U.S. DEPARTMENT OF COMMERCE National Oceanic and Atmospheric Ad NOAA FORM 56-6A (Rev07-07)	lminis	tration		ISSIONED CORPS ATION REPORT (OER)	IC	D No: VALIDATION:		
1. ADMINISTRATIVE DATA a. LAST NAME, FIRST NAME, MIDD	LE IN	ITIAL		b. G	GRAE	DE c. DATE OF RANK d. DATE	REPC	ORTED
e. UNIT (Name and Location)						f. DAYS NOT OBSERVED g. DATE	SUBM	MITTED
h. PERIOD OF REPORT		i. OCCASION FOR R	EPOF	RT (Check only one. If you check "Exce	eptior	n Report" go to section j) j. EXCEPTIO	N RE	PORT
From: To		Annual/Semi Promotion	iannu	Detachment/Change o Detachment of Officer	_			t
2. DESCRIPTION OF DUTIES:						· · · · · · · · · · · · · · · · · · ·		
AWARDS: 3. PERFORMANCE OF DUTIES: Mea	sures	, , , , , , , , , , , , , , , , , , , ,				Expectional propagation Always		
PLANNING AND PREPAREDNESS: Ability to anticipate, determine goals, identify relevant information, set priorities and deadlines, and develop strategies.	1	Got caught by the unexpected; appeared to be controlled by events. Set vague or unrealistic goals. Used unreasonable criteria to set priorities and deadlines. Rarely had plan of action. Failed to focus on relevant information.	3	Consistently prepared. Set high but realistic goals. Used sound criteria to set priorities and deadlines. Used quality tools and processes to develop action plans. Identified key information. Kept supervisors and stake-holders informed.	5	Exceptional preparation. Always looked beyond immediate events or problems. Skillfully balanced competing demands. Developed strategies with contingency plans. Assessed all aspects of problems, including underlying issues and impact.	7	NO
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b. USING RESOURCES: Ability to manage time, materials, information, money, and people (i.e. all NOAA components as well as external entities).	1	Concentrated on unproductive activities or often overlooked critical demands. Failed to use people productively. Did not follow up. Mismanaged information, money or time. Used ineffective tools or left other personnel without means to accomplish tasks. Employed wasteful methods.	3	Effectively managed a variety of activities with available resources. Delegated, empowered, and followed up. Skilled time manager, budgeted own and others' time productively. Ensured others had adequate tools, materials, time and direction. Cost conscious, sought ways to cut waste.	5	Unusually skilled at bringing scarce resources to bear on the most critical of competing demands. Optimized productivity through effective delegation, empowerment, and follow-up control. Found ways to systematically reduce cost, eliminate waste, and improve efficiency.	7	NO
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c. RESULTS/EFFECTIVENESS: Quality, quantity, timeliness and impact of work.	1	Routine tasks accomplished with difficulty. Results often late or of poor quality. Work had a negative impact on department or unit. Maintained the status quo despite opportunities to improve.	3	Got the job done in all routine situations and in many unusual ones. Work was timely and of high quality, required same of others. Results had a positive impact on department or unit. Continuously improved services and organizational effectiveness.	5	Maintained optimal balance among quality, quantity, and timeliness of work. Quality of work surpassed expectations. Results had a significant positive impact on unit or NOAA. Established clearly effective systems of continuous improvement.	7	NO
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d. ADAPTABILITY: Ability to modify work methods and priorities in response to new information, changing conditions, or unexpected obstacles.	1	Unable to gauge effectiveness of work or make adjustments when needed. Overlooked or screened out new information. Overreacted or responded slowly to change in direction or environment. Ineffective in ambiguous, complex, or pressure situations.	3	Receptive to change, new information, and technology. Effectively used benchmarks to improve performance and service. Monitored progress and changed course as required. Effectively dealt with pressure and ambiguity. Facilitated smooth transitions.	5	Rapidly assessed and adjusted to changing conditions, new information and technology. Very skilled at using and responding to measurement indicators. Championed organizational improvements. Effectively dealt with extremely complex situations. Turned pressure and ambiguity into constructive forces for change.	7	NO

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e. PROFESSIONAL COMPE Ability to acquire, apply and s technical and administrative knowledge and skills associa with description of duties. (In operational aspects such as safety, seamanship, airmans etc., as appropriate.)	share ited clude marir	es l	Questionable competence ar credibility. Operational or spe expertise inadequate or lacki key areas. Made little effort tr grow professionally. Used knowledge as power against others or bluffed rather than acknowledging ignorance. Effectiveness reduced due to limited knowledge of own organizational role and custo needs.	ecialty ing in o		Competent and credible authority on specialty or operational needs. Acquired and applied excellent operational or specialty expertise for assigned duties. Showed professional growth through education, training and profession reading. Shared knowledge and information with others. Understood own organizational rol and customer needs.	al	Superior expertise; advice and actions showed great breadth and depth of knowledge. Remarkable grasp of complex issues, concepts, and situations. Rapidly developed professional growth beyond expectations. Vigorously conveyed knowledge, directly resulting in increased workplace productivity. Insightful knowledge of own role, customer needs, and value of work.	7	NO
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PERFORMANCE OF DUTIES COMMENTS:										
- ODEAKINO AND			ficer's ability to communicate i effectively articulate ideas			, clear, and convincing manner. tively expressed ideas and facts		Clearly articulated and promoted ideas	_	
LISTENING: Ability to speak effectively and listen to understand.	1	confidence inappropri Nervous of detracted	lacked preparation, e, or logic. Used iate language or rambled. or distracting mannerisms from message. Failed to efully or was too ative.	3	verba mess all lev Lister	ividual and group situations; non- il actions consistent with spoken age. Communicated to people at rels to ensure understanding. ned carefully for intended age as well as spoken words.	5	before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Active listener; remarkable ability to listen with open mind and identify key issues.	7	NO
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b. WRITING: Ability to express facts and ideas clearly and convincingly.	1	verbose, oproofread correspor grammatic wrong aud	aterial frequently unclear, or poorly organized. Seldom Often submitted dence which was cally incorrect, tailored to dience, or delivered by an ate medium.	3	logica consc gramr audie	en material clear, concise, and ally organized. Proofread bientiously. Correspondence matically correct, tailored to noe, and delivered by an priate medium.	5	Clearly and persuasively expressed complex or controversial material, directly contributing to stated objectives. Written or published material brought credit to NOAA. Actively educated others in effective writing.	7	NO
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5. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work. a. LOOKING OUT FOR PEOPLE: Ability to consider and Ability to consider and respond to personal needs, gnorance of individuals' considered individuals capabilities to considered individuals capabilities to considered individuals capabilities to considered individuals capabilities resources unlarged despite apparent need. Ignorance of individuals' considered individuals capabilities resources unlarged despite apparent need. Ignorance of individuals' considered individuals capabilities resources unlarged despite apparent need. Ignorance of individuals' considered individuals capabilities resources unlarged despite apparent need. Ignorance of individuals' considered individuals capabilities resources and appropriate.										
capabilities, and achievements of others; support for and application of work-life concepts and skills.		failure. Se	s increased chance of eldom recognized or deserving personnel.		Consi	nize opportunities for success. istently recognized and rewarded ving personnel.		professional and personal responsibilities. Strong advocate for others; ensured appropriate and timely recognition, both formal and informal.		NO O

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b. DEVELOPING PEOPLE: Ability to use coaching, counseling, and training to provide opportunities for the professional development of other personnel.	1	Unreasonably restricted opportunitie for professional growth; kept others narrow roles and discouraged the level of risk-taking necessary for learning. Lack of timely feedback let others guessing.	in '	3	Supported and provided opportunities for professional growth. Encouraged others to expand their roles, handle important tasks and learn by doing. Allowed the appropriate level of risk-taking necessary for learning and mission accomplishment. Provided timely praise and constructive feedback.	5	Created challenging situations which optimized professional development and maximized opportunity for success. Guided, coached, and encouraged others to reach new levels of performance. Adeptly counseled others; identified professional potential, strengths and areas for improvement.	7	NO
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c. DIRECTING PEOPLE: Ability to influence or direct people in accomplishing tasks or missions.	1	Showed difficulty in directing or influencing others. Low or unclear work standards reduced productivit Failed to hold others accountable for shoddy work or irresponsible action Unwilling to delegate authority to increase efficiency of task accomplishment.	or	3	A leader who earned other's support and commitment. Set high work standards; clearly articulated job requirements, expectations and measurement criteria; held others accountable. When appropriate, delegated authority to those directly responsible for the task.	5	An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered others to set goals and objectives to accomplish tasks. Modified leadership styles to best meet challenging situations.	7	NO
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d. TEAMWORK: Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.	1	Used teams ineffectively or at wrontimes. Conflicts mismanaged or ofte left unresolved, resulting in decreased team effectiveness. Excluded team members from vital information. Stifled group discussions or did not contribute productively. Inhibited cross functional cooperation to the detriment of unit or service goals.	en	3	Skillfully used teams to increase unit effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Valued team members. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals.	5	Insightful use of teams raised unit productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across abroad range of people and groups, raising accomplishments of mutual goals to a remarkable level.	7	NO
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e. WORK PLACE CLIMATE: Ability to value individual differences and promote an environment of involvement, innovation, open communication and respect.	1	Intolerant of individual differences, exhibited discriminatory tendencies toward others. Tolerated or contributed to an uncomfortable or degrading environment. Failed to take responsibility for own words and actions and their impact on others. Failed to support or enforce NOAA & NOAA Corps human resources policies.	3	3	Sensitive to individual differences. Encouraged open communication and respect. Promoted an environment which values fairness, dignity, creativity, and diverse perspectives. Took responsibility for own words and actions and their impact on others. Fully supported and enforced NOAA & NOAA Corps human resources policies.	5	Excelled at creating an environment of fairness, candor, and respect among individuals of diverse backgrounds and positions. Optimized use of different perspectives and opinions. Quickly took action against behavior inconsistent with NOAA & NOAA Corps human resources policies, or which detracted from mission accomplishment.	7	NO
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f. EVALUATIONS: The extent to which an officer, as Reported-on Officer and rater, conducted or required others to conduct accurate, timely evaluations for civilian and officer personnel.	1	Reports were frequently late. Narratives inaccurate or of poor quality. Failed to uphold service performance standards by assignin accurate marks. Reports required revision or intervention by others. Failed to meet own OES responsibilities as Reported-on Officer.		3	Reports consistently submitted on time. Narratives were fair, concise, and contained specific observations of action and impact. Assigned marks against standards. Few reports, if any, returned for revision. Met own OES responsibilities as Reported-on Officer.	5	No reports submitted late. Narratives were insightful, of the highest quality, and always supported assigned marks. No report returned for revision. Returned reports to others when appropriate.	7	NO
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LEADERSHIP SKILLS COMN									
6. SUPERVISOR AUTHENTI	CATI	ON							
a. NAME AND SIGNATURE	J, (11)	b. GRAD	DE	C.	TITLE OF POSITION		d. DA	TE	
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8. PERSONAL AND PROF a. INITIATIVE:	ESS 1	IONAL QUALITIES: Measures selected Postponed needed action.	qualiti	ies which illustrate the individual's charac Championed improvement through	ter.	Aggressively sought out additional	7	
Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.	1	Implemented or supported improvements only when directed to do so. Showed little interest in career development. Feasible improvements in methods, services, or products went unexplored	3	new ideas, methods, and practices; self-starter. Anticipated problems and took prompt action to avoid or resolve them. Sought opportunities for own career development. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.	3	responsibility. A self-learner. Made worthwhile ideas and practices work when others might have given up. Extremely innovative. Optimized use of new ideas and methods to improve work processes, decision-making, and service delivery	1	NO
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b. JUDGMENT: Ability to make sound decisions and provide valid recommendations by using facts, experience, common sense, and analytical	1	Decisions often displayed poor analysis. Failed to make necessary decisions, or jumped to conclusions without considering facts, alternatives, and impact. Did not effectively weigh risk, cost, and time considerations.	3	Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives. Weighed risk, cost and time considerations. Made sound decisions promptly with the best available information.	5	Combined keen analytical thought and insight to make appropriate decisions. Focused on the key issues and the most relevant information, even in complex situations. Did the right thing at the right time. Actions indicated awareness of impact and implications of decisions on others.	7	NO
thought.		\bigcirc	0	\circ	0	0	0	0
c. RESPONSIBILITY: Ability to act ethically, courageously, and dependably and inspire the same in others; accountability for own and others' actions.	1	Actions demonstrated questionable ethics or lack of commitment. Tolerated indifference or failed to hold others accountable. Allowed organization to absorb personnel problems rather than confronting them as required. Tended not to speak up or get involved. Provided minimal support for decisions counter to own ideas.	3	Held self and others personally and professionally accountable. Spoke up when necessary, even when expressing unpopular positions. Supported organizational policies and decisions which may have been counter to own ideas. Committed to the successful achievement of organizational goals.	5	Integrity and ethics beyond reproach. Always held self and others to highest standards of personal and professional accountability. Did the right thing even when it was difficult. Succeeded in making even unpopular policies or decisions work. Actions demonstrated unwavering commitment to achievement of organizational goals.	7	NO
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d. PROFESSIONAL PRESENCE: Ability to bring credit to the NOAA through one's actions, competence, demeanor, and appearance.	1	Unaware of general NOAA objectives; uncooperative or biased in interactions. Lost composure in difficult situations. Conveyed poor image of self and NOAA. Ignorant of or sloppy with common military courtesies. Uniform appearance and grooming below standard.	3	Knowledgeable in how NOAA objectives serve the public; cooperative and fair in all interactions. Composed in difficult situations. Conveyed positive image of self and NOAA. Well versed in military etiquette; precise in rendering and upholding military courtesies. Great care in uniform appearance and grooming.	5	Always self-assured, projected ideal NOAA image. Poised in response to others' provocative actions. Contributed leadership role in civilian/military community. Exemplified finest traditions of military customs and protocol. Meticulous uniform appearance and grooming; inspired similar standards in others.	7	NO
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e. HEALTH AND WELL BEING: Ability to invest in NOAA's future by caring for the physical health and emotional well-being of self and others.	1	Failed to meet minimum standards of weight control or sobriety. Tolerated or condoned others' alcohol abuse. Seldom considered others' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need.	3	Maintained weight standards. Committed to health and well-being of self and others. Enhanced personal performance through activities supporting physical and emotional well-being. Recognized and managed stress effectively.	5	Remarkable vitality, enthusiasm, alertness and energy. Consistently contributed at high levels. Optimized personal performance through involvement in activities which supported physical and emotional well-being. Monitored and helped others deal with stress, enhance health and well-being.	7	NO
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PERSONAL AND PROFES	SION	NAL QUALITIES COMMENTS:						

		DES O1 to O2): A qualified			others of the same grade wanning competent professions			our career.	A diat	tinguished officer						
Unsatisfacto	ory	A qualified	onicei	One of the fi	majority of this grade.	ais who lotti the	All	officer	A dist	tinguished officer						
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9.b. COMPARISON SC			Compare t	his officer with	n others of the same grade v											
Performance unsatisfactory for grade or billet.	Marginal performer; limited potential.		recomr	erformer; mended for reased onsibility.	Good performer; give tough, challenging assignments.	Excellent performer; give toughest most challenging leadership assignments.		Strongly recommended for accelerated promotion.		Best officer of this grade.						
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9.c. RATING SCALE. C	Considering the p	performance info	ormation in t	his report, I ra	te this Captain:											
Performance unsatisfactory for a captain. Not suitable for most captain billets.	but limited in	Performance satisfactory, but limited in assignment potential.		but limited in assignment		but limited in assignment		n assignment performential. of har		y, reliable r. Capable g a variety aptain iments.	A good, solid captain. Skilled in management and leadership. Respected for views and ability to contribute to NOAA and its work.	Has flag potential. Should be given challenging assignments and consideration with peers.		Recommended for flag selection at a future board.		Recommended for flag selection at next board.
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11. REPORTING OFF		TICATION	I.							(YYYY/MM/DD)						
a. NAME AND SIGNAT	URE		b. GRADE	c. TIT	LE OF POSITION				d.	DATE						
12. REPORTED-ON C	OFFICER AUTH	ENTICATION	ı	l l						(YYYY/MM/DD)						
a. NAME AND SIGNAT	URE		b. GRADE	c. TIT	LE OF POSITION				d.	DATE						
13. REVIEWER AUTH	IENTICATION									(YYYY/MM/DD)						
a. NAME AND SIGNAT	URE		b. GRADE	c. TIT	TLE OF POSITION				d.	DATE						

		INSTRU	CTIONS						
determina standards	on for officer corps pations. Secondary purpos of expected performanc	ation Report (OER) primarily provides promotion, selection, and assignment poses include: (1) prescribing common re; (2) reinforcing NOAA values; and (3) the feedback for the Reported-on Officer.	contain all official guidance on OES requirements.						
SUBMISS	SION SCHEDULE:		PREPARATION CHECKLIST(OPTIONAL):						
Grade		Active Duty	, , ,						
Captain		31 October	Administrative Data and Description of Duties (Sections 1 and	nd 2):					
Command	der	31 October	·	,					
	nt Commander	30 November	All fields completed (enter dates in YYYY/MM/DD for one occasion for report.	mat; enter only					
Lieutenan		30 November	one occasion for report.						
Lieutenan	enant (Junior Grade) 31 Jan/31 July (Officers > 3 Years only July 31)		such as underlining, bolding, or all capital letters, are all throughout the OER).						
Ensign	31 Jan/31 July (Officers > 3 Years only July 31)								
Notes:			Attachments listed (only personal award citations, pur letter reports for senior service school allowed).	nitive letters, or					
certain co		d for up to 92 days (semiannual) under ed to Duty Under Instruction(DUINS) follow cording to school terms.	Performance Evaluation (Sections 3-5 and 7-8)						
TIMELINE	<u> </u>		Marks assigned according to standards which most closely describe Reported-on Officer's performance during the period.						
21 days	accomplishments during	ubmits to Supervisor a list of significant g the period, supporting documents (as e data required for OER Section 1, and a	Specific examples cited for each mark which deviated from "4". When applicable, comments on seamanship or airmanship ability are distinct.						
10 days	after the period: Supervisor sections of C	DER due to Reporting Officer.	Comparison or Rating Scale and Potential (Sections 9 and 10):						
30 days 45 days	after the period: Supervisor and Reporting Reviewer sends completed after the period:	ng Officer sections due to Reviewer. eted OER to OER Administrator.	Section 9 mark assigned according to the instructive clause on the form. Section 10 comments. Describe Reported-on Officer's overall potential for greater responsibility (include, as appropriate, recommendations for promotion, special assignment, and command).						
RESTRIC	TIONS:		TIPS FOR EFFECTIVE COMMENTS:						
Raters sh	all not mention a Reporte	d-on Officer's:							
(1) First n	ame:		1. Be specific.						
` ,	·	cluding allusions thereto; Record appeals;	Concisely describe the performance by relating the action observed and its impact; quantify the action whenever possible and explain why it was						
(3) Psych	ological or medical condit	ions;	impact; quantity the action whenever possible and expli- important; avoid empty superlatives. Do not repeat the dimer	,					
(4) Marita	l or family status (includin	g pregnancy); or	2. Save space.						
(5) Perfor	mance observed outside	the reporting period.	Use information bullets; reduce the use of pronouns; use member's name						
Raters als	so shall not:		sparingly, if at all; use action verbs and semicolons; and	avoid excess					
		phasis on gender, religion, color, race, or oth member and third parties);	words. Acronyms and abbreviations are effective only if they are common to all NOAA communities or are initially defined in the comments. 3. Be clear.						
	to any third party by name								
		oject to a security classification.	Don't lose the meaning; watch for cryptic comments.						
44 5 :	Address (A)	address As subtable 1 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5	15. OER Administrator Review:						
	rn Address. (Name and a al in the officer's record.)	address to which a copy is sent after filing	a. Initials:	b. Date:					
			PRIVACY ACT STATEMENT						
			This information is requested to determine an officer's suitability for promotion or job assignment. Submitting this information is mandatory. Failure to provide it could adversely affect promotion opportunities and job assignments or lead to disciplinary action.						