the objective.

Short paragraph:

Write a short paragraph that summarizes the objective.

Goals:

Write your specific goals to achieve this job objective.

WORD HINTS

Remember that job objectives tell what you are **GOING** to accomplish, not what you have already done. Job objectives are results-oriented, they are not job duties. Job objectives should be written toward the future and not in past tense. Therefore, when writing your job objectives, use present tense and an active voice.

Here are some examples:

Don't:

EEO business operations conducted
Transition center resources managed
Personnel reports reconciled and provided
Test plans are reviewed and analyzed
Participated actively in engineering investigations

Do:

Improve EEO business operations
Effectively manage transition center resources
Reconcile and provide personnel reports
Review and analyze test plans
Active participant in engineering investigations

BEFORE AND AFTER SAMPLES

We have re-written three job objectives to demonstrate the SMART and GOAL formats.

SAMPLE I

Maria Feldman
Lead Defense Travel Administrator, YA-501-1
Standard, Professional / Analytical
Defense Travel Service

Mission: Provide responsive, professional finance, and accounting services for the people who defend America.

BEFORE – RANDOM DUTY LIST

Maria originally wrote her job objective as a random list of duties. Maria provided too many details of exactly how her tasks are performed, rather than the results she would like to achieve. Further discussion with Maria uncovered significant areas of work that were missing from this job objective.

Objective

- Provide customer service to over 3,000+ customers in the National Capital Region, including Maryland, Washington, DC.
- Provide one-on-one training to ODTA.
- My turnaround on follow up calls is less than 24 hrs. If issue is not resolved by Tier 3 helpdesk, I contact customer and let them know the status of remedy ticket, maintaining contact with customer at all times.
- Maintain communication with Tier 2 help desk of any issue at our site and let them know of any problems. I contacted them by email and ensured that our customer service phone line and email is set up with extended absent greetings if no one is in the office, giving the customer options on how to get help if no one is available at our site.
- As additional duties, provide support to DMPO-Chief when permitted, and handled the disbursing transactions for the Finance Office.

AFTER – SMART FORMAT

JO1

HOT TIP – Abbreviate the words “job objective” to save characters.

S—SUPPORT CONVERSION TO DEFENSE TRAVEL SERVICE FOR NATIONAL CAPITAL REGION

M— Identify training requirements associated with conversion; develop and implement appropriate training. Update travel profiles and input prior to conversion. Notify customers of system updates within 48 hours of receipt. Monitor and track debts through the Debt Management Monitor; initiate appropriate follow up consistent with Army guidelines.

A—Reimburse employees for expenses in a timely manner

R—Assumes that conversion implementation dates maintained as scheduled

T—[conversion date]

(567 characters)

AFTER – GOALS FORMAT

JO1: SUPPORT CONVERSION TO DEFENSE TRAVEL SERVICE FOR NATIONAL CAPITAL REGION

Goals:

- Identify training requirements associated with conversion; develop and implement appropriate training.
- Update travel profiles and input prior to conversion.
- Notify customers of system updates within 48 hours of receipt.
- Monitor and track debts through the Debt Management Monitor; initiate appropriate follow up consistent with Army guidelines.

(424 characters)

SAMPLE 2

David Morgan
Work and Family Life Specialist, YA-101-2
Standard, Professional / Analytical
Fleet & Family Support Center, NAS Lemoore, CA

MISSION: Support all commands in achieving operational readiness, superior performance, member retention, and personnel and their families.

VISION:

- To increase the Navy/Marine's readiness by supporting command leaders with counseling, education, and members.
- To provide support services for active duty of other Armed Services, reservists, and retired members.
- To work as a team, being flexible in providing services and programs.
- To share resources within regional areas, creating partnerships with local community groups.

BEFORE – RANDOM SHORT LIST

David developed his job objectives as a very short list of duties. This list does not give any indication of goals set. A pay pool panel would not be able to determine at the end of the year whether David had met his goals.

Objective

1. Transition Center Training – Instructor – 50% of time; number of courses; number of attendees
2. Program Visibility and Marketing– new projects; updates
3. Community Relations and Organizational Liaison – new relationships; new ideas
4. Emergency Management Support – new services and support
5. Individual counseling – no. and type of counseling services

AFTER – SMART FORMAT

JO1

S—EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

M—Monitor the flow of incoming sailors on a continuing basis. Order materials and supplies. Materials ordered are consistent with budget and received on a timely basis. Improve tracking procedures to resolve several problems with relocation loan lockers and relocation materials. Training resources meet needs and are available for returning sailors and family members who are separating or retiring from the Navy. Increase transition center training programs 25% from the previous year. Increase resources provided despite declining budget availability. Customer feedback is positive.

A—Support retention and transition of Navy members and their families

R—Assumes budget requested is received

T—On an on-going basis

(766 characters)

AFTER – GOALS FORMAT

JO1: EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

Support retention and transition of Navy members and their families.

Goals:

1. Monitor the flow of incoming sailors on a continuing basis. Order materials and supplies. Materials ordered are consistent with budget and received on a timely basis.
2. Improve tracking procedures to resolve several problems with relocation loan lockers and relocation materials.
3. Training resources meet needs and are available for returning sailors and family members who are separating or retiring from the Navy.
4. Increase transition center training programs 25% from the previous year. Increase resources provided despite declining budget availability.
5. Customer feedback is positive.

(708 characters)

Sample 3

Bonny Lambert
Secretary (O/A), YB-318-2
Standard, Technician / Support
Naval Construction Battalion Center

BEFORE – GENERIC POSITION DESCRIPTION LIST

Bonny's original job objective reads more like a bulleted list from her position description. However, the position description lists only the job duties and not the job objectives that focus more on the results to be achieved.

Objective 1 - Secretary/Scheduler

Self-assessment goals:

- Received, greeted, and responded to questions from visitors and telephone inquiries in the command suite.
- Screened and referred associates requiring staff attention.
- Communicated with all levels of the military, Congressmen, Senators, and local and foreign dignitaries seeking information or voicing complaints to the Command Suite.
- Managed a professionally well-organized calendar for the Executive Officer and punctually informed supervisor, department heads, Special Staff, and other outside organizational staff members of any projected or anticipated conflicts with a de-confliction plan.
- Notified department heads, supervisor, and others of scheduled events for timely attendance at meetings and conferences.

AFTER - SMART FORMAT

JO1

S—PROVIDE SECRETARIAL AND SCHEDULING SUPPORT

M—Maintain Commanding Officer's and other senior staff's calendars; provide verbal reminders of all meetings. Develop, maintain, and provide hard copy calendar for following day's events at least 24 hours in advance. Update a two-week electronic calendar daily and make it available upon request. Assemble support materials for all meetings and other events. Materials are complete, provided at least 24 hours prior to event, and include: purpose, background information, attendees, and other relevant information.

A—Enable CO and other senior staff to sustain mission and Navy readiness

R—When information about meetings and other events is received on a timely basis

T—Consistent with agreed upon deadlines

(754 characters)

AFTER - GOALS FORMAT

JO1: PROVIDE SECRETARIAL AND SCHEDULING SUPPORT

Supports Commanding Officer and other senior staff to enable them to sustain mission and Navy readiness.

Goals:

1. Maintain Commanding Officer's and other senior staff's calendars. Update a two-week electronic calendar daily and make it available upon request.
2. Provide verbal and electronic reminders of all meetings.
3. Develop, maintain, and provide hard copy calendar for following day's events at least 24 hours in advance.
4. Assemble support materials for all meetings and other events. Materials are complete, provided at least 24 hours prior to event, and include: purpose, background information, attendees, and other relevant information.

(685 characters)



CASE STUDY: Susana McIntyre

Susana is a Program Analyst with the Commander Navy Installations Command (CNIC). As we mentioned earlier in this step, the CNIC recently developed standardized job objectives for the Program Analyst position. Though Susana had written her own job objectives initially, she is now using this standardized set.

JO1: PROGRAM MANAGEMENT

Provide expertise, oversight, guidance, and assistance through consultation and training to FFSC Ombudsman Coordinators, Commanding Officers, and ombudsmen. Coordinate with Navy Region, as appropriate in supporting Navy FFSP Ombudsman and Family Readiness Groups responding within prescribed time requirements to all CNIC, SECNAV, CNO, and OSD data calls with information that reflects the FFSP mission, vision, strategies, and supporting goals.

Goals:

- Collaborate with key stakeholders to develop draft revision of FRG instruction.
- Identify procedural problems in ombudsman operations. Prepare reports and questionnaires identifying recommendations.
- Assess needs of isolated ombudsmen and develop strategies to provide training and education.

(769 characters)

JO2: PROGRAM DEVELOPMENT

Provide policy/program data analysis and management expertise including resource planning and development for the Navy FFSP Ombudsman Program and Family Readiness Groups to ensure a high quality, flexible support program to serve sailors and their families.

Goals:

- Manage and direct changes to the ombudsman registry. Increase ease of assigning ombudsmen and increase total number of assigned ombudsmen by 25%.
- Assist in the development and implementation of two standardized advanced trainings for ombudsmen.
- Plan, organize, prioritize, and schedule a working group to develop the FFSP Ombudsman Coordinator desk guide.

(641 characters)

JO3: CUSTOMER SUPPORT

Provide technical expertise and consultation on policy interpretation to all customers utilizing FFSP programs to include Navy FFSP Ombudsman Program and Family Readiness Groups.

Goals:

- Respond within one business day to all requests for Ombudsman responses, even if the response is in progress or needs clarification.
- Answer all ROAB action items within one month of holding OPAG meeting.
- Schedule two webinars monthly on Ombudsman Program.

(461 characters)



CHECKLIST

Now that you have developed your job objectives, make sure you check for each of these points:

- Do your job objectives state results or goals you intend to accomplish this year?
- Do your job objectives represent at least 80% of your work?
- If you assigned weights to your job objectives, do the weights add up to 100?
- Is each job objective 770 characters or less?



HOT TIPS

- When creating your job objectives, think nouns, not verbs.
- Supervisors have a mandatory supervisory job objective.
- Not everything you do will be part of your performance plan.
- To save character space, use the abbreviation JO for job objective.
- If your job objective covers more than one appraisal period, be sure to break it into smaller components so that your written job objective can be accomplished during the appraisal period.
- Write your job objectives with language consistent with the Performance Indicators for Valued Performer (Level 3) to allow room to exceed expectation.
- If you use quantitative measures, make sure they are not absolute.
- Developmental goals or needs should not be considered a job objective.
- Develop your job objectives in a word processing program, not in the PAA form itself.
- Remember that pay pool members may not understand your acronyms. Write out the acronyms once, because there may be a chance that the panel members will not be familiar with the projects you are working on or the terms.

EXERCISE: SMART Job Objectives



Select the correct sentences to build a SMART format Job Objective:

1. Updated the safety program guidance by June 30.
2. Effectively implement regional safety program for USACE.
3. Lead Safety briefings with all regional personnel.
4. Post-briefing assessments show at least a 25% increase in understanding of safety measures as compared to the pre-briefing assessment.
5. Perform this work assuming that relevant guidance and funding is received from headquarters by January 1.
6. Lead briefings for customers to help meet our goal for safe operations.
7. To be achieved by September 30.

Specific: (hint: name or title of the program)

Measurable: (hint: quantifiable info)

Aligned: (hint: helps the overall mission)

Realistic: (hint: goals can be done if and assuming...)

Timed: (hint: by when?)

ANSWER KEY:
Specific: 2; Measurable: 3, 4; Aligned: 6; Realistic: 5; Timed: 1, 7.

STEP 4

SELECT YOUR CONTRIBUTING FACTORS

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors**
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

TERMS

Job objectives describe **what** you will do.

Contributing factors describe **how** you will do it.

NSPS CONTRIBUTING FACTORS

The following is the list of seven contributing factors used for every employee in the NSPS system:

Cooperation and Teamwork

Communication

Critical Thinking

Customer Focus

Leadership

Resource Management

Technical Proficiency

WHAT TO DO

For each job objective, check one to three contributing factors that are the most critical to how your work will be done.

WHERE

PAA Part E - Job Objectives and Contributing Factors

PART D - PERFORMANCE INDICATORS									
<p>Performance Indicators are general descriptions of levels or thresholds of employee performance used to measure, evaluate, and score an employee's achievement of his/her job objectives.</p>									
PART E - JOB OBJECTIVES AND CONTRIBUTING FACTORS									
<p>Job Objectives are expressions of performance expectations in the performance plan that are linked to the organization's goal(s) and mission(s). Job objectives are used to communicate major individual, team, and/or organizational responsibilities and/or contributions and the related outcomes and accomplishments that are expected of the employee during the appraisal period. Failure in a job objective will result in an overall rating of Unacceptable. Only MAJOR objectives should be identified (normally 3 - 5 objectives, up to 10 objectives allowed).</p> <p>Contributing Factors are attributes of job performance that are significant to the accomplishment of individual job objectives.</p> <p>Employees are accountable for demonstrating appropriate conduct and behavior. Documented misconduct could have an impact on an employee's rating of record, depending on the nature and severity of the misconduct and the negative effect on mission, customers, coworkers, and any other relevant factors.</p>									
<p>Objective 1.</p>	<p style="text-align: center;">NEED HELP? See Part U.</p> <p>OBJECTIVE RATING: (Scale 1 to 5)</p> <p>CONTRIBUTING FACTOR ADJUSTMENT: (+1, -1, or 0)</p> <p>ADJUSTED RATING: (Scale 1 to 5)</p> <p>IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE:</p> <table border="0"> <tr> <td><input type="checkbox"/> Technical Proficiency</td> <td><input type="checkbox"/> Customer Focus</td> </tr> <tr> <td><input type="checkbox"/> Critical Thinking</td> <td><input type="checkbox"/> Resource Management</td> </tr> <tr> <td><input type="checkbox"/> Cooperation/Teamwork</td> <td><input type="checkbox"/> Leadership</td> </tr> <tr> <td><input type="checkbox"/> Communication</td> <td></td> </tr> </table> <p>OPTIONAL WEIGHT OF OBJECTIVE: _____ % (Minimum 10%, increments of 5)</p>	<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus	<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management	<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership	<input type="checkbox"/> Communication	
<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus								
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management								
<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership								
<input type="checkbox"/> Communication									

HOW

Select contributing factors based on your job objective, not on your strengths or developmental needs.

Contributing factors should describe the objective, not the employee.

A minimum of one contributing factor needs to be identified for each job objective.

Unless **all** of your contributing factors associated with a job objective are rated at the Enhanced level, your job objective rating will not be improved by your contributing factor rating. Therefore, it is recommended that you keep the number of your contributing factors as few as possible for each job objective. For more information about the rating process, please refer to the information in this document: http://www.cpms.osd.mil/nsps/docs.12june08/nsps_performance_management_16feb2006.pdf

“The panel of Spiral I.I executives stressed the importance of contributing factors, but also stressed that raters should limit the number of contributing factors to at least one, not more than three.

The optimal number is one to two contributing factors. Definitions of performance indicators and contributing factors are posted on the IMCOM NSPS Website.

Pay pool panel members should be familiar with these definitions, and panels should have the descriptions readily accessible when reviewing evaluations.”

-- THROUGH THE LOOKING GLASS: FROM MOCK PAY POOL TO THE REAL THING, Mock Pay Pool Article for IMCOM HR NSPS Web

CASE STUDY: Susana McIntyre

Here are Susana's job objectives and contributing factors in the PAA form.



Objective 1. PROGRAM MANAGEMENT: Provide expertise, oversight, guidance, and assistance through consultation and training to FFSC Ombudsman Coordinators, Commanding Officers, and ombudsmen. Coordinate with Navy Region, as appropriate in supporting Navy FFSP Ombudsman and Family Readiness Groups responding within prescribed time requirements to all CNIC, SECNAV, CNO, and OSD data calls with information that reflects the FFSP mission, vision, strategies, and supporting goals. GOALS: <ul style="list-style-type: none"> • Collaborate with key stakeholders to develop draft revision of FRG instruction. • Identify procedural problems in ombudsman operations. Prepare reports and/or questionnaires identifying recommendations. • Assess needs of isolated ombudsmen and develop strategies to provide training and education. 	NEED HELP? See Part U.
	OBJECTIVE RATING: (Scale 1 to 5)
	CONTRIBUTING FACTOR ADJUSTMENT: (+1, -1, or 0)
	ADJUSTED RATING: (Scale 1 to 5)
	IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE: <input checked="" type="checkbox"/> Technical Proficiency <input type="checkbox"/> Customer Focus <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Resource Management <input type="checkbox"/> Cooperation/Teamwork <input type="checkbox"/> Leadership <input type="checkbox"/> Communication
	OPTIONAL WEIGHT OF OBJECTIVE: _____ % <i>(Minimum 10%, increments of 5)</i>

Objective 2. PROGRAM DEVELOPMENT: Provide policy/program data analysis and management expertise including resource planning and development for the Navy FFSP Ombudsman Program and Family Readiness Groups to ensure a high quality, flexible support program to serve sailors and their families. GOALS: <ul style="list-style-type: none"> • Manage and direct changes to the ombudsman registry. Increase ease of assigning ombudsmen and increase total number of assigned ombudsmen by 25%. • Assist in the development and implementation of two standardized advanced trainings for ombudsmen. • Plan, organize, prioritize, and schedule a working group to develop the FFSP Ombudsman Coordinator desk guide. 	NEED HELP? See Part U.
	OBJECTIVE RATING: (Scale 1 to 5)
	CONTRIBUTING FACTOR ADJUSTMENT: (+1, -1, or 0)
	ADJUSTED RATING: (Scale 1 to 5)
	IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE: <input type="checkbox"/> Technical Proficiency <input type="checkbox"/> Customer Focus <input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Resource Management <input type="checkbox"/> Cooperation/Teamwork <input type="checkbox"/> Leadership <input type="checkbox"/> Communication
	OPTIONAL WEIGHT OF OBJECTIVE: _____ % <i>(Minimum 10%, increments of 5)</i>

Objective 3. CUSTOMER SUPPORT: Providing technical expertise and consultation on policy interpretation to all customers utilizing FFSP programs to include Navy FFSP Ombudsman Program and Family Readiness Groups. GOALS: <ul style="list-style-type: none"> • Respond within one business day to all requests for Ombudsman responses, even if the response is in progress or needs clarification. • Answer all ROAB action items within one month of holding OPAG meeting. • Schedule two webinars monthly on Ombudsman Program. 	NEED HELP? See Part U.
	OBJECTIVE RATING: (Scale 1 to 5)
	CONTRIBUTING FACTOR ADJUSTMENT: (+1, -1, or 0)
	ADJUSTED RATING: (Scale 1 to 5)
	IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE: <input type="checkbox"/> Technical Proficiency <input type="checkbox"/> Customer Focus <input type="checkbox"/> Critical Thinking <input type="checkbox"/> Resource Management <input type="checkbox"/> Cooperation/Teamwork <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Communication
	OPTIONAL WEIGHT OF OBJECTIVE: _____ % <i>(Minimum 10%, increments of 5)</i>



EXERCISE: Contributing Factors

For each of these job objectives, select the two best contributing factors. Refer to the contributing factor definitions (called benchmark descriptors) on the next page. To help you, definitions for the Expected levels of performance for each Contributing Factor are listed on the opposite page. For complete definitions, go to the NSPS Keyword Tree on the CD-Rom or www.resume-place.com/nspstree/

Example 1

S--MANAGE MILITARY TRANSITION SERVICES AND PROGRAMS.

Improve transition programs to improve the quality of life and the future of Navy Airmen and family members.

M--Complete all data calls, staff actions, projects, and activities consistent with agreed upon deadlines. Programs developed demonstrate knowledge of subject matter and receive positive ratings from customers at least 80% of the time. Meet 100% of requested events and programs from ships and/or commands.

A—Supports mission of retention

R—Requested events and programs are requested at least two weeks in advance.

T—On-going

IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE:

<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management
<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership
<input type="checkbox"/> Communication	

Example 2

S—EFFECTIVELY IMPLEMENT REGIONAL SAFETY PROGRAM

M—Update safety program guidance by June 30. Hold safety briefings with all regional personnel. Post-briefing assessments show at least a 25% increase in understanding of safety measures, as compared to the pre-briefing assessment.

A—Help meet our goal for safe operations

R—Assumes that relevant guidance and funding is received from headquarters by January 1

T—By September 30

IDENTIFY ALL APPLICABLE CONTRIBUTING FACTORS WHICH INFLUENCE THIS OBJECTIVE:

<input type="checkbox"/> Technical Proficiency	<input type="checkbox"/> Customer Focus
<input type="checkbox"/> Critical Thinking	<input type="checkbox"/> Resource Management
<input type="checkbox"/> Cooperation/Teamwork	<input type="checkbox"/> Leadership
<input type="checkbox"/> Communication	

Technical Proficiency

Applied substantive knowledge and skills
Used appropriate technology or tools
Independently performed a full range of assignments
Moderately complex work activities
Acquired, developed, and maintained relevant job skills
Stayed up-to-date in specialties
Applied this knowledge to improve own performance
Contributed to work unit performance
Demonstrated understanding of the organization's mission, functions, values, policies and procedures, and internal and external factors that affect the organization
Sought out opportunities to contribute to organizational objectives and priorities

Critical Thinking

Identified information necessary to define and understand complex issues
Collected necessary information
Analyzed and integrated complex data
Identified emerging patterns or trends
Drew reasonable and logical conclusions
Identified and evaluated alternative solutions to complex problems
Made timely and logical recommendations or decisions
Reviewed current work processes
Identified innovative or creative ways to improve efficiency or effectiveness

Cooperation and Teamwork

Contributed to achieving work unit goals
Worked collaboratively and flexibly with others
Built effective partnerships across units
Treated everyone fairly and professionally
Respected and valued individual differences and diversity
Shared relevant knowledge and information with others
Contributed to a positive team atmosphere
Fostered cooperation, trust, and group identity
Handled challenging work-related disagreements or conflicts
Resolved disagreements in a positive and constructive manner
Developed options to resolve disagreements or conflicts requiring resolution at a higher level

Communication

Sought other's ideas
Actively listened to others' questions and concerns
Showed respect for diverse viewpoints
Carefully considered diverse viewpoints
Crafted clear and organized responses
Followed up to ensure understanding
Communicated moderately complex information
Communicated in an accurate, clear, concise, comprehensive, well-organized, and timely manner
Tailored communication style for audience
Customized communications to audience's needs and level of understanding

STANDARD CAREER GROUP

CONTRIBUTING FACTOR DEFINITIONS FOR EXPECTED LEVEL PERFORMANCE

Customer Focus

Maintained regular contact with customers
Gathered information about requirements and needs
Delivered timely, flexible, and responsive products and/or services
Met customer needs
Discussed expectations with customers
Ensured mutual understanding and acceptance
Kept customers and others informed
Suggested workable solutions
Responded to questions or requests in a timely manner

Resource Management

Demonstrated knowledge of the resources available to the work unit
Demonstrated knowledge of processes to acquire resources
Identified and advocated for resources necessary for mission requirements
Used resources in an efficient and effective manner
Safeguarded against fraud, waste, and abuse
Promoted workplace safety and security
Demonstrated correct safety and security behaviors

Leadership

Translated projects into concrete work assignments for staff
Effectively communicated goals and expectations
Followed up to ensure tasks were completed efficiently and effectively
Considered strengths of staff
Considered developmental needs
Provided timely and constructive feedback
Encouraged and solicited employee input
Developed others through motivation, mentoring, coaching, and instruction
Created an environment that facilitated a high performing work unit
Demonstrated a high standard of performance
Demonstrated a high standard of ethical behavior
Actively supported and adhered to Merit System principles
Actively supported and adhered to all applicable personnel policies and regulations

STEP 5

CONVERSATIONS WITH YOUR SUPERVISOR

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor**
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

Though this step appears as step 5, you should be doing this step from the very beginning. We thought it would be too cliché to start this book off with, “Have a meeting to discuss the NSPS!”

So now that you have acquired some writing tips, let’s make sure to address a very important step that should happen throughout the appraisal cycle.

WHY

- Performance management under the NSPS is a partnership between you and your supervisor.
- Communication with your supervisor is an integral part of the process.
- It is important that you fully understand your supervisor’s expectations.
- Regular communication will prevent surprises at appraisal time.

WHERE

PAA Parts C, H, K, N, and T – sections your supervisor will have to sign to demonstrate that performance discussions were held. Part C is shown below.

PART C - PERFORMANCE PLAN DOCUMENTATION			
The following signature blocks should be signed within 30 days from the start of the appraisal period, entrance on duty of a new employee, or upon formal change to this plan.			
1. MEANS OF DELIVERY (Enter date under method used)	a. FACE-TO FACE	b. TELEPHONE	c. OTHER (Explain):
2.a. PRINTED NAME OF RATING OFFICIAL/SUPERVISOR (Last, First, Middle Initial)		b. SIGNATURE	
c. TITLE AND ORGANIZATION			d. DATE (YYYYMMDD)
3.a. PRINTED NAME OF HIGHER LEVEL REVIEWER (Last, First, Middle Initial)		b. SIGNATURE	
c. TITLE AND ORGANIZATION			d. DATE (YYYYMMDD)
4.a. SIGNATURE OF EMPLOYEE (Receipt acknowledged. Signature does not indicate agreement or disagreement.)			b. DATE (YYYYMMDD)

WHAT TO DO

Have the required conversations with your supervisor on the following:

- Performance Planning
- Interim Review
- Additional Interim Review (if conducted)
- Closeout Assessment
- Annual Performance Appraisal
- Changes in your job responsibilities

Have as many additional conversations with your supervisor as necessary to effectively manage your performance plan.

“Communication is the critical part of the entire process. The supervisor must ensure the employee has a full understanding of the scope of their job requirements and how the performance can be measured.”

--David Dubois
CIV CNIC HQ. N9



HOW

Let's take a look at each of these conversations.

The Performance Planning “Kick-Off” Conversation

When: At the beginning of the appraisal year

Speak with your supervisor before preparing to write your job objectives. Make sure that you understand your organization's mission, goal, and exactly what results your supervisor is expecting from you to contribute to the accomplishment of those goals. Once you understand your supervisor's expectations, you can begin to develop your job objectives. Throughout the development process, continue collaborating with your supervisor to make sure you are on track and are both in agreement that your job objectives and contributing factors are appropriate and realistic.

Performance Plan Documentation

When: After you have completed PAA Part E

Documented in: PAA Part C

Once you have completed writing your job objectives and selecting your contributing factors, your supervisor must approve your performance plan. Provide your supervisor with a copy of the PAA Part E – Job Objectives and Contributing Factors.

Recommended Conversations Throughout the Year

As you implement your performance plan, think about your job objectives and the contributing factors. Do you understand them? Do they make sense? Have they changed? Performance plans are meant to be dynamic documents, reflecting what is important to the organization; if you do not understand your job objectives or if your objectives no longer seem relevant, talk to your supervisor right away.

Also, performance plans can be changed if your job objectives or organizational priorities change. Have a conversation with your supervisor as soon as you have noted any changes that should be reflected in your performance plan.

Keep in contact with your supervisor throughout your appraisal period about your performance and accomplishments.

Interim Review

When: Around mid-appraisal year

Documented in: PAA Part H

During your interim review, you and your supervisor will discuss your performance to date as it relates to your job objectives, using your interim self-assessment and your supervisor's observations as the basis for discussion. Discuss whether any changes need to be made to your performance plan and if so, how these changes will be made.

You may also want to address your developmental needs and goals.

Be prepared for this conversation. Consider ahead of time what you want to discuss and bring any relevant materials with you, such as your Employee Self-Assessment for Interim Review (PAA Part F).

You will not receive a specific rating as part of your interim review.

Closeout Assessment

When: End of the rating cycle, most likely in October

Documented in: PAA Part N

Before this conversation, you should complete and enter your self-assessment into your PAA Part L. Your self-assessment will be the major focus of this conversation.

During this conversation, you will discuss your performance throughout the year, the accomplishments you achieved, your efforts, the complexity of your assignments, and your formal self-assessment.

Do not expect your supervisor to give you a rating during this conversation. Rather, this is your opportunity to give your supervisor as much input as you possibly can to support his or her evaluation of you.

Be prepared for this conversation. Bring a variety of support information to this conversation, including copies of any relevant work products, letters of congratulation, tracking data to support your accomplishments, and other information you maintained from tracking your performance.

Beginning the New Cycle

When: End of the rating cycle

Around the same time (and possibly in conjunction with your closeout assessment), your supervisor may ask you to begin the planning process for the following appraisal year. You should follow the steps outlined earlier in this chapter and throughout this book to help you do so.

Annual Performance Appraisal

When: After the pay pool process is complete, most likely in January

Documented in: PAA Part T

During this conversation, your supervisor will share with you your rating, your written appraisal in the PAA, your shares, and their distribution. This is another opportunity for you to discuss your expectations, goals, and accomplishments during the past appraisal year.

WHAT SHOULD YOU TALK ABOUT?

Your conversations with your supervisor should focus on:

- your organization's mission and how it relates to your position;
- your job objectives;
- feedback on your performance, both positive and negative;
- any necessary changes to your job objectives as a result of changing priorities or other factors; and
- your developmental needs and goals.

Be prepared to ask questions during your performance discussions. Here are some ideas to get you started:

Mission

- How do you think I can better support our mission?
- I have read the mission and am not sure how to demonstrate that my position aligns with the mission. Would you help me?

Performance

- What do you think I do well and why?
- How do you think I can be more effective?
- Is there additional training or courses that you could recommend for me to consider and take to improve my performance?

Job Change

- My job responsibilities have changed and it appears to be a permanent change; should we update my position description or job objectives?
- Because this is a newly converted position to the NSPS, how will I know where I fit into the NSPS pay band salary initially?

Contributing Factors

- I think this job objective demonstrates _____ (insert a contributing factor). What do you think?

Job Objectives

- Is there a required or recommended format for writing the job objectives for our office?
- Here is my draft of the job objectives; I think the correct percentage of time on each job objective is __%, __% and __%. Would you agree with this?
- I'm having trouble writing my job objectives in the _____ format. Would you read this draft and give me some suggestions?

Self-Assessment/Accomplishments

- My job is not a project-based position. It is more process, customer service, and administrative focused. I don't know how to start writing about the specific accomplishments. Can you give me an example I can start with, based on what you know about my job?
- I have kept a list of accomplishments. Would you take a look and see if I have matched them well to the job objectives?

HOT TIPS



Do not expect your supervisor to give you an official rating during your interim review or during your end-of-cycle conversation.

If your job objectives are no longer relevant, talk to your supervisor right away so that your job objectives can be changed.

If your supervisor does not take the initiative to discuss your performance, you should start the conversation and ask for feedback.

Don't forget to discuss your developmental goals and needs with your supervisor.

Similar to a job interview, be prepared for your meetings. Make a list of questions or comments you would like to discuss before your meetings with your supervisor.

Performance discussions should be two-way; you are responsible for listening actively and asking questions when goals, job objectives, or feedback are unclear.

Receiving performance feedback requires:

- Active listening (concentrating, eye contact, not interrupting, asking questions for clarification, using verbal and non-verbal cues, summarizing, and paraphrasing)
- Remaining open and positive

Establish a joint and mutually agreed upon action plan to address any areas of concern.

Remember how verbal participation in high school usually improved your grade? Verbal participation in the NSPS (through conversations with your supervisor) is also likely to improve your rating, because you can learn valuable information from your supervisor about the best way to prepare your PAA and you can communicate your accomplishments to the supervisor verbally.

STEP 6

REVIEW YOUR PERFORMANCE INDICATORS AND BENCHMARK DESCRIPTORS

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors**
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

WHY

Performance Indicators and Benchmark Descriptors tell you how you need to perform to achieve the rating you want at the end of the year. They will also be key to writing your best self-assessments.

WHAT

Performance Indicators and Benchmark Descriptors are measuring sticks for performance. They are standardized and are the same for everyone in a particular pay schedule and pay band.

Performance Indicators are used to evaluate job objectives.

Benchmark Descriptors are used to evaluate contributing factors.

The Performance Indicators include two benchmark levels: Level 3 (Valued Performer) and Level 5 (Role Model). Benchmark Descriptors also describe two levels: Expected and Enhanced. If you complete the tasks required of you and meet your set goals for the year, you are most likely performing at a Level 3 and at the Expected level.

“Performance indicators are a critical part of the performance plan and are used to drive home the differences between Level 3 and Level 5 performances.”

-- THROUGH THE LOOKING GLASS: FROM MOCK PAY POOL TO THE REAL THING,
Mock Pay Pool Article for IMCOM HR NSPS Web

WHERE

Performance Indicators: PAA Part D – Performance Indicators and Descriptions and The Resume Place Keyword Tree on the CD-Rom

Benchmark Descriptors: The Resume Place Keyword Tree on the CD-Rom

PART D - PERFORMANCE INDICATORS
Performance Indicators are general descriptions of levels or thresholds of employee performance used to measure, evaluate, and score an employee's achievement of his/her job objectives.

WHAT TO DO

- When you are converted to the NSPS, your position will automatically be re-classified in the NSPS system, and you will be assigned to a pay schedule, pay band, and career group.
- When you input this information into Part A of the PAA, your Performance Indicators will be filled out for you automatically by the form in Part D.
- Use our NSPS Keyword Tree to locate your Performance Indicators and Benchmark Descriptors for your pay band and pay schedule. Read both the descriptions and the related keywords to understand these evaluation criteria.
- Discuss with your supervisor if you have any questions.

A SNEAK PEAK AT KEYWORDS

Keywords can also be used in KSAs and federal resumes when applying for Department of Defense positions.

Another reason why Performance Indicators and Benchmark Descriptors are so important is that they contain keywords you should use in writing your self-assessment. By using these words in your self-assessment to further explain your accomplishments, you will be “speaking the language” of the pay pool members, and they will better understand how to view your accomplishments. Did you accomplish all that you set out to do? Then Level 3 (Expected) will have some great keywords for you to use. Did you “contribute results beyond expectation?” Then, by all means, use the words from the Level 5 (Enhanced) to explain your accomplishments. We will go into further detail in “Step 9: Add Your Keywords.”

On the facing page are the Performance Indicators for the Standard career group, pay band 2 and the associated keywords as listed in the Resume Place NSPS Keyword Tree.

Introducing

The Resume Place's NSPS Keyword Tree™



Easy and fast reference for keywords for all Pay Bands.

Includes both descriptors and keywords from all of the Performance Indicators and Benchmark Descriptors.

Use these important keywords to improve your self-assessment accomplishment writing.

<http://www.resume-place.com/nspstree>

Performance Indicators

Level 3	Keywords
<p>Effectively achieved the stated objective, anticipating and overcoming significant obstacles. Adapts established methods and procedures when needed.</p> <p>Results were technically sound, accurate, thorough, documented, and met applicable authorities, standards, policies, procedures and guidelines.</p> <p>Planned, organized, prioritized, and scheduled own work activities to deliver the objective in a timely and effective manner, making adjustments to respond to changing situations and anticipating and overcoming difficult obstacles as necessary.</p> <p>Demonstrated high standards of personal and professional conduct and represented the organization or work unit effectively.</p>	<p>Achieved the stated objectives</p> <p>Anticipated and overcame obstacles</p> <p>Adapted established methods and procedures</p> <p>Results were technically sound, documented, and met standards</p> <p>Planned and organized own work activities</p> <p>Delivered the objective in a timely and effective manner</p> <p>Made adjustments to changing situations</p> <p>Anticipated and overcame obstacles</p> <p>Demonstrated high standards of conduct</p> <p>Represented the organization effectively</p>
Level 5	Keywords
<p>Contributed results beyond what was expected; results were far superior in quality, quantity, and/or impact to the stated objective to what would be expected at this level.</p> <p>Exhibited the highest standards of professionalism.</p>	<p>Contributed results beyond expectation</p> <p>Results were far superior in quality, quantity, and impact on objectives</p> <p>Exhibited the highest standards of professionalism</p>

THOUGHT QUESTION: What are some differences you see between the Level 3 and Level 5 Performance Indicators?



EXERCISE: A First Look At Keywords

Locate your Performance Indicators and Benchmark Descriptors in the NSPS Keyword Tree. Review the descriptions and the keyword lists. Select at least ten phrases or keywords that describe the level of accomplishment you would like to achieve this year:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Performance Indicators

Level 3	Keywords
<p>With guidance, effectively achieved the stated objective.</p> <p>With guidance, organized and prioritized own tasks to deliver the objective, adjusting work plans and overcoming obstacles as necessary.</p> <p>Demonstrated high standards of personal and professional conduct and represented the organization or work unit effectively.</p>	<p>With guidance, achieved objective</p> <p>With guidance, organized and prioritized tasks</p> <p>Adjusted work plans</p> <p>Overcame obstacles</p> <p>Demonstrated high standards of conduct</p> <p>Represented the organization effectively</p> <p>Delivered an objective</p> <p>Aligned with mission and objectives</p> <p>Anticipated and overcame significant obstacles</p> <p>Adapted established methods and procedures</p> <p>Established priorities</p> <p>Worked across projects</p> <p>Balanced work demands</p> <p>Overcame difficult obstacles</p> <p>Delivered positive outcomes</p> <p>Maintained high standards</p> <p>Represented the agency effectively</p>
Level 5	Keywords
<p>Contributed results beyond what was expected; results were far superior in quality, quantity, timeliness and/or impact to the stated objective.</p> <p>Exhibited the highest standards of professionalism.</p>	<p>Contributed results beyond expectation</p> <p>Results were far superior in quality, quantity, and impact on objectives</p> <p>Exhibited the highest standards of professionalism</p>

From the list above, see if you can insert some keywords into these accomplishment descriptions:

1. On my own initiative, I adapted and improved three existing tracking procedures to resolve several problems with relocation loan lockers and relocation materials; my efforts resulted in zero discrepancies and allowed us to better serve our customers.
2. Scheduled and held 187+ well-received counseling sessions and 15 classes related to relocation, transition assistance, and employment.
3. Following group consensus, I developed and held more than 15 safety briefings throughout the District. I assessed learning through the development of a pre and post assessment analysis that revealed more than 85% of participants gained significant new knowledge through my briefings.

STEP 7

TRACK YOUR ACCOMPLISHMENTS

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments**
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA

WHY

Keeping track of your accomplishments throughout the year is the easy way of doing a vast majority of the work of writing your self-assessment. If you keep good records, you will not have to try to recall everything you did the past year when it comes time to write your self-assessment.

WHAT TO DO

At the beginning of the appraisal year, set up a tracking system with three components:

1. Accomplishment list
2. File of important records
3. Alarm or reminder system

During the appraisal year, regularly record your accomplishments and update your file.

“Once the performance plan is set up and approved by the supervisor, it becomes the plan that will be used for your rating. So during the rating year it’s important to keep track of what you’ve been doing, so that you can address that when writing your self-assessment.”

- Gregory A. Wert
CIV USA SA, Assistant G-I for Civilian Personnel
NSPS Program Management Office

HOW

A good tracking system will have the three very important components listed earlier. Let's discuss each:

#1: List of Accomplishments

WHERE?

Keep your accomplishment list wherever you can easily retrieve and update the information.

Examples:

- Word processing file
- Excel file with columns for each objective and rows for each accomplishment item
- Email folder entitled: Accomplishments
- Paper daytimer
- PDA
- Notecards
- File folder
- Your calendar (paper or online) with major events notated throughout the week and month



WHAT SHOULD YOU RECORD?

The answer depends on the nature of your work. Some DOD jobs are project based, meaning one project after another, while others are support positions providing administrative and logistical support to the project managers and coordinators. If your job is support oriented, then you would likely keep track of your work activities. If your job is project based, then you would likely track your accomplishments.

Work Activities

Keep a record of any work activity demonstrating that you met your job objectives. It is particularly helpful to track tangible results or outcomes of your work. For example, you might track the number of:

- Phone calls you answer for a day or week
- Emails you answer in a day or week
- Emails and phone calls you receive from one customer for a day or week
- Email management strategies created to improve organization
- Updates you make in a budget per week or month
- Invoices you process in a week or month
- Dollars you spend or handle in a week or month
- Appointments you make in a month for a certain number of people
- New Excel files that you design or manage each week or month
- New communications methods to the field and contractors to improve customer services

Accomplishments

Completed *significant* assignments are particularly effective stories to use in your self-assessments. Significant accomplishments are not your daily work; rather they are:

- Controversial or otherwise difficult situations / projects
- Projects you lead
- Teams you lead to complete something in particular
- High profile situations
- Unusually large projects
- Projects subject to very short deadlines
- Big problems you solved
- Important customer service solutions
- New training you implemented
- First time assignments or those requiring creativity to address
- Those events or duties you performed that went far beyond your usual expected duties

HOW MUCH SHOULD YOU RECORD?

Keep as much information as needed to complete using the CCAR writing model for your self-assessment (see Step 8) and/or to include the facts of the story needed to write your self-assessment.

HOW OFTEN?

Update your tracking system on a regular basis, such as once every week or two. Set an appointment with yourself to perform this task, if necessary. You may record information more often when something of importance occurs or if you complete an important assignment.

HOW SHOULD YOU ORGANIZE THIS INFORMATION?

Though there are many ways to organize your accomplishment list, here are a couple of recommendations:

1. Organize by job objective or Contributing Factor
2. Create a top ten list of accomplishments

Organize by Job Objective or Contributing Factor

When you write your self-assessment, you will need to have at least one accomplishment for each job objective or Contributing Factor. If you keep your list of accomplishments organized by job objective or Contributing Factor, then your self-assessment writing is mostly done as you track throughout the year. You also will be able to easily check whether your job objectives are on-target. If you find that you have no matching accomplishments for a particular job objective or Contributing Factor, and you do not anticipate that there will be, then discuss this with your supervisor as soon as possible.

Create Your Top Ten List of Accomplishments

Simply keeping a running list of your proudest accomplishments for the year is another way to organize them. When it comes time to write your self-assessment, then you can match them with the best job objective or Contributing Factor.

An example of each of these methods is on the following pages.

CASE STUDY: Susana McIntyre

Example: Organize by Job Objectives

Susana tracked her accomplishments using an Excel spreadsheet and organized the accomplishments by job objectives.



Job Objective I: Program Management	
<i>Goals:</i>	
Collaborate with key stakeholders to develop draft revision of FRG instruction.	
Identify procedural problems in program ombudsman operations. Prepare reports and/or questionnaires identifying recommendations.	
Assess needs of isolated ombudsmen and develop strategies to provide training and education.	
<i>Accomplishments:</i>	
Contributing Factor: Technical Proficiency	
9/20	CNO stated there was an issue involving timely ombudsman reimbursements. I noticed this was a rising trend and an issue for the CNO.
11/15	Created an electronic questionnaire in an effort seek clarification of the issues
11/30	Sent it to 1,400 ombudsmen with a 45% return rate.
12/7	Team Meeting: Spreadsheet design for data management. Discussion of isolated ombudsmen, strategies for training, and education
12/15	2nd Team Meeting: Charts, data, analysis discussion
1/15	Force Master Chief meeting attended by more than 20 senior managers. Ombudsman training program presented.
3/15	Developing a fact sheet and commander's toolkit to be provided to all ombudsmen and commanding officers.

Job Objective 2: Program Development

Goals:

Manage and direct changes to the ombudsman registry. Increase ease of assigning ombudsmen and increase total number of assigned ombudsmen by 25%.

Assist in the development and implementation of two standardized advanced trainings for ombudsmen.

Plan, organized, prioritize, and schedule a working group to develop FFSP Ombudsman Coordinator desk guide.

Accomplishments:

10/1	Recognized critical trend of longer deployment needs and increased number of augmentees and longer deployment of sailors. Nov. 15th: Discussion with PM regarding Navy families are not getting their needs met and feeling uncared for by the Navy.
11/1	Discovered Reserve and Recruiting command ombudsmen are not attending OBTT due to command funding issues
11/15	Modified the deployment module to educate Ombudsmen. Rolled out.
12/15	Collaborated with other FFSP staff to develop a modified deployment module for OBTT to educate ombudsmen..
1/3	Data outreach from stakeholders; developed a new training module.
2/15	Presented new training materials; drafted materials for webinar.
4/23	Ombudsmen training. All Ombudsmen are now trained to communicate with Command IA Coordinators and FFSC Individual Deployment Specialist. March 1st - two in-depth analysis of our programs. The analysis was sound, documented, and met training standards.

Job Objective 3: Customer Support

Goals:

Respond within one business day to all requests for Ombudsman responses, even if response is in progress or needs clarification.

Answer all ROAB action items within one month of holding OPAG meeting.

Schedule two webinars monthly on Ombudsman Program.

Accomplishments:

12/1	Created and posted the COT webpage.
1/5	Led first webinar.
1/10	Cross-functional support team meeting with the Reserve Force Family Support Program Manager and together as a team.
2/3	The Reserve unit ombudsmen training

Example: Top Ten List of Accomplishments

These accomplishments are simply kept in a Word file and updated when new significant accomplishments are achieved. Accomplishments written here are the first drafts of Interim and Annual Self-Assessments. You can see the entire self-assessment with more details in the self-assessment samples at the end of the book and on the CD-ROM.

Sherry Chavez, Equal Employment Opportunity Specialist
Standard, Professional / Analytical, YA-260-2
US Army Garrison, Ft. Huachuca

Mission: Develop and retain the best leaders and most professional workforce to accomplish organizational goals and objectives. Optimize resources and employ innovative means to provide premier facilities and quality services. Be a streamlined, agile organization that is customer-focused and results-driven in support of current and future missions. Build and sustain a state-of-the-art infrastructure to support readiness and mission execution and enhance the well-being of the military community.

1. IDENTIFIED AND ADDRESSED THREE PROBLEMS REQUIRING DECISION by EEO Officer. I identified and analyzed three issues confronting the EEO office. These issues were MD-715 deficiencies, a problem with the Workforce Recruitment Program, and the lack of current information on the EEO intranet site. For each of these three issues, I developed a detailed written paper identifying the issue with a problem statement, provided analysis of the problem, possible courses of action, and a recommendation. In each instance, my analysis demonstrated my knowledge of the EEO discipline and the EEO Officer accepted my recommendation.
2. COMPLETED FIVE IMCOM-W and FOUR GARRISON SUSPENSES. During this rating period, I received, analyzed, and completed a total of nine high profile suspense items. In all instances, my analyses were thorough and reflected my technical expertise in the EEO area. In addition, my work was submitted on time and within the requested timeframe. I received positive feedback on my work and the office's reputation for dependability and expertise was reinforced.
3. CONDUCTED THREE SUCCESSFUL MEDIATIONS. While conducting the first mediation, it became clear that the wrong individuals were sent for mediation. Using my skills of persuasion, I got the right parties to the table and resolved a longstanding issue to everyone's satisfaction, thus increasing productivity, saving employee time, and reducing management frustration.
4. COMPLETED BARRIER ANALYSIS FOR SIX MAJOR TENANTS. In three months, I performed a detailed and incisive barrier analysis for six major tenants. These analyses had been assigned to former colleagues, but had never been completed. My analysis addressed each tenant's commitment to EEO policies and principles in recruitment, hiring, and promotion of a diverse population, including those with disabilities. Once the analyses were completed, I prepared and presented customized briefings on the results and my recommendations to each Commander/Director. My work was consistently praised; I received generous praise from Major General Custer on the quality of my analysis and the usefulness of my recommendations.

5. ENGAGED IN EXTENSIVE OUTREACH TO THE LOCAL EEO COMMUNITY. I identified and reached out to other federal SEP program managers and their supervisors. During the rating period, I met with three SEP managers and scheduled meetings with three others. My outreach has been well received.
6. SELECTED AS FEDERAL EMPLOYEE OF THE YEAR by the Southern Arizona Council of Hispanic Employment Managers; nominated for inclusion in the 2007/2008 Cambridge Who's Who Among Executive and Professional Women Registry. I also received compliments from the Deputy CDR, CPAC Director, and NETCOM EEO Manager on my MCRP initiatives. These awards recognized my contributions and promoted the Garrison as a top workplace to the public and supported our mission to build and sustain a state of the art infrastructure and develop and retain the best leaders.
7. REPORTS COMPLETED ON TIME; I completed all required reports on time and consistent with requirements.
8. TEAM LEADER OF MINORITY COLLEGE RECRUITMENT PROGRAM (MCRP). I worked closely across disciplines to identify realistic goals and established effective relationships with two local colleges which serve large Hispanic populations. I worked with the webmaster to create an enticing and effective website to promote our program. One of the colleges was so impressed with the website that they put a link to it on every desktop in their computer lab! In addition, IMCOM-W submitted the website as one of their Top 5 initiatives to the Regional Director one quarter. I also created a brochure to promote our MCRP, placing it in strategic areas both on and off-post. Finally, I partnered with one of the colleges and participated in a highly successful employment fair. By working with my committee, I borrowed two Presidential Management Fellows to help me work the fair and share their experiences. The fair was attended by more than 600 and the visibility of Fort Huachuca was greatly enhanced by our participation.
9. SELECTED TO MAKE A PRESENTATION AT THE NATIONAL CONFERENCE OF THE SOCIETY OF THE AMERICAN INDIAN GOVERNMENT EMPLOYEES (SAIGE). My presentation was successful and again promoted Fort Huachuca as an employer of choice. In recognition of my presentation and other work to partner, support, and advance employment opportunities for the American Indian population in the State, my EEO office was recognized by DOD as having the Best Practice on American Indian Program. This was another Top 5 initiative presented to the Regional Director.
10. ANALYZED FIVE INTERNAL OPERATIONS; recommended improvement in four. I identified and analyzed five internal operations. My analyses were complete, presented on time, and in the required format. IDENTIFIED AND COMPLETED THREE MAJOR INITIATIVES including 1) the MCRP website, 2) the MCRP brochure, and 3) a redesign and update of the EEO intranet website. Through my analysis, I identified a discrepancy between the public internet site and the agency's intranet site; the issuances on the public site were up-to-date; the policies and issuances on the internal intranet site were from 2005. By identifying this issue and working closely with the webmaster, I was able to ensure that employees had access to updated and current information, improving their knowledge base and supporting our mission to build and sustain a state of the art infrastructure. Also, I authored three articles on a variety of EEO issues for publication on the EEO intranet site; these articles have been accepted and are awaiting publication.

#2: File of Important Records

If you keep a written record of your accomplishments, it is also recommended that you keep a file of other important records, such as work products that you develop, especially those that relate to your job objectives.

Keep emails, letters, and memoranda that praise your performance or your role in a high profile or complex project.

Keep anything that measures your work and job objectives, whether it is due dates, error rates, or budget reconciliations. These records will be particularly important for your self-assessments. If there are no automated systems that track your measures, you may need to create one so that you can demonstrate that you achieved the measures in your job objectives.

Record significant conversations with your supervisor. Following your interim review or similar conversations, be sure to make a note to the file documenting what was said so you can remember it later.



#3: Alarm or Reminder System

If remembering to regularly track your accomplishments will be difficult for you, then you could set up an alarm or reminder system to help you.

Some ideas:

- Identify another regular task that you will do this task with, such as your timesheet.
- Just as you begin every day with planning your day, end every day with summarizing what you did.
- Make an appointment with yourself to do this task.
- Create your own NSPS Desk Poster to keep in front of you while you work. See samples on the following pages. Samples are included in full color on the CD-Rom.

NSPS Reminder Desk Posters can be fun!
Add a photo of your children, favorite vacation place, pet, or hobby so that your eye will go to the reminder poster everyday!



NSPS Desk Poster

Reminder for Objectives and Measures

Tony Hoyer-YD-830-2, Mechanical Engineer



Vacation Goal: San Francisco Bay

Mission: Develop, deliver, and sustain aircrafts, weapons, and systems on time and at cost with proven capability and reliability so they succeed in every mission and return safely home.

My No. 1 Job Objective:

Support engineering designs of Aircraft Utility Actuation, general Mechanical Actuation subsystems and mechanisms in the design, evaluation, and consequent integration of these systems into aircraft.

Measures: Conduct and share thorough and relevant research with NAVAIR engineering, sponsors, and fleet personnel. Review and analyze test plans; provide comments and recommendations in a timely manner. Make data analysis logical, identify anomalies, and support recommendations by data shared. Identify and share potential opportunities to substitute parts, make material changes, and implement new manufacturing processes. Identify opportunities for cost reductions and efficiency increases. Respond to requests for actions; active participant in engineering investigations.

Keep a List of Measures !!!

NSPS DESK POSTER

What Have I Accomplished?



*NSPS Watchdogs:
Sunny and Bernie*

Bonny Lambert-YB-318-2

**Secretary (O/A)
Naval Construction Battalion Center**

Mission: Enable warfighter readiness by mobilizing, training, outfitting and supporting military expeditionary forces

Objective 1:

S—Provide secretarial and scheduling support

Contributing Factor: Communication

Objective 2:

S—Manage administrative matters, coordinate travel, and perform timekeeping

Contributing Factor: Technical Proficiency

Objective 3:

S—Implement protocol and customer service

Contributing Factor: Communication

The Navy on the
Mississippi Gulf Coast 2007



EXERCISE: Top Ten List

Write three accomplishments to start your own Top Ten here:

1.

2.

3.

STEP 8

DRAFT YOUR SELF-ASSESSMENT

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
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- Step 10: Complete the PAA

“Employee Self-Assessments: Encourage employees to describe how their job objectives were met or exceeded.”

- NSPS HQMC Spiral 1.2 Mock Pay Pool Snapshots & Lessons Learned, Robert Collinworth, NSPS Program Manager, Spiral 1.2 HQMC

WHAT

The self-assessment is your written description of your accomplishments in relationship to the job objectives in your performance plan. In other words, you get to tell how well you think you met the job objectives you set in the beginning of the year.

You have the opportunity to prepare two self-assessments: one for your interim review and the second for your annual appraisal.

WHY

- Your self-assessment is YOUR opportunity to tell YOUR story.
- You know most about what you did, how you did it, and what obstacles you overcame to achieve your results.
- Your supervisor will use the information in your self-assessment to prepare the supervisory appraisal.
- The pay pool panel members will review your self-assessment along with your supervisor’s appraisal in determining your rating, shares, and distribution.

WHERE

PAA Part F - Employee Self-Assessment for Interim Review

PAA Part O - Employee Self-Assessment for Annual Performance Appraisal (most important section)

PART O - EMPLOYEE SELF-ASSESSMENT FOR ANNUAL PERFORMANCE APPRAISAL

(Voluntary but strongly encouraged)

WHAT TO DO

Get out your accomplishments. Use a word processing program to develop your self-assessment. Do not create your draft in the PAA form itself.

Write about your accomplishments in one of these three recommended formats:

CCAR (Context/Challenge/Action/Results) Format

- What: For telling the story around a major accomplishment using a set format. Select one or two accomplishments per job objective.
- Pros: Organized - helps you make sure you communicate all the critical information
- Cons: Lengthy - could be difficult to write

Paragraph Format

- What: For telling the story around a major accomplishment without a set format. Select one or two accomplishments per job objective.
- Pros: May be easier to write than CCAR
- Cons: Information might not be as organized or easy to read as CCAR

List Format

- What: Listing a number of accomplishments for a job objective
- Pros: Good if you have many smaller accomplishments
- Cons: Not good for explaining a major accomplishment

Be sure to demonstrate how your accomplishments made your organization better by describing the tangible benefits, such as cost savings to the organization or a solution that enables employees to perform better.

Include examples of how you also demonstrated the contributing factors for each job objective.

Check that your self-assessment is the right length; the maximum character count is 4,000 characters for your interim self-assessment and 8,000 characters for your annual self-assessment. Be aware that in “Step 9: Add Your Keywords” you will be adding additional words/characters to your self-assessment before it is considered the final product.

Input your self-assessment into your PAA by the deadline set by your supervisor.

HOW

The three self-assessment writing formats presented here are basically the same as the three styles described in *The Federal Resume Guidebook, 4th Edition* for writing KSAs: Narrative CCAR KSAs, Example KSAs, and List KSAs. These formats have all been successfully used to describe accomplishments in writing and will also work for the NSPS self-assessment within the 8,000 characters length allowed.

CCAR Format

The CCAR format for writing accomplishments is well proven. For years, federal employees have been writing their best work experiences in the CCAR formula for KSAs, preparation for behavior-based interviews, and even resumes. This formula is simply a story-telling format. See the definitions below:

Context: Describe the conditions under which you achieved your job objectives. If you had short timelines or changing demands, and you were still able to complete your work satisfactorily, point that out. Describe what you did during the year to create the results you achieved.

Challenge: What was the challenge of this accomplishment or project?

Action: What actions did you take to manage this project? Use the personal pronoun “I” here.

Results: Describe what you accomplished. Be specific when writing your self-assessment. Add numbers if you can to demonstrate savings of time or money. Add quantities to help the supervisor and pay pool administrator understand the scope of your accomplishment and results. Don’t leave it up to others to presume your contribution. If you feel you exceeded the expectations for the objective, say so and explain how.

Accomplishment Builder™

**Performance Management
Self-Assessment
Accomplishment Builder**

Welcome to the FREE Resume Place, Inc. Accomplishment Builder™

Designed to help you write a draft of your most significant accomplishments. Your content can be copied into appraisal forms and other required formats based on your agency instructions. Ideal for NSPS PAA Forms. Copy and paste your accomplishments into Parts D, M, I, O.

Builder Features:

- This is free for everyone – from The Resume Place, Inc.
- Okay to Save and Return!
- Preview of your file is available!
- Okay to copy and paste this content into your own Word Processing Software.

It is acceptable to use the CCAR formula in the PAA; in fact, you can enter your self-assessment by noting the C, C, A, and R like our case study examples.

You can also use our simple NSPS Self-Assessment Accomplishment Builder to write your accomplishments in the CCAR formula. http://www.resume-place.com/nsps_builder/

Example: CCAR Format

Here is an example of how Tony Lambergini wrote his accomplishment in the CCAR format. We will also show you in the paragraph format in the next section.

Tony Lambergini, Air Force Customer Account Manager, YA-301-3
Standard, Professional / Analytical
Defense Logistics Agency

Job Objective 1

To enhance direct retail and wholesale customer support to NASA's Air Force Space Shuttle Operations, including supporting one space shuttle per year, in addition to supplying more than \$250 million in supplies and materials per year. To increase supplies for the Air Force operations by 10% and reduce delivery times by 25% from an average of 90 days to 60 days.

Context

In the second quarter of fiscal year 2008, I was contacted by Supply Specialists at _____. They requested my assistance in resolving a complex parts movement problem that was negatively impacting the accomplishment of NASA's mission. As the Air Force Customer Account Manager, I am often called upon to resolve the most complex customer service issues for wide range of Air Force customers. The Supply Specialist from Denver was concerned because parts were not arriving in time for their pre-space launch mission.

Challenge

Parts were not reaching the Supply Specialists because orders faced an unnecessary delay in shipment. Several members of the Denver team had been working on this issue for several weeks without resolution. Two parts, in particular, were causing a significant problem. I worked quickly to identify the source of the shipping problem in order to ensure the pre-space launch mission occurred on time.

Action 1

To address this problem, I initiated outreach to various stakeholders and decided to establish an Integrated Process Team with high-level agency representation from Headquarters of DLA, DLIS, DSCR, AFSPC, and Patrick Air Force Base to work across the full length of the supply chain. This was a new approach to problem solving but I felt that given the urgency of the issue, a creative approach was required. I initiated the team concept and worked closely across organizational lines to engender support for my approach. I was able to secure approval and worked quickly and effectively to build and lead this team in identifying the source of the supply problem and creating a solution. I proactively communicated and coordinated a series of teleconferences to discuss the issue and set mutually acceptable expectations.

Action 2

I led the team in several problem-solving activities using Lean Six Sigma concepts. After leading the team in problem solving, I was able to identify a cataloging problem. Employees at the Distribution Center were unable to process orders in a timely manner because of a complex parts identification protocol, which did not meet the needs of the customer and caused confusion. Together we identified potential solutions to address the problem.

Action 3

As part of my further analysis on this issue, I communicated with the customer and discovered that they were not requesting parts consistent with their expectations. This conflict between processing directives and ordering expectations delayed three missions, costing an approximate loss of \$ ____.

Action 4

Ultimately, I directed the team to meet the needs of the customer by directing Lockheed Martin to ship directly, as well as changing the contract to enable this.

Result

The Supply Specialists in Richmond were able to rewrite the contract and receive approval in less than two months. In doing so, this reduced customer wait time by three months, on average. I met my objective to provide customer support to NASA Space Shuttle Operations and reduce delivery times by 25%. I also increased Air Force supplies by 13%, exceeding my goal.



EXERCISE: CCAR Analysis

Fill in the blanks with the appropriate description of the CCAR formula for the following accomplishments: Context, Challenge, Action, Results

Job Objective 1:

S—EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

M—Monitor the flow of incoming sailors on a continuing basis. Order and receive materials and supplies. Materials ordered are consistent with budget and received on a timely basis. Improve tracking procedures to resolve several problems with relocation loan lockers and relocation materials. Training resources meet needs and are available for returning sailors and family members who are separating or retiring from the Navy. Increase resources provided despite declining budget availability. Customer feedback is positive.

Self-Assessment:

I exceeded job objective 1 through the following examples:

_____ PROCESS IMPROVEMENTS TO MEET GROWTH
IN POPULATION

I improved the ordering process and eliminated the late arrival of supplies by _____ researching alternatives and developing a quick reference listing of contract vendors. This facilitated a more expedient ordering process to assist our customers. I conducted outreach to research needs and develop collaborative relationships with local vendors and agencies. _____ Through outreach, I improved our resources and obtained 500+ copies of telephone directories, relocation information, and visitors guides from newly identified community sources. This helped ease their transition and acclimate more quickly and comfortably. I expanded transition center training programs 25% from the previous year. Through planning and careful utilization of materials, I increased resources despite declining budget availability.

_____ TRANSITION TRAINING AND SERVICE MATERIALS

_____ Scheduled and held 187+ well received counseling sessions and 15 classes related to relocation, transition assistance, and employment. Provided timely and accurate advice and assistance; _____ adjusted content to meet individual needs. _____ Effectively monitored and tracked response to program content. Achieved 95% customer satisfaction rating.

Paragraph Format

You can also write your best accomplishment examples without the CCAR format. Simply tell your story in a paragraph format, perhaps in chronological order. The same key storyline elements would be included in both the CCAR and paragraph formats, but you may find this format more natural or easier to use.

Let's see how Tony could have rewritten his accomplishment in the paragraph format instead of the CCAR format.

Tony Lambergini

Self-Assessment for Job Objective 1:

RESOLVED SPACE SHUTTLE PARTS MOVEMENT PROBLEM AND REDUCED DELIVERY TIME: In the second quarter of fiscal year 2008, I was contacted by Supply Specialists at NASA. They requested my assistance in resolving a parts movement problem. Parts were not arriving in time for their pre-space launch mission because orders faced an unnecessary delay in shipment. Two parts, in particular, were causing a significant problem.

I discovered this conflict between processing directives and ordering expectations causing a delay of three missions and an approximate loss of millions of dollars. I worked quickly to identify the source of the shipping problem in order to ensure the pre-space launch mission occurred on time.

ESTABLISHED AN INTEGRATED PROCESS TEAM: To address this problem, I established an Integrated Process Team that consisted of members from Headquarters of DLA, DLIS, DSCR, AFSPC, and Patrick Air Force Base to build this team, establish the priorities of the research, identify the supply problem, and create a solution. I coordinated a series of teleconferences to discuss the issue. After some discussion with the team, I identified a cataloguing problem. Employees at the Distribution Center were unable to process orders in a timely manner because of a complex parts identification protocol, which did not meet the needs of the customer and caused confusion.

RESULTS: Ultimately, I led the team to a positive outcome meeting customer needs by directing the supplier to ship to the customer directly. I also directed that the contract be changed to enable this. The contract was rewritten and received approval in less than two months. In doing so, this reduced customer wait time by three months, on average. This problem solved contributed to the success of the supply service provided to NASA. I met my objective to provide customer support to NASA Space Shuttle Operations and reduce delivery times by 25%. I also increased Air Force supplies by 13%, exceeding my goal.

Thought question:

From this example, which format (CCAR or Paragraph) is easier for you to read?

Which do you think would be easier for you to write?

List Format

When you use this format, provide a list of accomplishments to demonstrate how you met your job objective. This list should include the name of the project or item, plus a short description. Include tangible results of either individual accomplishments or all of the accomplishments cumulatively.

David Morgan

Work and Family Life Specialist, YA-101-2

Standard, Professional / Analytical

Fleet & Family Support Center, NAS Lemoore, CA

Job Objective 1 --EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

- Reorganized and inventoried all Relocation Loan Locker and Relocation materials using established tracking procedures.
RESULT: Ensured records matched exactly to materials on-hand.
- Utilized purchase procedures to buy 15 new loan lockers as well as kitchen and other materials (e.g., irons, pots/pans, dishes, silverware, sleeping mats, etc.) to fill them due to increased number of military personnel and dependents who reported to Naval Air Station, Lemoore, CA.
RESULT: More loan lockers were available to meet this increased demand.
- Researched and developed a quick reference listing of government contract vendors to order new supplies.
RESULT: Facilitated a more expedient ordering process.
- Obtained over 500 Telephone Directories, Relocation Information, and Visitors Guides from the local central valley community to several different cities in the local area. Provided newly-reporting personnel centralized information, guidance, and resources throughout the Central Valley located at FFSC.
RESULT: Met anticipated needs of incoming personnel.
- Scheduled over 187 one-on-one counseling sessions and 15 classes in regards to relocation, transition assistance, and family employment in Microsoft Outlook Calendar, FFSMIS, and Class Roster. Effectively monitored and tracked accountability of time management.
RESULT: A 95% customer satisfaction rating.
- Successfully completed the Ten Steps to a Federal Resume Certified Instructor Course, Annual Job Trainer's Conference, and over 8 mandatory training courses, i.e., IA Awareness, Safety, Resume, NSPS, and various Microsoft programs.
RESULT: Exceeded training requirements by 25% and ensured internal and external customers received up-to-date information as per program Standard Operating Procedures.

HOT TIPS



Your self-assessment will be read by people who may not be familiar with your job duties. Be sure to make it thorough and jargon-free.

Write at least one accomplishment for each job objective, and identify clearly which job objective an accomplishment supports.

Character count for interim self-assessment is 4,000.

Character count for annual self-assessment is 8,000.

Don't forget to address the relevant contributing factors when writing your self-assessment.

Make the connection between what you achieved and how it helps the organization accomplish its mission.

Highlight your results!

Use "I" in describing what you did—it's about YOUR work, not your teams'.

Don't be late in inputting your self-assessment into the PAA; you want to make sure that it receives full consideration.

Be specific about your accomplishments, so that your reviewers do not have to make assumptions about your contributions.

Write your self-assessment in Word (or other word processing program), then copy and paste it into the PAA after you have completed the self-assessment in "Step 9: Add Your Keywords."

Note that you may lose formatting from Word when you paste your work into the PAA, so it is recommended that you use dashes or asterisks instead of bulleted lists.

CASE STUDY: Susana McIntyre



Let's see how Susana wrote the first draft of her self-assessment in the GOALS format.

Susana McIntyre, Ombudsman/FRG Coordinator, YA-343-2 Standard, Professional / Analytical Commander Navy Installations Command Family Readiness Programs

JO1 - Program Management

My team and I have responded to all program management and technical line program / Ombudsman related website feedback questions and suggestions. All feedbacks were answered 100% of the time within one business day; I have met this measure.

Goal specific accomplishments include:

- **IMPROVED TIMELY OMBUDSMAN REIMBURSEMENTS.** In 9/07, CNO stated there was an issue involving timely ombudsman reimbursements. I created an electronic questionnaire in an effort seek clarification of the issues and sent it to 1,400 ombudsmen with a 45% return rate. I created an effective spreadsheet from the raw data from approximately 650 questionnaires within 10 days. I wrote a detailed summary of the results and presented the information to the Program Manager (PM). I recommended that a fact sheet be developed to clarify the processes involved.
- **RESULTS:** The PM was pleased with the thoroughness of my analysis, as well as my recommendations and distributed and discussed my findings at a Force Master Chief meeting attended by more than 20 senior managers. It was so well received that it was made available to all Fleet and Force master chiefs and Regional Commanders who now have an increased knowledge of the difficulties ombudsmen have with receiving reimbursements. My work on this project, thus far, resulted in an improved process and better customer satisfaction, two important goals of the FFSC.

JO2 – Program Development

My team and I have executed program development improvements including servicing the individual augmentees and supporting the longer deployment situations. I have met and exceeded this measure.

Goal specific accomplishments include:

- **MET LONGER DEPLOYMENT NEEDS.** With the increased number of individual augmentees and the longer deployment of sailors, there has been increased stress and concern for family members.
- Navy families were not getting their needs met and feeling uncared for by the Navy. Reserve and Recruiting command ombudsmen were not attending OBT due to command funding issues and therefore, not receiving the updated IA OBT training.
- **MODIFIED THE DEPLOYMENT MODULE TO EDUCATE OMBUDSMEN.** In response to my identification of concerns regarding Navy families not feeling supported, I established methods and procedures in place to improve services.
- I sought out and collaborated with other FFSP staff to develop a modified deployment module for OBT to educate ombudsmen. I analyzed IA deployments and the need for ombudsmen to contact



IA families, as well as working with the command to identify IA families. I realized that more training and outreach was needed for this expanded community.

- **DATA OUTREACH FROM STAKEHOLDERS; DEVELOPED A NEW TRAINING MODULE.** Using the specific data I gathered from my outreach to stakeholders, I developed the modified module and worked collaboratively with FFSP IA subject matter experts to address the identified concerns.
- **PRESENTED NEW TRAINING MATERIALS.** Additionally, I identified the immediate need to present the new training materials to the COTs and took the initiative to prepare the information in four webinars. I maintained a list of COTs who attended the webinars and requested and taught two additional webinars to ensure all COTs had the opportunity to learn the new materials.
- **OMBUDSMEN TRAINING.** All Ombudsmen are now trained to communicate with Command IA Coordinators and FFSC Individual Deployment Specialist to ensure that all IA family members are contacted monthly and provided the IA Family Connection newsletter. My efforts supporting this program have furthered FFSC's mission by helping our families and members feel more connected to Navy programs and a vital part of the Navy family.
- During this rating period, I had the opportunity to write two in-depth analyses of our programs.
- **RESULTS:** My analyses and recommendations demonstrated research across FFSC programs, identified best practices, and included several recommendations to better meet our families' needs. My recommendations were well received.
- Anticipated results include the development of a modified OBT program taught virtually, increasing the number of trained ombudsmen Navy-wide.

JO3 – Customer Support

I have exceeded the job objective so far this rating period. I have supported Ombudsman training, communications, and analysis projects efficiently and effectively. I have met and exceeded this measure.

Goal specific accomplishments include:

- **CREATED A COT WEBPAGE.** In a proactive effort to share materials, I suggested and received authorization to create a COT web page and made available the module and PowerPoint presentation for all COTs.
- Both the webinars and the materials were very well received; both formal and informal feedback from the participants and other stakeholders indicated that the material was timely, up-to-date, and helped them in the performance of their mission.
- **CROSS-FUNCTIONAL SUPPORT WITH RESERVE FORCES.** Additionally, I worked as part of a cross-functional team with the Reserve Force Family Support Program Manager. We proposed a modified OBT for reserve unit ombudsmen. I made the decision to include the Recruiting command ombudsmen in this proposal because recruiting command ombudsmen were not always able to attend OBT due to funding and residing in remote locations. My recommendation addressed concerns by the ombudsmen and did not require the expenditure of additional resources, while furthering the mission to support our troops.
- **RESULT:** The Reserve unit ombudsmen training made a difference in achieving objectives for the reserves forces.

STEP 9

ADD YOUR KEYWORDS

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords**
- Step 10: Complete the PAA

WHY

Keywords are the catch phrases that your supervisor and the pay pool panel members will be looking for when reading your self-assessment and evaluating your performance. The keywords are particularly important for the panel members, because they may not be as familiar with your particular job function or accomplishments as your supervisor. During the review period, pay pool panel members will be reading a number of self-assessments within a short period of time. Your self-assessment will stand out from the crowd if you can help the panel members quickly identify how your accomplishments match up to the NSPS standardized criteria—by using your keywords.

Therefore, YOU SHOULD INCLUDE KEYWORDS in your self-assessment. Do not skip this step!

WHERE

Keywords come from your:

- Mission
- Job objectives
- Performance Indicators
- Contributing Factors

Here is a summary table of where to find your keywords:

Type of Keyword	Where to find
Mission	“Exercise: Aligning Your Mission,” page 19
Job objectives	Your job objectives, PAA Part E, particularly in measures and timelines
Performance Indicators	PAA Part D or NSPS Keyword Tree
Contributing Factors	NSPS Keyword Tree

WHAT TO DO

If you have completed the previous steps in this book, you have already identified your keywords.

Make sure to also review the original documents and descriptions to help you use the keywords in the proper context.

After you have completed “Step 8: Draft Your Self-Assessment,” go back through your self-assessment and insert appropriate keywords directly into the self-assessment.

DEMONSTRATING KEYWORDS AND SKILLS

Some keywords in the Performance Indicators and Benchmark Descriptors for Contributing Factors will be demonstrated, not written in your accomplishments as keywords. For instance, you can't write “demonstrated high standards of conduct.” Instead, you will have to demonstrate this with your accomplishment. Also, it could be inappropriate for you to write “exhibited highest standards of professionalism,” so keep this in mind when you are writing your accomplishment. [Note: The keywords / phrases mentioned here are taken from Performance Indicator Professional/Analytic Group, Pay Band 2 descriptions.]

The self-assessment samples in this book contain keywords from Expected and Enhanced levels of Performance Indicators and Contributing Factors.

See the **blue keywords** in the case studies.

HOTTEST KEYWORDS IN NSPS

The hottest keywords come from the group with the largest number of DOD employees: the Standard Career Group/Pay Band 2, and the Scientific and Engineering Career Group/Pay Band 2, including pay schedules YA and YD. When you write your accomplishments, try to integrate keywords and hit the Level 3 and Level 5 descriptions with your examples.

Professional / Analytical -- Band 2

Performance Indicators

Level 3	Level 5
Achieved the stated objectives	Contributed results beyond expectation
Anticipated and overcame obstacles	Results were far superior in quality, quantity, and impact on objectives
Adapted established methods and procedures	Exhibited the highest standards of professionalism
Results were technically sound, documented, and met standards	
Planned and organized own work activities	
Delivered the objective in a timely and effective manner	
Made adjustments to changing situations	
Anticipated and overcame obstacles	
Demonstrated high standards of conduct	
Represented the organization effectively	

If it is difficult to integrate these long phrases, you can think about shortening them even more. For example:

Short Version, Level 3

Achieved objectives
Obstacles
Establish methods
Results
Deliver objectives
Changing situations
Overcome obstacles
Standards
Representation

Short Version, Level 5

Results beyond expected
Results far superior
Quality, quantity, and impact on objectives
Highest standards of professionalism

Here are a two Benchmark Descriptor keywords for the same group of employees:

Professional / Analytical -- Band 2

Benchmark Descriptors: Technical Proficiency

Expected	Enhanced
<p>Applied substantive knowledge and skills</p> <p>Used appropriate technology or tools</p> <p>Independently performed a full range of assignments</p> <p>Moderately complex work activities</p> <p>Acquired, developed, and maintained relevant job skills</p> <p>Stayed up-to-date in specialties</p> <p>Applied this knowledge to improve own performance</p> <p>Contributed to work unit performance</p> <p>Demonstrated understanding of the organization's mission, functions, values, policies and procedures, and internal and external factors that affect the organization</p> <p>Sought out opportunities to contribute to organizational objectives and priorities</p>	<p>Applied depth and breadth of knowledge</p> <p>Independently performed well</p> <p>Complex or varied assignments</p> <p>Took initiative to improve technical knowledge and skills</p> <p>Increased ability to contribute to the mission</p> <p>Frequently consulted by others because of organizational understanding</p> <p>Sought out and capitalized on opportunities to contribute to organizational goals</p>

Professional / Analytical -- Band 2

Benchmark Descriptors: Communication

Expected	Enhanced
<p>Sought other's ideas</p> <p>Actively listened to others' questions and concerns</p> <p>Showed respect for diverse viewpoints</p> <p>Carefully considered diverse viewpoints</p> <p>Crafted clear and organized responses</p> <p>Followed up to ensure understanding</p> <p>Communicated moderately complex information</p> <p>Communicated in an accurate, clear, concise, comprehensive, well-organized, and timely manner</p> <p>Tailored communication style for audience</p> <p>Customized communications to audience's needs and level of understanding</p>	<p>Adeptly read interpersonal interactions and nonverbal cues</p> <p>Adjusted own behavior to more effectively communicate with others</p> <p>Prepared and delivered communications of exceptional technical quality</p> <p>Recognized by peers, supervisors, and/or customers</p> <p>Communicated complex information</p> <p>Range of audiences</p> <p>In a manner that facilitates understanding</p>

CASE STUDY: Susana McIntyre Before and After Adding Keywords



Let's see how to add keywords to Susan's draft self-assessment. We have included all of the background documents here for review and easy reference as you compare the before and after self-assessments.

Susana McIntyre, Ombudsman/FRG Coordinator, YA-343-2 Standard, Professional / Analytical Commander Navy Installations Command Family Readiness Programs

CNIC Mission: CNIC enables and sustains Fleet, Fighter, and Family readiness through consistent, standardized, and reliable shore support. CNIC's role as a Supporting Commander evolves into the Supported Commander when directed.

CNIC-N9 Mission: The Fleet & Family Readiness (N9) portfolio provides a wide variety of essential Quality of Life programs and services that are a catalyst for maximizing the physical, intellectual, emotional and social development of The Navy Family at the right time, the right place and the right cost.

CNIC-N911 Mission: The Fleet & Family Support Program (N911) provides customer focused, consistent and efficient programs and services to sustain the Navy mission through individual and family, deployment, and disaster preparedness.

Vision: Achieve and sustain world class Programs and Services that enhance quality of life, foster a sense of community and contributes to the Fleet, Fighter, and Family readiness.

Performance Indicators and Benchmark Descriptors for Susana (Professional/Analytic Group, Pay Band 2) are listed on the previous page.

Job Objectives

JO1: PROGRAM MANAGEMENT

Provide expertise, oversight, guidance, and assistance through consultation and training to FFSC Ombudsman Coordinators, Commanding Officers, and ombudsmen. Coordinate tasks with Navy Region, as appropriate in supporting Navy FFSP Ombudsman and Family Readiness Groups responding within prescribed time requirements to all CNIC, SECNAV, CNO, and OSD data calls with information that reflects the FFSP mission, vision, strategies, and supporting goals.

Goals:

- Collaborate with key stakeholders to develop draft revision of FRG instruction.
- Identify procedural problems in ombudsman operations. Prepare reports and questionnaires identifying recommendations.
- Assess needs of isolated ombudsmen and develop strategies to provide training and education.

Contributing Factor: Technical Proficiency

JO2: PROGRAM DEVELOPMENT

Provide policy/program data analysis and management expertise including resource planning and development for the Navy FFSP Ombudsman Program and Family Readiness Groups to ensure a high quality, flexible support program to serve sailors and their families.

- Manage and direct changes to the ombudsman registry. Increase ease of assigning ombudsmen and increase total number of assigned ombudsmen by 25%.
- Assist in the development and implementation of two standardized advanced trainings for ombudsmen.
- Plan, organize, prioritize, and schedule a working group to develop the FFSP Ombudsman Coordinator desk guide.

Contributing Factor: Critical Thinking

JO3: CUSTOMER SUPPORT

Providing technical expertise and consultation on policy interpretation to all customers utilizing FFSP programs to include Navy FFSP Ombudsman Program and Family Readiness Groups.

- Respond within one business day to all requests for Ombudsman responses, even if the response is in progress or needs clarification.
- Answer all ROAB action items within one month of holding OPAG meeting.
- Schedule two webinars monthly on Ombudsman Program.

Contributing Factor: Communication

SUSANA MCINTYRE: JOB OBJECTIVE I

BEFORE

JO1: PROGRAM MANAGEMENT

My team and I have responded to all program management and technical line program / Ombudsman related website feedback questions and suggestions. All feedbacks are answered 100% of the time within one business day; I have met this measure.

Goal specific accomplishments include:

- **IMPROVED TIMELY OMBUDSMAN REIMBURSEMENTS.** In 9/07, CNO stated there was an issue involving timely ombudsman reimbursements. I created an electronic questionnaire in an effort seek clarification of the issues and sent it to 1,400 ombudsmen with a 45% return rate. I created an effective spreadsheet from the raw data from 650 questionnaires in 10 days. I wrote a detailed summary of the results and presented the information to the Program Manager (PM). I recommended that a fact sheet be developed to clarify the processes involved.

Professional / Analytical
Band 2

**Benchmark Descriptors:
Technical Proficiency**

Expected

- Applied substantive knowledge and skills
- Used appropriate technology or tools
- Independently performed a full range of assignments
- Moderately complex work activities
- Acquired, developed, and maintained relevant job skills
- Stayed up-to-date in specialties
- Applied this knowledge to improve own performance
- Contributed to work unit performance
- Demonstrated understanding of the organization's mission, functions, values, policies and procedures, and internal and external factors that affect the organization
- Sought out opportunities to contribute to organizational objectives and priorities

- **RESULTS:** The PM was pleased with the thoroughness of my analysis, as well as my recommendations and distributed and discussed my findings at a Force Master Chief meeting attended by more than 20 senior managers. It was so well received that it was made available to all Fleet and Force master chiefs and Regional Commanders who now have an increased knowledge of the difficulties ombudsmen have with receiving reimbursements. My work on this project, thus far, resulted in an improved process and better customer satisfaction, two important goals of the FFSC.

AFTER

JO1: PROGRAM MANAGEMENT

I have **exceeded the stated job objective** so far this rating period. My team and I have responded to all program management and technical line program / Ombudsman related website feedback questions and suggestions. All feedbacks were answered 100% of the time within one business day; I have met this measure.

Goal specific accomplishments include:

- **IMPROVED TIMELY OMBUDSMAN REIMBURSEMENTS.** In 9/07, CNO stated there was an issue involving timely ombudsman reimbursements. I noticed this was a **RISING TREND** and an issue for the CNO. I recognized that I needed **clarification of the difficulties and obstacles** that the ombudsmen were experiencing. I used **analytical skills and established methods** and created an electronic questionnaire in an effort seek clarification of the issues and sent it to 1,400 ombudsmen with a 45% return rate. I created effective spreadsheets. I collected, **ANALYZED**, evaluated, categorized **AND INTEGRATED** the raw data from 1,400 questionnaires in 10 days. **In collecting data, I made adjustments to changing situations.** I wrote a detailed summary of the results and presented the information, along with my analysis and recommendation with **SOUND CONCLUSIONS** to the Program Manager (PM). I recommended that a fact sheet be developed to clarify the processes involved.
- **RESULTS:** The PM was pleased with the thoroughness of my analysis, as well as my recommendations and distributed and discussed my findings at a Force Master Chief meeting attended by more than 20 senior managers. I **represented the organization effectively and exhibited the highest standards of professionalism based on my findings.**
- Furthermore, my **document was technically sound, documented, and met the standards of a research report.** The document was **ACCURATE AND CLEAR.** The writing style was **TAILORED TO THE AUDIENCE.** It was so well received that it has been made available to all Fleet and Force master chiefs and Regional Commanders who now have an increased knowledge of the difficulties ombudsmen are having with receiving reimbursements. **The results of the study exceeded the quality and quantity expected and did have an impact on objectives, which were to improve reimbursements to ombudsmen.**

Contributed results beyond expectation by developing a fact sheet to be provided to all ombudsmen and commanding officers and a commander's toolkit. My work on this project, thus far, has resulted in an improved process and better customer satisfaction, two important goals of the FFSC.

SUSANA MCINTYRE: JOB OBJECTIVE 2

BEFORE

JO2: PROGRAM DEVELOPMENT

My team and I have executed program development improvements including servicing the individual augmentees and supported the longer deployment situations. I have met and exceeded this measure.

Goal specific accomplishments include:

- **MET LONGER DEPLOYMENT NEEDS.** With the increased number of individual augmentees and the longer deployment of sailors, there has been increased stress and concern for family members.
- Navy families are not getting their needs met and feeling uncared for by the Navy. Reserve and Recruiting command ombudsmen were not attending OBT due to command funding issues and therefore, not receiving the updated IA OBT training.
- **MODIFIED THE DEPLOYMENT MODULE TO EDUCATE OMBUDSMEN.** In response to my identification of concerns regarding Navy families not feeling supported, I established methods and procedures in place to improve services.
- I sought out and collaborated with other FFSP staff to develop a modified deployment module for OBT to educate ombudsmen. I analyzed IA deployments and the need for ombudsmen to contact IA families, as well as working with the command to identify IA families. I realized that more training and outreach were needed for this expanded community.
- **DATA OUTREACH FROM STAKEHOLDERS; DEVELOPED A NEW TRAINING MODULE.** Using the specific data I gathered from my outreach to stakeholders, I developed the modified module and worked collaboratively with FFSP IA subject matter experts to address the identified concerns.

Professional / Analytical -- Band 2

Benchmark Descriptors: Communication

Expected

Identified information necessary to define and understand complex issues

Collected necessary information

Analyzed and integrated complex data

Identified emerging patterns or trends

Drew reasonable and logical conclusions

Identified and evaluated alternative solutions to complex problems

Made timely and logical recommendations or decisions

Reviewed current work processes

Identified innovative or creative ways to improve efficiency or effectiveness

- **PRESENTED NEW TRAINING MATERIALS.** Additionally, I identified the immediate need to present the new training materials to the COTs and took the initiative to prepare the information in 4 webinars. I maintained a list of COTs who attended the webinars and requested and taught 2 additional webinars to ensure all COTs had the opportunity to learn the new materials.
- **OMBUDSMEN TRAINING.** All Ombudsmen are now trained to communicate with Command IA Coordinators and FFSC Individual Deployment Specialist to ensure that all IA family members are contacted monthly and provided the IA Family Connection newsletter. My efforts supporting this program have furthered FFSC's mission by helping our families and members feel more connected to Navy programs and a vital part of the Navy family.
- During this rating period, I have had an opportunity to write two in-depth analyses of our programs.
- **RESULTS:** My analyses and recommendations demonstrated research across FFSC programs, identified best practices, and included several recommendations to better meet our families' needs. My recommendations were well received.
- Anticipated results include the development of a modified OBT program taught virtually, increasing the number of trained ombudsmen Navy-wide.

AFTER

I have exceeded the job objective so far this rating period. My team and I have executed program development improvements including servicing the individual augmentees and supported the longer deployment situations. I have met and exceeded this measure.

Goal specific accomplishments include:

- MET LONGER DEPLOYMENT NEEDS. With the increased number of individual augmentees and the longer deployment of sailors, there has been increased stress and concern for family members. I identified an emerging pattern or trend in order to anticipate and overcome obstacles of helping Navy families and the challenge of training Ombudsmen.
- Navy families are not getting their needs met and feeling uncared for by the Navy. Reserve and Recruiting command ombudsmen are not attending OBT due to command funding issues and therefore, not receiving the updated IA OBT training. It is important that we make adjustments to the changing demands and situations with increased Navy deployments.
- MODIFIED THE DEPLOYMENT MODULE TO EDUCATE OMBUDSMEN. In response to my identification of concerns regarding Navy families not feeling supported, I established methods and procedures in place to improve services. I analyzed and integrated complex data.
- I sought out and collaborated with other FFSP staff to develop a modified deployment module for OBT to educate ombudsmen. I DEVELOPED WORKING RELATIONSHIPS TO ANALYZE IA deployments and the need for ombudsmen to contact IA families, as well as working with the command to identify IA families. I developed the conclusion that more training and outreach were needed for this expanded community.
- DATA OUTREACH FROM STAKEHOLDERS; DEVELOPED A NEW TRAINING MODULE. Using the specific data I gathered from my outreach to stakeholders, I developed the modified module and worked collaboratively with FFSP IA subject matter experts to address the concerns identified. I SHARED INFORMATION WITH OTHERS AND WORKED IN A POSITIVE TEAM ATMOSPHERE.
- PRESENTED NEW TRAINING MATERIALS. Additionally, I identified the immediate need to present the new training materials to the COTs and took the initiative to prepare the information in four webinars. I maintained a list of COTs who attended the webinars and requested and taught two additional webinars to ensure all COTs had the opportunity to learn the new materials. I identified and evaluated alternative solutions to complex training needs. This training method was recognized as innovative and resulted in improved services to the community.
- OMBUDSMEN TRAINING. All Ombudsmen are now trained to communicate with Command IA Coordinators and FFSC Individual Deployment Specialist to ensure that all IA family members are contacted monthly and provided the IA Family Connection newsletter. My efforts supporting this program have furthered FFSC's mission by helping our families and members feel more connected to Navy programs and a vital part of the Navy family.
- During this rating period, I have had an opportunity to write two in-depth analyses of our programs.
- RESULTS: My analyses and recommendations demonstrated research across FFSC programs, identified best practices, and included several recommendations to better meet our families' needs. My recommendations were well received.
- Anticipated results include the development of a modified OBT program taught virtually, increasing the number of trained ombudsmen Navy-wide.

SUSANA MCINTYRE: JOB OBJECTIVE 3

BEFORE

JO3: CUSTOMER SUPPORT

I have exceeded the job objective so far this rating period. I have supported Ombudsman training, communications, and analysis projects efficiently and effectively. I have met and exceeded this measure.

Goal specific accomplishments include:

- **CREATED A COT WEBPAGE.** In a proactive effort to share materials, I suggested and received authorization to create a COT web page and made available the module and PowerPoint presentation for all COTs.
- Both the webinars and the materials were very well received; both formal and informal feedback from participants and other stakeholders indicated that the material was timely, up-to-date, and helped them in the performance of their mission.

Professional / Analytical
Band 2

Benchmark Descriptors: Communication

Expected

Sought other's ideas
 Actively listened to others' questions and concerns
 Showed respect for diverse viewpoints
 Carefully considered diverse viewpoints
 Crafted clear and organized responses
 Followed up to ensure understanding
 Communicated moderately complex information
 Communicated in an accurate, clear, concise, comprehensive, well-organized, and timely manner
 Tailored communication style for audience
 Customized communications to audience's needs and level of understanding

- **CROSS-FUNCTIONAL SUPPORT WITH RESERVE FORCES.** Additionally, I worked as part of a cross-functional team with the Reserve Force Family Support Program Manager. We proposed a modified OBT for reserve unit ombudsmen. I made the decision to include the Recruiting command ombudsmen in this proposal because recruiting command ombudsmen were not always able to attend OBT due to funding and residing in remote locations. My recommendation addressed concerns by the ombudsmen and did not require the expenditure of additional resources, while furthering the mission to support our troops.

AFTER

JO3: CUSTOMER SUPPORT

I have exceeded the job objective so far this rating period. I have supported Ombudsman training, communications and analysis projects efficiently and effectively. I have met and exceeded this measure.

Goal specific accomplishments include:

- **CREATED A COT WEBPAGE.** In a proactive effort to share materials, I suggested and received authorization to create a COT web page and made available the module and PowerPoint presentation for all COTs.
- Both the webinars and the materials were **customized** and very well received; **the content was clear, accurate and well-organized**; both formal and informal feedback from participants and other stakeholders indicated that the material was timely, up to date and helped them in the performance of their mission. We ensured that the content was **tailored for a diverse audience**.
- **CROSS-FUNCTIONAL SUPPORT WITH RESERVE FORCES.** Additionally, I worked as part of a cross-functional team, **representing the organization effectively with professionalism** with the Reserve Force Family Support Program Manager and together as a team. We proposed a modified OBT for reserve unit ombudsmen. I made the decision to include the Recruiting command ombudsmen in this proposal because recruiting command ombudsmen are not always able to attend OBT due to funding and residing in remote locations. **I RESPECTED AND VALUED THE RESERVE UNIT OMBUDSMEN'S OBJECTIVES AND INSTITUTIONAL KNOWLEDGE.** My recommendation addressed concerns by the ombudsmen and did not require the expenditure of additional resources and further the mission to support our troops.
- **RESULT: The Reserve unit ombudsmen training made a difference in achieving objectives for the reserves forces.**

Total Character Count: 7,653 (for all three objectives)



EXERCISE: Adding Keywords

Add three of the following keywords from the Standard Career Group, Pay Band 2, Expected level Performance Indicators into the accomplishment below:

1. Achieved the stated objectives
2. Anticipated and overcame obstacles
3. Adapted established methods and procedures
4. Results were technically sound, documented, and met standards
5. Planned and organized own work activities
6. Delivered the objective in a timely and effective manner
7. Made adjustments to changing situations
8. Anticipated and overcame obstacles
9. Demonstrated high standards of conduct
10. Represented the organization effectively

Carmen Diaz
Program Manager, YA-301-2
Standard, Professional / Analytical
US Army Corps of Engineers

I met my job objective and supported the Corps' mission to ensure safe construction projects and in turn, enhanced the Corps' credibility in the community in the following ways:

ANALYZED HQ SAFETY ISSUANCE. I analyzed the recently issued HQ safety guidance and recognized the number of areas that presented challenges to our District. I identified the challenges and recommended that the District convene a group to analyze the issuance and develop specific ways to address concerns, while still maintaining overall compliance with Directive. My supervisor agreed with my recommendations and I led a multi-specialty group to ensure customer participation and buy-in.

FACILITATED CONSENSUS AMONG CUSTOMERS. Through my leadership, I led the group in developing several innovative approaches to meeting safety requirements. There were some disagreements due to competing agendas, but through perseverance and using active listening skills, I was able to work through them.

DEVELOPED AND IMPLEMENTED BRIEFINGS. Following group consensus, I developed and held more than 15 safety briefings throughout the District. I assessed learning through development of a pre and post assessment that revealed more than 85% of participants gained significant new knowledge through my briefings. I also received positive feedback from participants. My supervisor recommended me for an on-the-spot award in recognition of my success.



Add three of the following keywords from Technician/Support Schedule, Pay Band 2, Expected level Performance Indicators into the accomplishment below:

1. Completed assigned job objective and work assignments
2. Anticipated and overcame obvious obstacles
3. Ensured completed work was timely
4. Adhered to applicable standards, policies, procedures, and guidelines
5. Adhered to work/project schedules
6. Organized or prioritized work tasks
7. Exhibited effective and efficient manner
8. Achieved desired results
9. Demonstrated high standards of personal and professional conduct and performance

Amber Jones

Accounting Technician, YB-525-2

Standard, Technician / Support

Defense Finance and Accounting Service

I met my job objective during the rating period and contributed beyond what was expected of my regular duties.

PROCESSED PAYMENTS ON TIME; during this rating period, I improved overall customer satisfaction and I processed more than 1,242 payments to contractors. Among those, 99% were processed consistent with contract specifications once complete documentation was received.

IDENTIFIED AND RESOLVED 123 PROBLEM SUBMISSIONS WITHOUT ADEQUATE DOCUMENTATION. I consistently reviewed all payment documentation within 3 business days of receipt, meeting my standard. Of the more than 1,200 payments I received to process, approximately 123 did not include proper documentation for payment. I followed up on each of these within 5 days of receipt; for 100 of these, I followed up a second time to get the necessary documentation to authorize receipt. In several instances, my contact person was no longer with the agency or contractor; resulting in additional time for me to address. I was innovative in resolving cases. I was ultimately successful in receiving adequate documentation in all cases, although 5 cases took more than 4 calls each to resolve. Representatives from the agency I support thanked me for my diligence.

RESEARCHED AND RESOLVED THREE LONGSTANDING NON-PAYMENT ISSUES. During the rating period, I received three longstanding payment issues from another technician. After reviewing her files and contacting the contractor, I was able to identify the issue that was preventing payment. I reentered the payment information into the system and monitored the transactions to ensure that they “took”. Within thirty days of receiving these three problem transactions from my colleague, I was able to resolve two of them and get the contractor paid. The third transaction took an additional ten days, but I was able to resolve this months-long issue and the contractor was pleased with my willingness to go the extra mile and, of course, get paid. The contractor personally called my boss to express his satisfaction with my customer service. Based on this additional knowledge of payment issue problems, I was able to anticipate other customer payment problems before they occurred.



HOT TIPS

Keywords from the Performance Indicators and Benchmark Descriptors have been identified for you in this book.

Copy and paste your keywords into your self-assessment draft. Add keywords into your accomplishments wherever you can.

If you use the keywords while tracking your accomplishments, you will find that your self-assessment is nearly written!

Remember, both your supervisor and the pay pool panel members will be reading your self-assessment in the context of the keywords from your Performance Indicators, Benchmark Descriptors, and job objectives.

The keywords in your job objectives are the measures of your success.

Keywords can also be used in KSAs and federal resumes when applying for Department of Defense positions!

STEP 10

COMPLETE THE PAA

- Step 1: Get Your Organization's Mission Statement
- Step 2: Find Your Position Description or Resume
- Step 3: Write Your Job Objectives
- Step 4: Select Your Contributing Factors
- Step 5: Conversations With Your Supervisor
- Step 6: Review Your Performance Indicators and Benchmark Descriptors
- Step 7: Track Your Accomplishments
- Step 8: Draft Your Self-Assessment
- Step 9: Add Your Keywords
- Step 10: Complete the PAA**

WHAT

The Performance Appraisal Application (PAA) is a web-based form that you will fill out for the NSPS performance planning and appraisal process. This is a complex form with 20 sections (fields up to the letter “T”) for various stages of the appraisal year.

NEW PAA FORM

During the writing of this book, DoD announced in June the upcoming launch of Version 3 of the Performance Appraisal Application (PAA) in August 2008.

Here are the new features as highlighted on the NSPS website:

- A new look and feel that uses tabs to display key tasks in the order they are performed. For example, there are tabs for Plan, Interim Review, and Appraisal.
- Assessment by Job Objective that allows employees and rating officials to enter up to 2,000 characters for each assessment by job objective.
- Improved copy and paste functionality that correctly converts most MS Word format characters, such as carriage returns and quotes.
- An improved character counter that provides a more accurate count of the number of characters entered or pasted.
- An enhanced email notification process that provides employees, rating officials, and higher level reviewers status information within the email.
- Easy and standardized approvals and acknowledgement processes for establishing plans and conducting Interim Reviews and Appraisals.
- The ability to copy plans from year to year.
- A Track Progress page that lets you know where you are in the process.

Though we are working from Version 2 of the PAA in this book, the basic concepts will still apply when the new version is launched.



WHERE

- 1. Fillable PAA Form on the CD-ROM** included with the book:
Use this form to practice entering your PAA or to view your inputted data before submitting your form online.
- 2. Online Form:**
Your supervisor will direct you to the online form you should use for submitting your PAA. Employees serviced by the WHC HRSC should use My Biz at www.whs.mil/HRD/Civilian/MyBizAndMyWorkplace.cfm

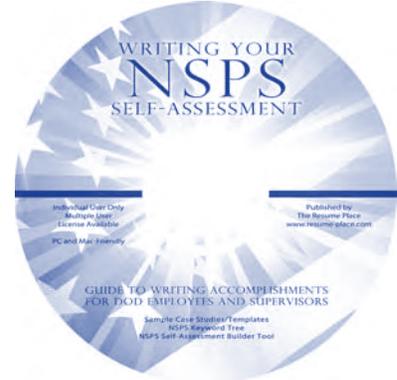
WHAT TO DO

- Look at the sample PAA form fields in this chapter to understand how to correctly format your content.
- Copy and paste the text you have been building in a word processing file into the PAA.
- Use our formatting techniques to make your PAA easy to read.
- Proofread carefully!
- Save your work each time you update your PAA, and keep your updated copy as the appraisal year progresses.

HOW

START WITH THE FILLABLE PAA FORM

We included a fillable PAA form on the CD-Rom of this book. You can create your own PAA and be ready to copy and paste your content into the web-based version of the PAA. The fillable form may be easier to use during the drafting process, because it may be quicker for making changes and adjusting formatting.



Readability is important everywhere. Content, keywords, and readability can help your PAA score well!

FORMATTING TECHNIQUES

Use ALL CAPS to emphasize certain KEYWORDS and HEADLINES. Don't overuse ALL CAPS.

Use bullets to improve readability.

Small paragraphs can help you meet your character limits of 4,000 (Interim self-assessment) and 8,000 (Annual self-assessment).

Edit your content tightly and eliminate unnecessary or repetitive language.

Use the abbreviation JO for job objective.

Spell out acronyms at least once if there is a chance that a pay pool panel member will not understand the acronym.

MAKE YOUR SELF-ASSESSMENT EASY TO READ!

The following “Easy to Read” and “Hard to Read” samples are included in this chapter, so you can see first hand the formatting techniques that will highlight your accomplishments for your supervisor and the pay pool panel members.

Part E, Job Objective: SMART Format

Hard to Read

Objective 2.

Manage military transition services and programs. Improve transition programs to improve the quality of life and the future of Navy Airmen and family members. Complete all data calls, staff actions, projects, and activities consistent with agreed upon deadlines. Programs developed demonstrate knowledge of subject matter and receive positive ratings from customers at least 80% of the time. Meet 100% of requested events and programs from ships and/or commands. Completion of tasks in a timely manner contingent upon receiving requests at least two weeks in advance.

Easy to Read

Objective 2.

S—MANAGE MILITARY TRANSITION SERVICES AND PROGRAMS.

Improve transition programs to improve the quality of life and the future of Navy Airmen and family members.

M—Complete all data calls, staff actions, projects, and activities consistent with agreed upon deadlines. Programs developed demonstrate knowledge of subject matter and receive positive ratings from customers at least 80% of the time. Meet 100% of requested events and programs from ships and/or commands.

A—Supports mission of retention

R—Requested events and programs are requested at least two weeks in advance

T—On-going

Part E, Job Objective: GOAL Format

Hard to Read**Objective 1.**

Provide technical expertise and consultation on policy interpretation to all customers utilizing FFSP programs to include Navy FFSP Ombudsman Program and Family Readiness Groups. Respond within one business day to all requests for Ombudsman responses, even if the response is in progress or needs clarification. Answer all ROAB action items within one month of holding OPAG meeting. Schedule two webinars monthly on Ombudsman Program.

Easy to Read**Objective 1.**

Provide TECHNICAL EXPERTISE AND CONSULTATION on policy interpretation to all customers utilizing FFSP programs to include Navy FFSP Ombudsman Program and Family Readiness Groups.

Goals:

- Respond within one business day to all requests for Ombudsman responses, even if the response is in progress or needs clarification.
- Answer all ROAB action items within one month of holding OPAG meeting.
- Schedule two webinars monthly on Ombudsman Program.

**** TIP ****

Don't forget to spell out acronyms if there is a possibility that the pay pool members might not be familiar with the acronym.

Part F, Interim Review

Hard to Read

**** Tip ****

Indicate the job objective number.

PART F - EMPLOYEE SELF-ASSESSMENT FOR INTERIM REVIEW <i>(Voluntary but strongly encouraged)</i>
<p>I implemented process improvements to enhance mission effectiveness and better meet objectives. On my own initiative in a changing service, I adapted and improved three existing tracking procedures to resolve several problems with relocation loan lockers and relocation materials. My efforts resulted in workable solutions with zero discrepancies and allowed us to better serve and meet our customer's needs. Scheduled and held 187+ well received counseling sessions and 15 classes related to relocation, transition assistance, and employment. Provided timely and accurate advice and assistance and adjusted content to meet individual needs. Effectively monitored and tracked response to program content. Achieved 95% customer satisfaction rating. I became a certified federal job search trainer in order to provide better service, information, and assistance to my customers. Following certification, my customer satisfaction rating increased by 10%. On short notice, I revised the NAS Lemoore "Plan My Move" webpage. I adapted established publication and improved its content. I did extensive customer outreach to get input for changes and coordinated the revision efforts with the departments throughout NASL and the local community to ensure changes and information were accurate and up to date. I completed the project ahead of schedule in less than 30 days. Enhancements included updated points of contact and information regarding the full range of on and off base services. The updated site received 1,034 visitors and 3,694 hits in 12 months, an increase of 23%. I updated NASL FFSC CNI's webpage, providing valuable information about services offered by FFSC. I began a Jobs webpage to help people find employment. This new feature was well received and as a result, I received many positive comments. I also effectively marketed FERP to employers, resulting in 84 spouses, 20 transitioning military, and 5 dependents finding jobs, exceeding my goals.</p>

Easy to Read

PART F - EMPLOYEE SELF-ASSESSMENT FOR INTERIM REVIEW <i>(Voluntary but strongly encouraged)</i>
<p>JO2 EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES</p> <p>I exceeded job objective as demonstrated in the following examples:</p> <p>PROCESS IMPROVEMENTS TO MEET GROWTH IN POPULATION. I implemented process improvements to enhance mission effectiveness and better meet objectives. Anticipating increased volume of activity due to increased training on the base, I anticipated obstacles concerning additional resources. On my own initiative in a changing service, I adapted and improved three existing tracking procedures to resolve several problems with relocation loan lockers and relocation materials. My efforts resulted in workable solutions with zero discrepancies and allowed us to better serve and meet our customer's needs.</p> <p>AVOIDING POTENTIAL PROBLEMS. I improved the ordering process and eliminated the late arrival of supplies by researching alternatives and developing a quick reference list of contract vendors. This facilitated a more expedient ordering process to assist our customers. I conducted outreach to research needs and developed collaborative relationships with local vendors and agencies. Through outreach, I improved our resources and obtained 500+ copies of telephone directories, relocation information, and visitors guides from newly identified community sources. This helped ease their transition and acclimate more quickly and comfortably.</p> <p>RESULT: I expanded transition center training programs 25% from the previous year. Through planning and careful utilization of materials, I increased resources despite declining budget availability. These efforts improved overall customer satisfaction through improved training of staff.</p>

Part O, Annual Self-Assessment

Hard to Read

PART O - EMPLOYEE SELF-ASSESSMENT FOR ANNUAL PERFORMANCE APPRAISAL*(Voluntary but strongly encouraged)*

I met my goals to provide secretarial and scheduling support for the CO and other senior staff. Developed daily and rolling two week calendar for CO. Using Outlook Calendar, I developed an electronic calendar of the CO's meetings and other activities. I updated the calendar daily so that it always current. Each day before I left, I provided the CO with his schedule for the following day. I also provided him with a complete briefing so that he has all relevant information for his following day's schedule. I have not missed a meeting or failed to provide the appropriate materials at any time during the rating period. So far this rating period, the CO has attended more than 387 meetings; I have prepared him appropriately for all of them. Instituted a process to remind attendees. In addition, on my own initiative, I instituted a process to remind base attendees of their meetings and events with the CO so that they too can be on time and prepared. I received only positive feedback for my willingness to "go the extra mile" to prepare both the CO and subordinates for their activities. Resolved scheduling conflicts. Further, I monitored the CO's calendar to identify and resolve any potential scheduling conflicts before they become a problem. During the rating period, I identified and resolved three potential conflicts; any failure to resolve these conflicts ahead of time would have resulted in high profile problems for the CO, because all three of the potential conflicts involved senior military personnel and foreign dignitaries visiting the base.

Easy to Read

PART O - EMPLOYEE SELF-ASSESSMENT FOR ANNUAL PERFORMANCE APPRAISAL*(Voluntary but strongly encouraged)*

JO1:

I MET MY GOALS to provide secretarial and scheduling support for the CO and other senior staff.

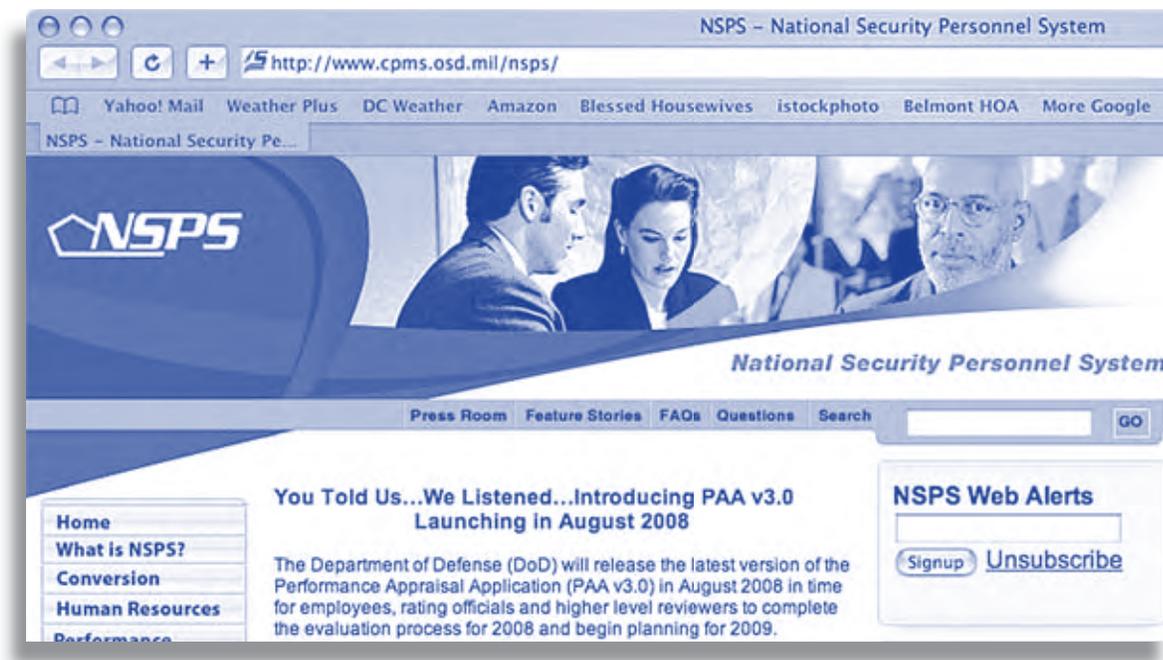
DEVELOPED DAILY AND ROLLING TWO WEEK CALENDAR FOR CO. Using Outlook Calendar, I developed an electronic calendar of the CO's meetings and other activities. I updated the calendar daily so that it always current. Each day before I left, I provided the CO with his schedule for the following day. I also provided him with a complete briefing so that he has all relevant information for his following day's schedule. I have not missed a meeting or failed to provide the appropriate materials at any time during the rating period. So far this rating period, the CO has attended more than 387 meetings; I have prepared him appropriately for all of them.

INSTITUTED A PROCESS TO REMIND ATTENDEES. In addition, on my own initiative, I instituted a process to remind base attendees of their meetings and events with the CO so that they too can be on time and prepared. I received only positive feedback for my willingness to "go the extra mile" to prepare both the CO and subordinates for their activities.

RESOLVED SCHEDULING CONFLICTS. Further, I monitored the CO's calendar to identify and resolve any potential scheduling conflicts before they become a problem. During the rating period, I identified and resolved three potential conflicts; any failure to resolve these conflicts ahead of time would have resulted in high profile problems for the CO, because all three of the potential conflicts involved senior military personnel and foreign dignitaries visiting the base.

Need More NSPS Self-Assessment Information?

Check this website and sign up for regular email updates:
<http://www.cpms.osd.mil/nsps/>



And Finally, Parting Thoughts

Don't skip any steps!
Each step in this book is much simpler if you do not skip any of them.

Keep a positive attitude,
and make the best of this opportunity to manage your career.

If you need additional help,
see our other NSPS resources listed at the end of this book.

Congratulations on writing your impressive new NSPS self-assessment!

Kathryn Troutman and Nancy Segal, Authors



APPENDIX

Glossary
Self-Assessment Samples
Index



Appraisal period—the period of time in which an employee is rated. Under the NSPS, the appraisal period has been defined as October 1 through September 30.

Career group—classification of employees under the NSPS. The four career groups are: Standard, Scientific and Engineering, Medical, and Investigative and Protective Services. Within each career group, there are different pay schedules. More than 70% of positions covered by the NSPS are in the Standard Career Group.

CCAR—one format for writing effective self-assessments. CCAR is an acronym for Context, Challenge, Action, and Result. In order to be most effective, the R should relate to the measure in the job objective.

Contributing Factors—behavioral characteristics that discuss “how” the work was accomplished. There are seven DOD-wide contributing factors: technical proficiency, critical thinking, cooperation and teamwork, communication, customer focus, resource management, and leadership.

Contributing Factor Benchmarks—definitions of work behaviors for each contributing factor (technical proficiency, critical thinking, cooperation and teamwork, communication, customer focus, resource management, and leadership), as well as the expected and enhanced definitions for each contributing factor. The contributing factor benchmarks are standard across DOD; there are separate benchmarks for both supervisors and non-supervisors. Benchmarks are also different for different pay bands.

Interim review—a required discussion between the employee and supervisor that is documented and occurs mid-cycle in the appraisal period. Employees may prepare a self-assessment for their interim review. A rating is not given during the interim review.

Job objectives—major results expected from the employee during the appraisal period and how they will be measured. Those results must be related to the organization’s mission and goals. Job objectives can be weighted. Most employees will not have more than three to five job objectives. There is a required job objective on supervision for supervisors.

NSPS—National Security Personnel System; the human resources management system for non-bargaining unit covered GS employees in the Department of Defense (DOD). Employees at DOD are being brought under the NSPS in “spirals.” The NSPS focuses on accountability, flexibility, and results; it is a pay for performance system.

PAA—Performance Appraisal Application; the web-based tool that supports the NSPS performance planning and appraisal process. It is accessible to DOD employees through My Biz or My Workplace in the Defense Civilian Personnel Data System (DCPDS).

Pay bands—level of work within a particular pay schedule. Typically, pay band 1 is entry level, pay band 2 is the full performance level, and pay band 3 is the expert or senior level. Most positions fall into pay band 2.

Pay pool—a group of employees and managers who share in the money allocated for annual increases.

Pay pool manager—the leader of the pay pool panel members who makes the final decision on annual employee performance ratings, shares, and payout distribution.

Pay pool panel members—a group of supervisors or managers who are assigned responsibility to review all evaluations, ensure consistency of ratings, and determine pay pool members' annual rating, shares, and payout distribution.

Pay schedules—related pay bands for categories of employees within a single career group. The pay schedules are YA, YB, YC, YD, YE, YF, YG, YH, YI, YJ, YK, YL, YM, YN, AND YP.

Performance indicators—performance expectations at the valued performer (level 3) and role model (level 5) levels by pay schedule and pay band. The contributing factor benchmarks are standard across DOD.

Performance management—an ongoing, continuous process between the employee and supervisor which includes the setting of job objectives, consistent with the organization's mission, feedback, and discussions about employee performance relative to those job objectives, developmental needs and goals, an interim review, and annual appraisal.

Performance plan—document created by the employee and his or her supervisor at the beginning of each appraisal period; the performance plan identifies both job objectives and contributing factors and links to the organization's strategic mission and goals.

Rating—process by which an employee is given a score. First, each job objective is rated on a scale of 1 (unacceptable) to 5 (role model); level 3 (valued performer) indicates that the employee achieved their job objective, consistent with the level 3 performance indicator. Next, once the job objective is rated, then the contributing factor for that job objective is taken into account, consistent with the contributing factor benchmark description; contributing factors generally result in a +1, -1, or 0 impact on the job objective rating (although there are some exceptions). Finally, in order to determine the objective rating, the impact of that contributing factor is applied:

Job objective rating:	3
Contributing factor rating:	+1
Adjusted job objective rating:	4

Each job objective rating is adjusted for the contributing factor and then the adjusted ratings for each job objective are added together and divided by the number of job objectives. As a last step, the result (the rating of record) is rounded as follows:

Average Rating	Rating of Record
4.51 to 5.00	5
3.51 to 4.50	4
2.51 to 3.50	3
2.00 to 2.50	2
1 on any one objective	1

A rating of 5 is Role Model, level 4 is Exceeds Expectations, level 3 is Valued Performer, level 2 is Fair, and level 1 is Unacceptable.

Role model—level 5 performance rating under the NSPS; indicates that the employee far exceeded their job objective, consistent with the level 5 performance indicator.

Self-assessment—the employee’s report of achievements in meeting each job element. The self-assessment can be completed for the interim review, as well as for the annual appraisal.

SMART—one approach to creating effective job objectives. SMART, under the NSPS is Specific, Measurable, Aligned, Realistic, and Timed.



Unacceptable—a rating of 1 on one or more job objectives. A rating of 1 means that you failed to accomplish the objective; with a 1 rating on any single job objective, the whole rating becomes a 1. A positive contributing factor cannot raise a 1 on a job objective to a 2; likewise, a 2 on a job objective cannot be lowered to a 1 by the negative impact of a contributing factor.

Valued performer—level 3 performance rating under the NSPS; indicates that the employee has achieved his or her job objective, consistent with the level 3 performance indicator. It is anticipated that most employees covered by the NSPS will receive a valued performer rating.

PRINTED SAMPLES (7)

Complete self-assessments, including eight more samples, are on the CD-Rom.

- page 106 **Susana McIntyre**, Ombudsman/FRG Coordinator, YA-343-2
Standard, Professional / Analytical
Commander Navy Installations Command Family Readiness Programs
- 134 **Bonny Lambert**, Secretary (O/A), YB-318-2
Standard, Technician / Support
Naval Construction Battalion Center
- 141 **Carmen Diaz**, Program Manager, YA-301-2
Standard, Professional / Analytical
US Army Corps of Engineers
- 144 **David Morgan**, Work and Family Life Specialist, YA-101-2
Standard, Professional & Analytical
Fleet & Family Support Center, NAS Lemoore, CA
- 149 **Tony Hoyer**, Mechanical Engineer, YD-830-2
Scientific & Engineering, Professional / Analytical
Naval Air Systems Command (NAVAIR)
- 153 **Sherry Chavez**, Equal Employment Specialist, YA-260-2
Standard, Professional / Analytical
US Army Garrison, Ft. Huachuca
- 160 **Tony Lambergini**, Air Force Customer Account Manager, YA-301-3
Standard, Professional / Analytical
Defense Logistics Agency

BONNY LAMBERT

Secretary (O/A), YB-318-2
Standard, Technician / Support
Naval Construction Battalion Center

MISSION

Enable warfighter readiness by mobilizing, training, outfitting, and supporting Military Expeditionary Forces.

VISION

CBC Gulfport is the premier provider of efficient and effective training, logistics, mobilization, and base operational support.

GUIDING PRINCIPLES/VALUES

CBC upholds the Navy's values of Honor, Courage, and Commitment. We are dedicated to these principles:

- Integrity - to be faithful to moral and ethical standards and to be truthful, straightforward, and candid.
- Accountability - to take responsibility for our own actions and resulting consequences.
- Involvement - to partner across organizations.
- Respect - to create and foster a workplace where everyone is welcomed, valued, and treated with dignity.
- Innovation - to be open to creative thinking, new ideas, and improved methods.

PERFORMANCE INDICATOR KEYWORDS

Technician / Support -- Band 2

Performance Indicators

Level 3

Completed assigned job objective and work assignments

Anticipated and overcame obvious obstacles

Ensured completed work was timely

Adhered to applicable standards, policies, procedures, and guidelines

Adhered to work/project schedules

Organized or prioritized work tasks

Exhibited effective and efficient manner

Achieved desired results

Demonstrated high standards of personal and professional conduct and performance

Level 5

Achieved outcomes and results

Results were superior in quality, quantity, timeliness, and/or impact

Persisted in overcoming obstacles

Demonstrated extra effort

Accomplished difficult assignments

Contributed to organizational performance

Contributed well beyond expectation

JOB OBJECTIVES

Job Objective 1: Secretary/Scheduler

Provide administrative support functions to the Commanding Officer, Chief Staff Officer, Executive Officer, and Command Master Chiefs to support effective achievement of command mission. Maintain the Executive Officer's calendar giving him verbal and electronic reminders of his attendance at all meetings. Provide hard copy of the next day's calendar events daily and maintain an electronic calendar out for a two-week period. Provide necessary data for all meetings, including purpose, background information, attendees, one day prior to the scheduled appointment.

Contributing Factors: Communication

Job Objective 2: Administration/Travel Coordinator/Timekeeper

Keep administrative staff informed of updates and revisions to governing guidelines. Maintain regular interface with Department Head staff and other agencies on requirements and resources as well as policy and procedures. Provide technical direction and guidance and resolve actions on all Administrative, Defense Travel System Guidance, and SCALADA Timekeeper policies and procedures.

Contributing Factors: Technical Proficiency

Job Objective 3 -Protocol Assistant/Customer Service/AD-HOC

In support of the command mission, assist with all protocol issues and VIP visits in accordance with proper established Protocol procedures. Work closely with housing personnel at Gulfport Inn for reservations for lodging onboard CBC for all VIP visitors to the base. Provide Commanding Officer, Chief Staff Officer, and Command Master Chiefs with calendar support on an as needed basis. Provide effective customer service by receiving telephone calls and greeting visitors to the command suite on a daily basis. Respond to mission-driven, ad-hoc requests/requirements within designated timelines.

Contributing Factors: Communication

BENCHMARK DESCRIPTOR KEYWORDS

Technician / Support -- Band 2

Contributing Factor: Communication

Expected	Enhanced (Additions at this level)
<p>Actively listened to others</p> <p>Responded to straightforward questions and concerns</p> <p>Showed respect for others' ideas, comments, and suggestions</p> <p>Communicated substantive information in an accurate and clear manner</p> <p>Adjusted communications to audience's level</p>	<p>Written communications required fewer revisions than would ordinarily be expected at this level</p> <p>Tailored communications to audience's needs</p>

Technician / Support -- Band 2

Contributing Factor: Technical Proficiency

Expected	Enhanced (Additions at this level)
<p>Applied well-developed knowledge and skills</p> <p>Performed a full range of assignments</p> <p>Moderately complex work activities</p> <p>Acquired, developed, and maintained relevant job skills and required certifications</p> <p>Applied this knowledge to improve own performance</p> <p>Contributed to the mission</p> <p>Demonstrated an understanding of relevant systems, processes, and procedures</p> <p>Applied this knowledge constructively</p> <p>Contributed to organizational objectives and priorities</p>	<p>Applied knowledge independently to perform more complex tasks</p> <p>Took initiative to improve technical knowledge and skills</p> <p>Variety of self-directed development activities</p> <p>Increased ability to contribute to the mission</p>

SELF-ASSESSMENT

Keywords are highlighted in blue.

JO 1: PROVIDE SECRETARIAL AND SCHEDULING SUPPORT

I MET MY GOALS to provide secretarial and scheduling support for the CO and other senior staff.

DEVELOPED DAILY AND ROLLING TWO WEEK CALENDAR for CO.

Using Outlook Calendar, I developed an electronic calendar of the CO's meetings and other activities; I updated the calendar daily so that it was always current. Each day before I left, I provided the CO with his schedule for the following day. I also provided him with a complete briefing so that he had all the relevant information for the following day's schedule. I **utilized active listening skills** with my supervisor to adjust the schedule and material preparation for daily and future meetings. I have not missed a meeting or failed to provide the appropriate materials at any time during the rating period. So far this rating period, the CO attended more than 10 meetings; I prepared him appropriately for all of them. This detailed scheduling required **detailed accuracy and clear record-keeping**.

INSTITUTED A PROCESS TO REMIND ATTENDEES. In addition, on my own initiative, I instituted a process to remind base attendees of their meetings and events with the CO so that they too can be on time and prepared. I received only positive feedback for my willingness to "go the extra mile" in preparing both the CO and subordinates for their activities. I **responded to questions and concerns** regarding meetings.

RESOLVE SCHEDULING CONFLICTS. Further, I stayed on top of the CO's calendar by identifying and resolving any potential scheduling conflicts before they became a problem. During the rating period, I identified and resolved three potential conflicts; any failure to resolve these conflicts ahead of time would have resulted in high profile problems for the CO, because all three of the potential conflicts involved senior military personnel and foreign dignitaries visiting the base. **My ability to solve problems before they occurred was verified by written emails and follow-up with individuals to resolve potential scheduling conflicts.**

My position involved almost 100% communication with my supervisor and telephone/email/in-person contacts. I **listened actively** to their requests and responded with total customer services.

Character count: 2,233

JO2: MANAGE ADMINISTRATIVE MATTERS, COORDINATE TRAVEL, AND PERFORM TIMEKEEPING

I met my goal to provide administrative, travel, and timekeeper support for Executive staff.

HANDLED TIMELY TIMECARD ENTRY AND RECONCILIATION for more than 12 members of the Executive staff. Throughout the rating period, I provided reminders to staff to ensure that their leave was reported and entered accurately and timely. In addition, I had several complex leave issues involving the Family and Medical Leave Act. I researched the Act and provided detailed and accurate advice. **I demonstrated an understanding of relevant systems, processes, and procedures to provide this leave advice.**

I assisted the employee in ensuring that all requisite documentation for his FMLA request was complete and timely to ensure approval. The employee went out of his way to thank me for my assistance.

MADE TRAVEL ARRANGEMENTS FOR MORE THAN 13 TRIPS. Taking into account mission requirements and the CO's preferences, I made travel arrangements for more than 13 trips taken by the CO during this rating period. These trips were made by both air and POV and several involved more than one stop. In all instances, the arrangements were made on time, taking into account the events at the destination in order to minimize downtime, while still leaving sufficient time in case the flights were delayed. Government rates were obtained and all arrangements were consistent with DOD travel regulations. When the CO returned, I quickly and accurately prepared his vouchers for signature and entered his expenses into DTS. On at least three occasions, the CO told me he was pleased with his arrangements. I am highly skilled in **travel voucher support services, systems, and processes.**

REVIEW AND/OR PREPARE MORE THAN 150 PIECES OF CORRESPONDENCE WEEKLY. Throughout the rating period, I prepared at least 150 reports or pieces of correspondence weekly. In all instances, my work was grammatically correct, containing accurate information and adhering to all administrative policies and procedures. My work was rarely returned for correction.

Character count: 2,085

JO3: IMPLEMENT PROTOCOL AND CUSTOMER SERVICE

I exceeded my objective in protocol and customer service.

RECEIVED, GREETED, AND RESPONDED TO AN AVERAGE OF 14 visitors and phone calls each day; I carefully screened all calls and visitors and referred them to the appropriate associate in a timely and polite manner. I did not receive any complaints about misrouting. **Used active listening skills** to determine visitor's interest and gave responsive referrals to **straightforward questions**. I **adjusted my communication** based on the type of visitor and audience.

INTERACT DAILY WITH MEMBERS OF CONGRESS, SENIOR MILITARY PERSONNEL, AND FOREIGN AND LOCAL DIGNITARIES; I analyzed their requests and complaints and ensured timely follow-up. During this rating cycle, we had visits from more than 50 dignitaries. On my own initiative, before each visit, I researched the visitor, as well as any local customs and preferences. I fully briefed the CO on any special issues and made sure that lodging and food arrangements were appropriate and consistent with IAW OPNAVISNST 1710.7A. In addition, I prepared detailed schedules for visitors, coordinated, when appropriate, with headquarters and senior staff, and made proper introductions and seating arrangements consistent with rank, seniority, and protocol procedures. Also, I initiated the idea of following up with our visitors after they left to thank them for their visit. Our visiting dignitaries commented positively to me on their arrangements, my ability to anticipate their needs, and my preparation. The CO has also complimented my work in this regard. I was always **respectful and interested in any comments, concerns, or special requests** made by the visiting dignitaries.

Character count: 1,719

Total character count: 6,037

CARMEN DIAZ

Program Manager, YA-301-2
Standard, Professional / Analytical
US Army Corps of Engineers

MISSION

Develop Sound Water Resources Solutions. America's water resource needs are great. Increasingly, the Corps is called to provide comprehensive, innovative, sustainable, and integrated solutions to national and international water resource challenges. As problem-solvers, the organization focuses its energy on developing and implementing solutions through collaboration with stakeholders (regions, states, tribes, local entities, other federal agencies, other governments, etc.) and playing a leadership or support role, as appropriate.

PERFORMANCE INDICATOR KEYWORDS

Professional / Analytical -- Band 2

Performance Indicators

Level 3	Level 5
Achieved the stated objectives	Contributed results beyond expectation
Anticipated and overcame obstacles	Results were far superior in quality, quantity, and impact on objectives
Adapted established methods and procedures	Exhibited the highest standards of professionalism
Results were technically sound, documented, and met standards	
Planned and organized own work activities	
Delivered the objective in a timely and effective manner	
Made adjustments to changing situations	
Anticipated and overcame obstacles	
Demonstrated high standards of conduct	
Represented the organization effectively	

JOB OBJECTIVE I

S— EFFECTIVELY IMPLEMENT REGIONAL SAFETY PROGRAM

M—Update safety program guidance by June 30. Hold safety briefings with all regional personnel. Post-briefing assessments show at least a 25% increase in understanding of safety measures, as compared to the pre-briefing assessment.

A—Help meet our goal for safe operations

R—Assumes that relevant guidance and funding is received from headquarters by January 1

T—By September 30

Contributing Factor: Customer Focus

BENCHMARK DESCRIPTOR KEYWORDS

Professional / Analytical -- Band 2	
Contributing Factor: Customer Focus	
Level 3	Level 5
Maintained regular contact with customers	Developed innovative and useful suggestions
Gathered information about requirements and needs	Correctly anticipated customer needs
Delivered timely, flexible, and responsive products and/or services	Resolved or avoided potential problems
Met customer needs	Improved overall customer satisfaction
Discussed expectations with customers	
Ensured mutual understanding and acceptance	
Kept customers and others informed	
Suggested workable solutions	
Responded to questions or requests in a timely manner	

SELF-ASSESSMENT

Keywords are highlighted in blue.

JOI: EFFECTIVELY IMPLEMENT REGIONAL SAFETY PROGRAM

I met my job objective and supported the Corps' mission to ensure safe construction projects and in turn, enhanced the Corps' credibility in the community in the following ways:

ANALYZED HQ SAFETY ISSUANCE. I analyzed the recently issued HQ safety guidance and recognized the number of areas that presented challenges to our District. I identified the challenges **and obstacles** to safety and recommended that the District convene a group to analyze the issuance and develop specific ways to address concerns, while still maintaining overall compliance with Directive. We **developed new methods and procedures and proved they were technically sound**. My supervisor agreed with my recommendations and therefore, I led a multi-specialty group to ensure customer participation and buy-in to **meet customer needs**

FACILITATED **CONSENSUS AMONG CUSTOMERS**. Through my leadership, I led the group in developing several innovative approaches to meeting safety requirements. I **planned and organized the work objectives and agenda**. There were some disagreements due to competing agendas and **changing situations**, but through perseverance and using **active listening skills**, I was able to work through them.

DEVELOPED AND IMPLEMENTED BRIEFINGS. Following group consensus, I **suggested workable solutions** and developed and held more than 15 safety briefings throughout the District. I assessed learning through the development of a pre and post assessment that revealed more than 85% of participants gained significant new knowledge through my briefings. Throughout this process, I **kept the customers informed** of new safety recommendations. I also received positive feedback from participants. We **developed a mutual understanding** between USACE safety needs and construction project processes. My supervisor recommended me for an on-the-spot award in recognition of my success.

Character count: 1,901

DAVID MORGAN

Work and Family Life Specialist, YA-101-2
 Standard, Professional / Analytical
 Fleet & Family Support Center, NAS Lemoore, CA

MISSION

Support all commands in achieving operational readiness, superior performance, member retention, and personnel and their families.

VISION

- To increase the Navy/Marine’s readiness by supporting command leaders with counseling, education, and members.
- To provide support services for active duty of other Armed Services, reservists, and retired members.
- To work as a team, being flexible in providing services and programs.
- To share resources within regional areas, creating partnerships with local community groups.

PERFORMANCE INDICATOR KEYWORDS

Professional / Analytical -- Band 2	
Performance Indicators	
Level 3	Level 5
Achieved the stated objectives	Contributed results beyond expectation
Anticipated and overcame obstacles	Results were far superior in quality, quantity, and impact on objectives
Adapted established methods and procedures	Exhibited the highest standards of professionalism
Results were technically sound, documented, and met standards	
Planned and organized own work activities	
Delivered the objective in a timely and effective manner	
Made adjustments to changing situations	
Anticipated and overcame obstacles	
Demonstrated high standards of conduct	
Represented the organization effectively	

JOB OBJECTIVES

Job Objective 1:

S— EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

M—Monitor the flow of incoming sailors on a continuing basis. Order and receive materials and supplies. Materials ordered are consistent with budget and received on a timely basis. Improve tracking procedures to resolve several problems with relocation oan lockers and relocation materials. Training resources meet needs and are available for returning sailors and family members who are separating or retiring from the Navy. Increase resources provided despite declining budget availability. Customer feedback is positive.

A—Support retention and transition of Navy members and their families

R—Assumes that budget requested is received

T—On an on-going basis

Contributing Factors: Customer Focus

Job Objective 2:

S--MANAGE MILITARY TRANSITION SERVICES AND PROGRAMS.

Improve transition programs to improve the quality of life and the future of Navy Airmen and family members.

M--Complete all data calls, staff actions, projects, and activities consistent with agreed upon deadlines. Programs developed demonstrate knowledge of subject matter and receive positive ratings from customers at least 80% of the time. Meet 100% of requested events and programs from ships and/or commands.

A— Supports mission of retention

R—Requested events and programs are requested at least two weeks in advance.

T—On-going

Contributing Factors: Cooperation and Teamwork

BENCHMARK DESCRIPTOR KEYWORDS

Professional / Analytical -- Band 2

Contributing Factor: Customer Focus

Level 3	Level 5
Maintained regular contact with customers	Developed innovative and useful suggestions
Gathered information about requirements and needs	Correctly anticipated customer needs
Delivered timely, flexible, and responsive products and/or services	Resolved or avoided potential problems
Met customer needs	Improved overall customer satisfaction
Discussed expectations with customers	
Ensured mutual understanding and acceptance	
Kept customers and others informed	
Suggested workable solutions	
Responded to questions or requests in a timely manner	

Professional / Analytical -- Band 2

Contributing Factor: Cooperation and Teamwork

Level 3	Level 5
Contributed to achieving work unit goals	Contributed to achieving organizational objectives
Worked collaboratively and flexibly with others	Built effective partnerships across organizations
Built effective partnerships across units	Took initiative to make extra contributions
Treated everyone fairly and professionally	Recognized when others needed assistance
Respected and valued individual differences and diversity	Provided support
Shared relevant knowledge and information with others	Fostered a climate of trust
Contributed to a positive team atmosphere	Demonstrated respect for and value of individual differences and diversity
Fostered cooperation, trust, and group identity	Sought out opportunities to share relevant knowledge and skills with others
Handled challenging work-related disagreements or conflicts	Developed formal knowledge sharing system
Resolved disagreements in a positive and constructive manner	Anticipated potential conflicts
Developed options to resolve disagreements or conflicts requiring resolution at a higher level	Strove to mitigate disagreements

SELF-ASSESSMENT

Keywords are highlighted in blue.

JO1: EFFECTIVELY MANAGE TRANSITION CENTER RESOURCES

I **exceeded** job objective 1 through the following examples:

PROCESS IMPROVEMENTS TO MEET GROWTH IN POPULATION. I implemented process improvements to enhance mission effectiveness and better meet objectives through **improved communication with customers**. I have anticipated the increased volume of activity due to increased training on the base and the need for additional resources. On my own initiative in a **changing** service, I **adapted** and improved three existing tracking procedures to resolve several problems with relocation loan lockers and relocation materials. My efforts resulted in **workable solutions** with zero discrepancies and allowed us to better serve and **meet our customer's supply needs**.

In order to avoid **potential problems**, I improved the ordering process and eliminated the late arrival of supplies by researching alternatives and developing a quick reference list of contract vendors. This facilitated a more expedient ordering process to assist our customers. I conducted outreach to research needs and developed collaborative relationships with local vendors and agencies. Through outreach, I improved our resources and obtained 500+ copies of telephone directories, relocation information, and visitors guides from newly identified community sources. This helped ease their transition and acclimate more quickly and comfortably.

RESULT: I expanded transition center training programs 25% from the previous year. Through planning and careful utilization of materials, I increased resources despite declining budget availability. These efforts **improved overall customer satisfaction** through improved training of staff. Additionally, the products needed by our customers were **delivered more timely and with more availability of products and/or services**.

TRANSITION TRAINING AND SERVICE MATERIALS: I scheduled and held 187+ well received counseling sessions and 15 classes related to relocation, transition assistance, and employment. I provided timely and accurate advice and assistance and adjusted content to meet individual needs. I effectively monitored and tracked response to program content. I achieved 95% customer satisfaction rating.

TRAINING AND DEVELOPMENT: I became a certified federal job search trainer in order to provide better service, information, and assistance to my customers. Following certification, my customer satisfaction rating increased by 26%.

Character count: 2,437

JO2: MANAGE MILITARY TRANSITION SERVICES AND PROGRAMS

I **exceeded this job objective** and contributed significantly to the accomplishment of the mission to provide transition support.

PLAN MY MOVE UPDATE. On short notice, I revised the NAS Lemoore “Plan My Move” webpage. I **adapted established publication** and improved its content. I did extensive customer outreach to get input for changes and coordinated the revision efforts with the departments throughout NASL and the local community to ensure changes and information were accurate and up-to-date. I completed the project ahead of schedule in less than 30 days. Enhancements included updated points of contact regarding the full range of on and off base services. The updated site received 1,034 visitors and 3,694 hits in 12 months, an increase of 32%.

WEBPAGE UPDATE. I updated NASL FFSC CNI’s webpage, providing valuable information about services offered by FFSC. I **built effective partnerships across units to receive and disseminate information**.

I began a Jobs webpage to help people find employment. This new feature was well received and as a result, I received many positive comments. I also effectively marketed FERP to employers, resulting in 84 spouses, 20 transitioning military, and 5 dependents finding jobs, exceeding my goals. **The Jobs page was designed for organization, customer service, and job support objectives.**

PUBLICITY. I prepared 14 articles for base and local newspapers and TV and radio stations about employment, success stories, and programs available through FFSC. My articles emphasized FERP and RELO missions and were accepted without edit, demonstrating my communication skills. Program participation increased by 18% because of my marketing efforts.

HOSTED SUCCESSFUL JOB FAIR. I coordinated marketing efforts and contacted 200 prospective employers about the Fair. The Fair was very successful; more than 80 local employers participated, as did 1,100 military members, veterans, and family members. More than 150 received job offers after the event. This was our most successful job fair.

CREATIVE MARKETING. I increased awareness of our services 25% by making 50+ presentations **through improved email information and knowledge sharing techniques**.

My sessions consistently demonstrated high satisfaction; 92% of the participants rated the presentations good or better, exceeding my goal of 80%.

Character count: 2,398

Total character count: 4,835

TONY HOYER

Mechanical Engineer, YD-830-2
Scientific & Engineering, Professional / Analytical
Naval Air Systems Command (NAVAIR)

MISSION

Develop, deliver, and sustain aircrafts, weapons, and systems on time and at cost with proven capability and reliability so they succeed in every mission and return safely home.

PERFORMANCE INDICATOR KEYWORDS

Professional / Analytical -- Band 2

Performance Indicators

Level 3

Achieved the stated objectives
Anticipated and overcame obstacles
Adapted established methods and procedures
Results were technically sound, documented, and met standards
Planned and organized own work activities
Delivered the objective in a timely and effective manner
Made adjustments to changing situations
Anticipated and overcame obstacles
Demonstrated high standards of conduct
Represented the organization effectively

Level 5

Contributed results beyond expectation
Results were far superior in quality, quantity, and impact on objectives
Exhibited the highest standards of professionalism

JOB OBJECTIVES

Job Objective 1:

S—SUPPORT ENGINEERING DESIGNS OF AIRCRAFT UTILITY ACTUATION, GENERAL MECHANICAL ACTUATION SUBSYSTEMS AND MECHANISMS IN THE DESIGN, EVALUATION, AND CONSEQUENT INTEGRATION OF THESE SYSTEMS INTO AIRCRAFT

M—Conduct and share thorough and relevant research with NAVAIR engineering, sponsors, and fleet personnel. Review and analyze test plans; provide comments and recommendations in a timely manner. Make data analysis logical, identify anomalies, and support recommendations by data shared. Identify and share potential opportunities to substitute parts, make material changes, and implement new manufacturing processes. Identify opportunities for cost reductions and efficiency increases. Respond to requests for actions; active participant in engineering investigations.

A—Supports goal of developing and delivering aircraft on time and at cost with proven capacity and reliability

R—Assumes required information received

T—Consistent with agreed upon timeframes

Contributing Factor: Technical Proficiency

BENCHMARK DESCRIPTOR KEYWORDS

Professional / Analytical -- Band 2

Contributing Factor: Technical Proficiency

Level 3	Level 5
<p>Applied substantive knowledge and skills</p> <p>Used appropriate technology or tools</p> <p>Independently performed a full range of assignments</p> <p>Moderately complex work activities</p> <p>Acquired, developed, and maintained relevant job skills</p> <p>Stayed up-to-date in specialties</p> <p>Applied knowledge to improve own performance</p> <p>Contributed to work unit performance</p> <p>Demonstrated understanding of the organization’s mission, functions, values, policies and procedures, and internal and external factors that affect the organization</p> <p>Sought out opportunities to contribute to organizational objectives and priorities</p>	<p>Applied depth and breadth of knowledge</p> <p>Independently performed well</p> <p>Complex or varied assignments</p> <p>Took initiative to improve technical knowledge and skills</p> <p>Increased ability to contribute to the mission</p> <p>Frequently consulted by others because of organizational understanding</p> <p>Sought out and capitalized on opportunities to contribute to organizational goals</p>

SELF-ASSESSMENT

Keywords are highlighted in blue.

JO1: SUPPORT ENGINEERING DESIGNS OF AIRCRAFT UTILITY ACTUATION, GENERAL MECHANICAL ACTUATION SUBSYSTEMS AND MECHANISMS IN THE DESIGN, EVALUATION, AND CONSEQUENT INTEGRATION OF THESE SYSTEMS INTO AIRCRAFT

I **achieved my stated job objectives** and consistently provided timely, responsive, and well-analyzed engineering designs and technical support.

COORDINATED TWENTY+ PERSON TEAM to respond to more than seven complex engineering investigations, cost reduction initiatives, and requests for action. I selected a team based on a mix of skills needs, set priorities, and monitored team progress to ensure timely completion of activities. The team's work was consistently well regarded, particularly during the Wing fold investigation. I maintained **high standards of conduct and represented the organization effectively**. I effectively collaborated with other engineers in test planning and data interpretation on the high profile X-89 and other projects. I **adapted established methods and procedures**.

I made a number of recommendations on data interpretations, resulting in my work being used in a briefing to support additional project funding. Using my technical expertise, I recommended the possible substitution of parts, material changes, and implementation of new manufacturing processes for CRI 99 Wing fold. My analyses of complex, vital data required the use of complex mathematical formulas and concepts and consistently demonstrated my understanding of our products, best practices in research, and the needs of our customers. I met or exceeded all deadlines for my analyses. **Results were technically sound, documented, and met standards. I contributed results beyond expectation; results were far superior in quality, quantity, and impact on objectives.**

PREPARED MORE THAN SEVEN WUPs for upcoming programs. All WUPs were prepared in the required format, including all necessary information and were submitted on time. None of the WUPs I prepared were returned for additional information. I also reviewed and approved requirements in support of the program office; ensured that the documentation was complete, accurate, and technically compliant. I **planned and organized work activities to delivery objective**.

PROVIDED HIGHLY TECHNICAL, EXPERT ADVICE AND GUIDANCE in support of X-89 programs. This aircraft has been through extensive testing and has seen excessive corrosion and wear on many components. I analyzed a number of the issues identified, provided analyses to the possible causes, and made recommendations to address some of the concerns. I was called upon to support my recommendations in greater detail before senior military personnel and the contractor and have successfully supported my positions. I **anticipated and overcame obstacles and exhibited the highest standards of professionalism**.

Character count: 2,810

SHERRY CHAVEZ

Equal Employment Opportunity Specialist, YA-260-2
Standard, Professional / Analytical
US Army Garrison, Ft. Huachuca

MISSION

1. Develop and retain the best leaders and most professional workforce to accomplish organizational goals and objectives.
2. Optimize resources and employ innovative means to provide premier facilities and quality services.
3. Be a streamlined, agile organization that is customer-focused and results-driven in support of current and future missions.
4. Build and sustain a state-of-the-art infrastructure to support readiness and mission execution and enhance the well-being of the military community.

PERFORMANCE INDICATOR KEYWORDS

Professional / Analytical -- Band 2

Performance Indicators

Level 3	Level 5
Achieved the stated objectives	Contributed results beyond expectation
Anticipated and overcame obstacles	Results were far superior in quality, quantity, and impact on objectives
Adapted established methods and procedures	Exhibited the highest standards of professionalism
Results were technically sound, documented, and met standards	
Planned and organized own work activities	
Delivered the objective in a timely and effective manner	
Made adjustments to changing situations	
Anticipated and overcame obstacles	
Demonstrated high standards of conduct	
Represented the organization effectively	

JOB OBJECTIVES

Job Objective 1: Developing EEO Programs

Incumbent is the subject matter expert for assigned SEP programs, performs such duties as the following without unexcused deficiencies or delinquencies: completes all reporting requirements; provides necessary analysis and recommends to the EEO Officer for advising Commanders on EEO matters; proficiently advises and trains EEO Counselors as required.

Measurement:

- Achieves a satisfactory ISR rating of Amber for performance metrics for which the EEO Office has control in the specific program/function assigned or has an improvement plan to address ratings of Red.
- By the end of the rating period, incumbent will successfully lead and complete two projects for the EEO Officer.

Contributing Factor: Communication

Job Objective 2: Customer-Results Driven

Properly advise internal and external customers on EEO matters. Advise workforce employees, supervisors, and managers. Participates as the EEO subject matter expert in meetings with members from other staff disciplines. No instances of inadequate research, erroneous or irrelevant advice, and unexcused delinquency on actions assigned. Expected to always use the following format when presenting a substantive problem that requires a decision from the EEO Officer or leadership; problem statement, analysis, courses of action, and recommendation.

Measurement:

- No negative ICE comments received in the EEO Office.

Contributing Factor: Leadership

Job Objective 3: Quality Services

Improve on EEO business operations. During the rating period, incumbent will review operations in her assigned program for potential economies and efficiencies and present one efficiency change to the EEO officer for implementation. The proposal will have proper data compilation, analysis, coordination, and an implementation plan for decision approval.

Measurement:

- Submits one initiative during the rating period.
- Implements innovation to completion.

Contributing Factor: Resource Management

BENCHMARK DESCRIPTOR KEYWORDS

Professional / Analytical -- Band 2

Contributing Factor: Communication

Level 3

Sought other's ideas
Actively listened to others' questions and concerns
Showed respect for diverse viewpoints
Carefully considered diverse viewpoints
Crafted clear and organized responses
Followed up to ensure understanding
Communicated moderately complex information
Communicated in an accurate, clear, concise, comprehensive, well-organized, and timely manner
Tailored communication style for audience
Customized communications to audience's needs and level of understanding

Level 5

Adeptly read interpersonal interactions and nonverbal cues
Adjusted own behavior to more effectively communicate with others
Prepared and delivered communications of exceptional technical quality
Recognized by peers, supervisors, and/or customers
Communicated complex information
Range of audiences
In a manner that facilitates understanding

Contributing Factor: Leadership

Level 3	Level 5
<p>Translated projects into concrete work assignments for staff</p> <p>Effectively communicated goals and expectations</p> <p>Followed up to ensure tasks were completed efficiently and effectively</p> <p>Considered strengths of staff</p> <p>Considered developmental needs</p> <p>Provided timely and constructive feedback</p> <p>Encouraged and solicited employee input</p> <p>Developed others through motivation, mentoring, coaching, and instruction</p> <p>Created an environment that facilitates a high performing work unit</p> <p>Demonstrated a high standard of performance</p> <p>Demonstrated a high standard of ethical behavior</p> <p>Actively supported and adhered to Merit System principles</p> <p>Actively supported and adhered to all applicable personnel policies and regulations</p>	<p>Effectively sought out and capitalized on opportunities for the work unit to achieve significant results</p> <p>Helped staff develop new skills</p> <p>Encouraged staff to attempt more difficult tasks</p> <p>Encouraged staff to try new approaches</p>

Contributing Factor: Resource Management

Level 3	Level 5
<p>Demonstrated knowledge of the resources available to the work unit</p> <p>Demonstrated knowledge of processes to acquire resources</p> <p>Identified and advocated for resources necessary for mission requirements</p> <p>Used resources in an efficient and effective manner</p> <p>Safeguarded against fraud, waste, and abuse</p> <p>Promoted workplace safety and security</p> <p>Demonstrated correct safety and security behaviors</p>	<p>Anticipated changes in workload requirements</p> <p>Advocated for resources well in advance</p> <p>Took initiative to contribute to resource planning efforts</p> <p>Actively assisted others in using resources more efficiently</p> <p>Suggested flexible and innovative approaches to stretch limited resources</p>

SELF-ASSESSMENT

Keywords are highlighted in blue.

JO1: Developing EEO Programs

I met my goals for objective 1 through timely completion of several suspenses. Also, I prepared three complex decision documents for the EEO Officer.

IDENTIFIED AND ADDRESSED THREE PROBLEMS REQUIRING DECISION by EEO Officer. I identified and analyzed three issues confronting the EEO office. These issues were MD-715 deficiencies, a problem with the Workforce Recruitment Program, and the lack of current information on the EEO intranet site. For each of these three issues, I **developed a clear**, detailed written paper identifying the issue with a problem statement, provided analysis of the problem, possible courses of action, and a recommendation. In each instance, my analysis demonstrated my knowledge of the EEO discipline and the EEO Officer accepted my recommendation. **I followed up to ensure understanding.**

COMPLETED FIVE IMCOM-W and FOUR GARRISON SUSPENSES. During this rating period, I received, analyzed, and completed a total of nine high profile suspense items. In all instances, my analyses were **accurate, clear, concise, comprehensive, well organized**, thorough, and reflected my technical expertise in the EEO area. In addition, my work was submitted on time and within the requested timeframe. I received positive feedback on my work and the office's reputation for dependability and expertise was reinforced.

CONDUCTED THREE SUCCESSFUL MEDIATIONS. While conducting the first mediation, it became clear that the wrong individuals were sent for mediation. Using my skills of persuasion, I got the right parties to the table and resolved a longstanding issue to everyone's satisfaction, thus increasing productivity, saving employee time, and reducing management frustration. I **utilized active listening skills and demonstrated respect for diverse viewpoints in leading these successful mediations.**

Character count: 1,839

JO2: Customer-Results Driven

I exceeded my goals for the Special Emphasis and Affirmative Employment Programs. Additionally, I ACHIEVED GREEN on two of two ISR metrics.

COMPLETED BARRIER ANALYSIS FOR SIX MAJOR TENANTS. In three months, I performed a detailed and incisive barrier analysis for six major tenants. These analyses had been assigned to former colleagues, but had never been completed. My analysis addressed each tenant's commitment to EEO policies and principles in recruitment, hiring, and promotion of a diverse population, including those with disabilities. Once the analyses were completed, I prepared and **effectively presented customized briefings** on the results and my recommendations to each Commander/Director.

My work was consistently praised; I received generous praise from Major General Custer on the quality of my analysis and the usefulness of my recommendations.

ENGAGED IN EXTENSIVE OUTREACH TO THE LOCAL EEO COMMUNITY. I identified and reached out to other federal SEP program managers and their supervisors. **I encouraged and solicited supervisor and employee input from the EEO community. I created a communication environment that facilitates more cooperation and visibility in the EEO community.**

During the rating period, I met with three SEP managers and scheduled meetings with three others. My outreach has been well received.

SELECTED AS FEDERAL EMPLOYEE OF THE YEAR by the Southern Arizona Council of Hispanic Employment Managers; nominated for inclusion in the 2007/2008 Cambridge Who's Who Among Executive and Professional Women Registry. I also received compliments from the Deputy CDR, CPAC Director, and NETCOM EEO Manager on my MCRP initiatives. These awards recognized my contributions and promoted the Garrison as a top workplace to the public and supported our mission to build and sustain a state of the art infrastructure and develop and retain the best leaders.

REPORTS COMPLETED ON TIME; I completed all required reports on time and consistent with requirements.

TEAM LEADER OF MINORITY COLLEGE RECRUITMENT PROGRAM (MCRP). **I utilized my knowledge and skill to represent our agency at local colleges in order to interest Hispanic students in federal service.**

I worked closely across disciplines to identify realistic goals and established effective relationships with two local colleges which serve large Hispanic populations. I worked with the webmaster to create an enticing and effective website to promote our program. One of the colleges was so

impressed with the website that they put a link to it on every desktop in their computer lab! In addition, IMCOM-W submitted the website as one of their Top 5 initiatives to the Regional Director one quarter. I also created a brochure to promote our MCRP, placing it in strategic areas both on and off-post. Finally, I partnered with one of the colleges and participated in a highly successful employment fair. By working with my committee, I borrowed two Presidential Management Fellows to help me work the fair and share their experiences. The fair was attended by more than 600 and the visibility of Fort Huachuca was greatly enhanced by our participation.

SELECTED TO MAKE A PRESENTATION AT THE NATIONAL CONFERENCE OF THE SOCIETY OF THE AMERICAN INDIAN GOVERNMENT EMPLOYEES (SAIGE).

My presentation was successful and again promoted Fort Huachuca as an employer of choice. In recognition of my presentation and other work to partner, support, and advance employment opportunities for the American Indian population in the State, my EEO office was recognized by DOD as having the Best Practice on American Indian Program. This was another Top 5 initiative presented to the Regional Director.

Character count: 3,686

JO3: Quality Services

I exceeded my goal to analyze operations and recommend at least one efficiency.

ANALYZED FIVE INTERNAL OPERATIONS; recommended improvements in four. **Based on my knowledge of resources available**, I identified and analyzed five internal operations. My analyses were complete, presented on time, and in the required format.

IDENTIFIED AND COMPLETED THREE MAJOR INITIATIVES including 1) the MCRP website, 2) the MCRP brochure, and 3) a redesign and update of the EEO intranet website. **I identified and advocated for accurate and consistent online resources necessary for mission requirements.**

Through my analysis, I identified a discrepancy between the public internet site and the agency's intranet site; the issuances on the public site were up-to-date; the policies and issuances on the internal intranet site were from 2005. By identifying this issue and working closely with the webmaster, I was able to ensure that employees had access to updated and current information, improving their knowledge base and supporting our mission to build and sustain a state-of-the-art infrastructure.

Also, I authored three articles on a variety of EEO issues for publication on the EEO intranet site; these articles have been accepted and are awaiting publication.

Character count: 1,270

Total Character count: 6,795

TONY LAMBERGINI

Air Force Customer Account Manager, YA-301-3
Standard, Professional / Analytical
Defense Logistics Agency

MISSION

The Defense Logistics Agency (DLA) is DOD's largest combat support agency, providing worldwide logistics support in both peacetime and wartime to the military services as well as several civilian agencies and foreign countries.

PERFORMANCE INDICATOR KEYWORDS

Professional / Analytical -- Band 3

Performance Indicators

Level 3	Level 5
Delivered the stated objective	Contributed results beyond expectation
Aligned with mission and objectives	Overcame highly difficult obstacles
Anticipated and overcame significant obstacles	Results were far superior in quality, quantity, and impact on objectives
Adapted established methods	Created new and innovative methods
Established priorities	Contributed to the success of the organization
Worked across projects	Exhibited the highest standards of professionalism
Balanced work demands	Accomplishments contributed to the organization exceeding its mission goals for the year
Overcame difficult obstacles	
Achieved positive outcomes	
Demonstrated high standards	
Represented the agency effectively	

JOB OBJECTIVES

Job Objective 1:

S—PROVIDE CUSTOMER SUPPORT TO NASA'S AIR FORCE SPACE SHUTTLE OPERATIONS AT BOTH RETAIL AND WHOLESALE LEVELS

M—Provide more than \$250 million in supplies and materials each year; reduce delivery times by an average of 25% to 60 days. Increase Air Force operations' supplies by 10%. Engage customers actively through a variety of means; support transformation initiatives and capture their most significant issues/concerns/requirements. Collaborate on corrective actions. Provide corrective action plan back to customers within 30 business days.

A—Support mission requirements and overall DLA Goal 1, C2c, translate customer needs into actionable solutions, and develop identified capabilities needed to meet warfighter requirements.

R—Assumes funds availability and customer acquisitions

T—Communicate customer concerns/issues/requirements to the appropriate process owner within 5 business days. Provide corrective action plans within 30 business days.

Contributing Factors: Communication, Customer Focus

BENCHMARK DESCRIPTOR KEYWORDS

Professional / Analytical -- Band 3

Contributing Factor: Communication

Level 3	Level 5
<p>Sought other's ideas</p> <p>Actively listened to others' questions and concerns</p> <p>Showed respect for diverse viewpoints</p> <p>Carefully considered diverse viewpoints</p> <p>Crafted clear and organized responses</p> <p>Followed up to ensure understanding</p> <p>Communicated complex information</p> <p>Wide range of audiences</p> <p>Communicated in an accurate, clear, concise, comprehensive, well-organized, and timely manner</p> <p>Tailored communication style effectively for different levels of audiences</p> <p>Properly emphasized critical issues</p>	<p>Adeptly read complex interpersonal interactions and nonverbal cues</p> <p>Adjusted own behavior to more effectively communicate with others</p> <p>Prepared and delivered communications of exceptional technical quality</p> <p>Recognized by peers, supervisors, and/or customers</p> <p>Communicated highly complex information</p> <p>Range of audiences</p> <p>In a manner that facilitated understanding and acceptance</p>

Professional / Analytical -- Band 3

Contributing Factor: Customer Focus

Level 3	Level 5
<p>Proactively communicated with customers</p> <p>Helped define their needs and obtained feedback</p> <p>Continually enhanced products and/or services</p> <p>Worked with customers to set mutually acceptable expectations</p> <p>Informed customers or relevant others of progress, changes, issues, or problems</p> <p>Developed effective solutions</p> <p>Provided timely, flexible, innovative, and responsive products and/or services to customers</p> <p>High overall customer satisfaction</p>	<p>Developed innovative and useful approaches for improving or expanding products and/or services</p> <p>Resulted in highly valued services that improve overall customer satisfaction</p> <p>Took initiative to anticipate and implement effective solutions to prevent problems</p> <p>Avoided gaps in customer expectations</p>

SELF-ASSESSMENT

Keywords are highlighted in blue.

JO1: PROVIDE CUSTOMER SUPPORT TO NASA'S AIR FORCE SPACE SHUTTLE OPERATIONS AT BOTH RETAIL AND WHOLESALE LEVELS

I met my objective to provide customer support to NASA Space Shuttle Operations and reduce delivery times by 25%. I also increased Air Force supplies by 13%, exceeding my goal.

RESOLVED SPACE SHUTTLE PARTS MOVEMENT PROBLEM AND REDUCED DELIVERY TIME. In the second quarter of fiscal year 2008, I was contacted by Supply Specialists at NASA. They requested my assistance in resolving a parts movement problem. Parts were not arriving in time for their pre-space launch mission because orders faced an unnecessary delay in shipment. Two parts, in particular, were causing a significant problem and **obstacle to efficient shipping**.

I discovered this obstacle as a conflict between processing directives and ordering expectations, causing a delay of three missions and an approximate loss of millions of dollars.

I worked quickly to identify the source of the shipping problem in order to ensure the pre-space launch mission occurred on time.

ESTABLISHED AN INTEGRATED PROCESS TEAM. To address this problem, I established an Integrated Process Team that consisted of members from Headquarters of DLA, DLIS, DSCR, AFSPC, and Patrick Air Force Base to build this team, identify the supply problem, and create a solution. I coordinated a series of teleconferences to discuss the issue. After some discussion with the team, I identified a cataloguing problem. Employees at the Distribution Center were unable to process orders in a timely manner because of a complex parts identification protocol, which did not meet the needs of the customer and caused confusion. **I developed an improved and innovative approach to solving the problem by improving the original supply contracting processes and procedures. I represented the agency professionally and communicated with the customer and discovered that they were not requesting parts consistent with their expectations.**

RESULTS: Ultimately, I led the team to a positive outcome meeting customer needs by directing the supplier to ship to the customer directly. I also directed that the contract be changed to enable this. The contract was rewritten and received approval in less than two months. In doing so, this reduced customer wait time by three months, on average. This problem solved contributed to the success of the supply service provided to NASA. **I worked with the customer to improve service and delivery standards.** I met my objective to provide customer support to NASA Space Shuttle Operations and reduce delivery times by 25%. I also increased Air Force supplies by 13%, exceeding my goal.

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ABOUT THE AUTHORS



KATHRYN K. TROUTMAN

Kathryn K. Troutman is the founder and president of The Resume Place, Inc., a service business located in Baltimore, MD, specializing in writing and designing professional federal and private-sector resumes, as well as coaching and education in the federal hiring process. For over 30 years, Ms. Troutman has managed a professional writing and consulting practice, a publishing and federal career training business, and a team of certified federal resume writers. The Resume Place currently assists hundreds of federal, military, and private industry clients worldwide per month.

Internationally recognized as the “Federal Resume Guru” by federal jobseekers and human resources specialists, Ms. Troutman created the format and name for the new “federal resume” that became the industry standard when the SF-171 form was eliminated in 1995. She outlined her pioneering design and is the author of *The Federal Resume Guidebook*, now in its 4th printing.

Ms. Troutman is an in-demand, government-contract career trainer, who has trained thousands of federal employees in writing federal resumes, KSAs, Resumix, USAJOBS, and Quickhire resumes for more than 200 federal agencies in the United States and Europe. Her federal career training courses and publications are listed on the GSA Schedule for government agency purchase.

Ms. Troutman created the Certified Federal Job Search Trainer program—the first federal career train-the-trainer program ever—to instruct federal and military career counselors in the federal hiring process. The course is based on her award-winning and popular book, *Ten Steps to a Federal Job™*. Since 2002, more than 350 career counselors and workshop leaders have been licensed to teach the Ten Steps™ curriculum. In addition, the 62 U.S. Navy Fleet and Family Support Centers worldwide

teach this program to separating and retiring military personnel and family members as part of the Transition Assistance Program (TAP). The U.S. Air Force, Coast Guard, and Army military transition centers use the Ten Steps *Jobseeker’s Guide™* to help military personnel write federal resumes for submission to Resumix databases. Recently, Ms. Troutman modified her successful Ten Steps™ training program to address the needs of University career counselors nationwide, and offers the Certified Federal Career Counselor program.

Ms. Troutman’s additional federal career publications include the award-winning *The Student’s Federal Career Guide* and *Military to Federal Career Guide*, used in every Navy and Marine Corps base, and most Air Force career transition centers in the world.

A dynamic radio, TV, and online guest, Ms. Troutman answers questions about federal careers, resume writing, and job search techniques. She currently serves as Monster.com’s Federal Career Coach and writes a monthly column. She has been quoted and published hundreds of times on the topic of federal resume writing and job search through syndicated news articles by Joyce Lain Kennedy and numerous career columnists. She is a frequent guest on www.washingtonpost.com’s Federal Diary Live On-Line and www.federalnewsradio.com. Ms. Troutman is a member of Career Master’s Institute, Professional Resume Writing Association, National Resume Writer’s Association, Publisher’s Marketing Association, and the Association of Women’s Business Owners.

Her popular website, www.resume-place.com, receives tens of thousands of visitors per month, and provides online tools to assist jobseekers worldwide.

NANCY H. SEGAL

Nancy H. Segal serves as an instructor and facilitator for government agencies and companies, conducting training on various human resources, EEO, management, and leadership topics including NSPS basics, developing effective job objectives, basic leadership skills, coaching, resume writing, EEO, FLSA, and basic federal HR for supervisors. She has been involved in developing and presenting NSPS training to Navy, Marine Corps, and other DOD personnel nationwide since Spiral 1.1. Ms. Segal has taught courses entitled: NSPS for HR Practitioners, NSPS for Employees, NSPS for Supervisors, Writing Effective Self-Assessments, and Pay Pools. She has also served as a resource to employees, supervisors, and human resources specialists on the nuances of the NSPS, as well as the preparation of effective job objectives, measures, and self-assessments; her expertise is frequently sought after. In addition to her work with the NSPS, Nancy has consulted with federal agencies nationwide on the development of effective performance elements and standards using the SMART methodology, been a featured speaker on performance management, prepared resource materials on SMART objectives for employees and supervisors, and taught at more than a dozen federal agencies.

In addition to her training work, Nancy has worked for the Resume Place for the past three years. She is a Certified Federal Resume Writer and Certified Federal Job Search Trainer and has worked with hundreds of clients to help them create powerful resumes and Knowledge, Skills and Abilities statements across all fields of work. Her track record of getting her clients referred is outstanding.

Ms. Segal served as the Regional Deputy Director and Advisor (Human Resources) for the Office of Thrift Supervision. In that capacity, Ms. Segal was responsible for managing all human resources, training, and administrative programs for a

seven state region. She also participated on numerous national working groups and task forces focusing on human resources and training issues. Ms. Segal created effective outplacement programs to assist employees who were affected by reductions in force. She created the Agency's first online recruitment materials, conducted an analysis of human resources activities, and helped prepare the Agency's Succession Plan.

Ms. Segal previously served as the Regional Personnel Officer for the Office of the Comptroller of the Currency, where she established the first decentralized personnel office in the Agency. In that capacity, she was responsible for hiring hundreds of employees, as well as the more day-to-day functions. During her tenure with OCC, Ms. Segal worked on numerous national task forces and had lead responsibility for developing and implementing the Agency's performance management program. Based on her performance, Ms. Segal was selected for the Agency's Executive Development Program.

Ms. Segal is the recipient of numerous honors and awards for her work. She is also the author of numerous articles and booklets for in-house publications. Her most recent article, "It's Not Just about the Paper—Interviewing for a Federal Job", appeared in the Winter 2008 issue of the *Career Planning and Adult Development Journal*. Ms. Segal is a Certified Federal Resume Writer, Certified Federal Job Search Trainer, and is Myers-Briggs Type Indicator qualified. She holds two master's degrees in Human and Labor Relations from Loyola University in Chicago and in Public Administration from American University in Washington, D.C. Her undergraduate degree is in history from Goucher College in Towson, MD.



NSPS SELF-ASSESSMENT TRAINING, RESOURCES, AND SERVICES

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Instructor-led 3.5 hour workshop (25 participants)

Teleclass Program, 90 minutes (25 participant maximum)

Expert career development trainers will lead DOD employees and supervisors covered by the NSPS in writing both their interim and final self-assessments. The NSPS experts will train and inspire employees in a highly interactive course focusing on effectively analyzing their job objectives, understanding their agency's mission, selecting keywords from the performance indicators and contributing factor benchmark descriptors, and writing accomplishments in the CCAR format within the character count limitations of the PAA. We will introduce participants to our exclusive NSPS Keyword Tree and show writers how to use the Keyword Tree to create highly effective self-assessments. Learn how to expand accomplishments and give details to demonstrate successful performance of your job objectives and contributions to your agency's mission. Participants will also receive an autographed copy of the book *Writing Your NSPS Self-Assessment* by Kathryn K. Troutman and Nancy H. Segal.

Moving UP! NSPS Pay for Performance Career Strategies

Instructor-led 3.5 hour workshop (35 participants)

Are your employees stuck? Do they want to get promoted to a new pay band? Are they seeking ways to improve their pay pool payout possibilities? Are they driven to improve their self-assessments for next year? This half-day workshop focuses on strategies for developing a plan of action to improve next year's self-assessment, accomplishments, and performance. Get inspired, get organized, and start writing a better self-assessment for next year NOW. Participants will create a Plan of Action for the next year during the class.

Strategies for Effective NSPS Conversations with Your Supervisor

Instructor-led 3.5 hour workshop (35 participants)

With the NSPS, communicating with your supervisor is critical. Learn how to better represent yourself, present ideas, request special projects/details/training, advocate, network, and increase your communication savvy. This interactive training includes: role-playing; strategies and preparation for the best meetings with your supervisor; team building to improve supervisor communications, cooperation, and negotiations; and practicing communication and listening skills. Participants will prepare a "mini self-assessment conversation" in the class; practice presenting their job objectives, contributing factors, and accomplishments; and receive valuable feedback for improvement. Participants also have the option to prepare a "New Idea Conversation" to practice during this workshop.

For more information about any of these training courses, contact Kathryn Troutman at kathryn@resume-place.com

ONE-ON-ONE CONSULTING, EDITING: IN PERSON OR VIA TELEPHONE

NSPS INDIVIDUAL EDITORIAL REVIEW AND WRITING SERVICES (*Hourly rates apply*)

Professional consulting, advisement, editing, and writing for your self-assessment. Career counseling for federal career management.

NSPS CAREER COUNSELING (*Hourly rates apply*)

Stuck in your pay band? Seek counseling and advisement in: managing your federal career; communicating with your supervisor; networking strategies; and making a career change.

SELF-TRAINING POWERPOINT FOR SUPERVISORS AND TEAM LEADS

Intro to Writing Your NSPS Self-Assessment PowerPoint (*\$150.00, Individual or Office License*)

Are you training staff in NSPS Self-Assessment Writing? Utilize this PowerPoint presentation to advise staff in writing job objectives and determining the best accomplishments for self-assessments. View hot tips, writing strategies, and samples to help employees write their own self-assessments. This PowerPoint presentation is best used with the book, *Writing Your NSPS Self-Assessment* as the text.

FREE RP NSPS ONLINE RESOURCES

The Resume Place NSPS Keyword Tree™ - FREE

The NSPS Keyword Tree is available to you 24/7 for analyzing your keywords from Performance Indicators, Contributing Factors, and Work Behaviors. Use these keywords to improve your self-assessment. Go to www.resume-place.com/NSPStree

NSPS Self-Assessment CCAR Builder - FREE

Write your self-assessment accomplishments with this handy online builder. The Builder includes form fields for: the Context of your accomplishment; the Challenge of your example; the Actions that you took; and the Results that came about. Tell the best stories with the CCAR Builder.

Free and available 24/7. Go to www.resume-place.com/nsps_builder/

NSPS KEYNOTE SPEAKER – Kathryn K. Troutman

Kathryn Troutman, Keynote Speaker, Federal Career Expert, and Author, is available for agency or office conference, career programs, and special events. Get inspired, energized, and renewed in spirit about managing your career as never before; representing your skills and objectives with your supervisor; and writing an effective NSPS self-assessment. This is a new culture, a new attitude, and a new way to work for the DOD. Acceptance and buy-in are important to your success! Write to kathryn@resume-place.com for requests and quotes for keynote presentations.

For more information: www.resume-place.com/nsps

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THIS BOOK WILL HELP YOU:

1. Understand the NSPS writing process
2. Complete all the NSPS employee requirements as painlessly as possible in ten clear, straightforward steps
3. Transform your position description into SMART job objectives
4. Showcase your best accomplishments in your self-assessment
5. Demonstrate how you contributed toward your organization's mission
6. Use keywords to make your self-assessment stand out
7. Improve the look and readability of your PAA form

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