

Workshop

A GUIDE TO EPB'S

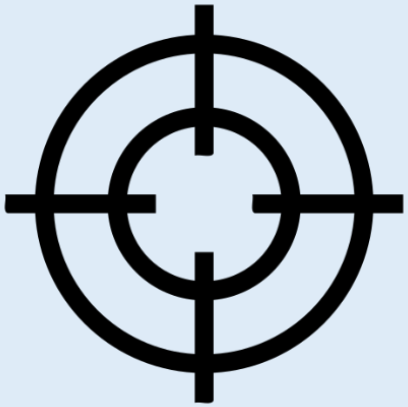
&

*HOW TO LEVERAGE AI'S POTENTIAL TO
ENHANCE PERFORMANCE WRITING*





ALQ Evaluation Transformation *Competency-Based Assessments*



Competency-Based Assessments

Evaluating both Airmen's behaviors/actions and outcomes/results provides a more accurate, holistic performance assessment.

- **Values.** *Competencies* are what you know and can do; *Performance* is what you do and how well you do it; *Evaluations* demonstrate performance in alignment with Air Force values.
- **Action Order-Airmen.** Future Air Force success is just as dependent upon the skills and behaviors Airmen have and are working towards as their past outcomes achieved.
- **Development.** Allows us to more deliberately develop our Airmen by offering feedback on both their achievements and behaviors.
- **Whole Person.** Raters measure Airmen's performance using a whole person concept relative to the Ratee's specific rank, specialty, level of responsibility, and assigned duties throughout the entire rating period.

"We must have evaluation systems that provide constructive feedback, evaluate against qualities we value, and highlight future potential."

– General Charles Q. Brown, Jr., CSAF 22 –

▶ Intro to EPBs

- ALQ Evaluation Transformation
- ALQ Writing Guide

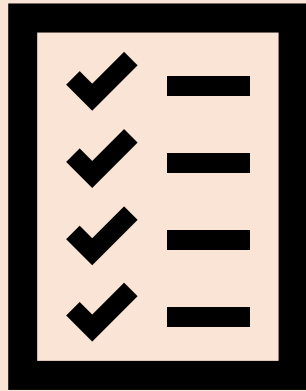
➤ AI for Performance Writing

- How AI can help you capture performance accurately
- Data Inputs for Effective AI-Driven Performance Statements
- Importance of Using appropriate competency levels in your final statements

ALQ Evaluation Transformation



ALQ Evaluation Transformation *Airman Leadership Qualities (ALQ)*



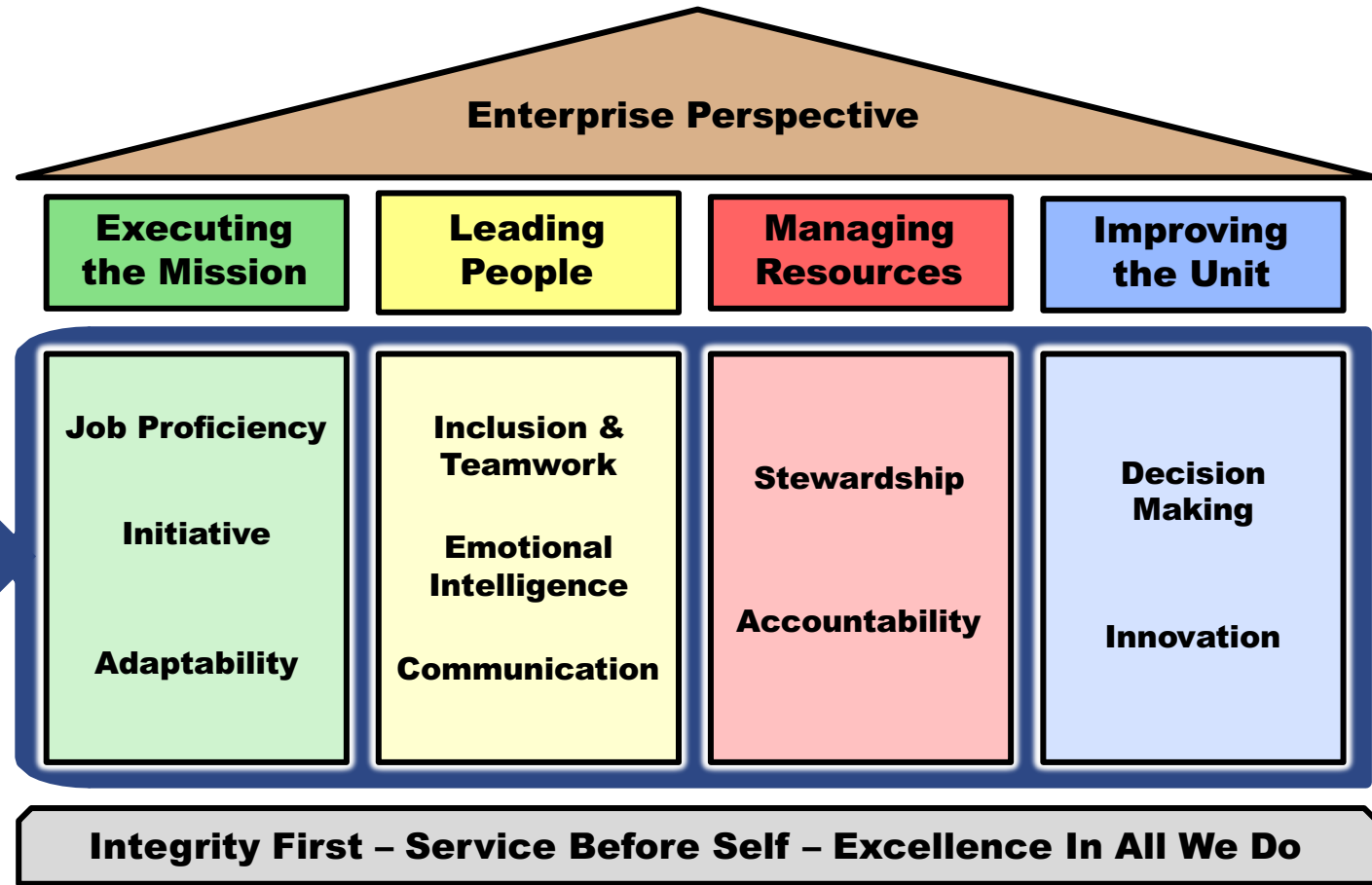
Airman Leadership Qualities (ALQ)

Represent performance characteristics we want to define, develop, incentivize, and measure in our Airmen.

4 Major Performance Areas

Airman Leadership Qualities

Core Values as Foundation





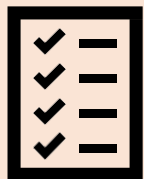
ALQ Evaluation Transformation Foundational Changes & Impact to Airmen

Foundational Changes



Competency-Based Assessments

Evaluating behaviors and outcomes provides a more accurate, holistic performance assessment



Airman Leadership Qualities (ALQ)

Represent performance characteristics we want to define, develop, incentivize, and measure in our Airmen



Performance Statements

Narrative-style writing and plain language to describe performance; they are efficient and clear, improving the ability to understand performance



Synergy Across All Airmen

Develops mission-focused Airmen while reinforcing behaviors our Air Force values across all Enlisted/Officer ranks and duty specialties.

ALQ Evaluations



myEval 2.0 (IT Solution)

Improves feedback/evals
Enhances user experience
Enables data-driven decisions

Impact to Airmen



Clearly Defines What the AF Values



Enables Clear and Equitable Understanding of Performance



Delivers Meaningful, Accessible, and Actionable Feedback



Measures Performance Against Defined AF Values



Develops Behavioral Skills and Growth



Initiates the Agile and Iterative Evaluation System of the Future



ALQ Evaluation Transformation *Synergy*



Synergy Across All Airmen

Develops the mission-focused Airmen we need while reinforcing the development of behaviors our Air Force values across all Enlisted/Officer ranks and duty specialties.

- **Simple and Consistent.** Administration of ALQ Evaluations is both simple and consistent across all Total Force Enlisted and Officer Airmen.
 - All Airmen are evaluated, according to their rank and responsibilities, through the lens of MPAs.
 - Evaluation variables are limited to those specifically required to make effective talent management decisions within the force structure (i.e., stratification, forced distribution, future roles).
- **Standards.** ALQ Evaluations enable clear and equitable understanding of performance; they assess behavior in alignment with published Air Force values and capture performance towards mission-driven outcomes.

“The synergy between the Officer and Enlisted evaluation systems is a huge win for how we develop our Airmen to build the Air Force our nation needs.”

– CMSAF JoAnne S. Bass, CMSAF 19 –



ALQ Evaluation Transformation *Performance Statements*



Performance Statements

Narrative-style writing and plain language to describe Airmen's performance; they are efficient and clear, improving the ability to understand performance correctly and equitably.

- **Standalone.** Each Performance Statement is a standalone sentence and includes two elements: 1) **action** and 2) at least one **impact, result, or outcome**.
- **Readability.** Performance Statements provide readability by using plain language and *avoiding* uncommon acronyms and abbreviations.
 - If using acronyms and abbreviations, only utilize those identified on the approved Air Force Acronym and Abbreviation List, unless noted by an approved category.
 - The list and ruleset are available here:
<https://www.afpc.af.mil/Career-Management/Acronyms/>
- Search “**ALQ Writing Guide**” in myFSS for knowledge article containing suggestions and examples

WRITING GUIDE FOR USING AIRMAN LEADERSHIP QUALITIES



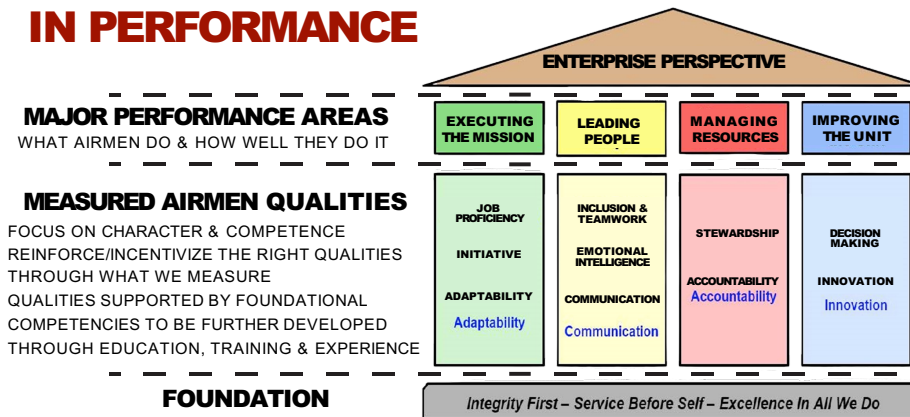
INTEGRITY, SERVICE, EXCELLENCE • PERSON, PROCESS, OUTCOMES

SUMMARY: The Air Force is implementing a new performance evaluation system. This guide explains the *why* behind the change, *what* the new evaluation system entails and suggestions for *how* to write narrative-style Performance Statements.

It starts with a straightforward PHILOSOPHY: The success of the Air Force resides in its people. To safeguard the Air Force's future, our performance evaluations **must** develop Airmen by providing assessment of performance and potential to inform promotion decisions. Therefore, we must set clear expectations about what we value, measure how **Airmen's outcomes and behaviors** embody those values and, incentivize Airmen to continue their development through meaningful feedback.

It encompasses what we VALUE: Our new system uses narrative-style Performance Statements combined with a new competency-based framework. Performance feedback and evaluations are measured upon 10 desired **Airman Leadership Qualities (ALQs)**. These ALQs represent the performance characteristics we want to define, develop, incentivize, and measure in our Airmen with increasing the clarity and effectiveness of feedback. The ALQs fall under the four Major Performance Areas (MPA) listed in **AFI 1-2, Air Force Culture: Commander's Responsibilities**. Taken together, this system develops the mission-focused *Airmen we need*, while reinforcing the development of useful traits and behaviors our Air Force *values* by emphasizing Airmen's character and competence, along with successful outcomes and behaviors; it is universally designed for all ranks and AFSCs.

OPERATIONALIZING 'WHAT WE VALUE' IN PERFORMANCE



It requires a shift in CULTURE: Our previous evaluation system drifted away from offering meaningful feedback. The "Air Force bullet" became difficult to understand, plagued by confusing acronyms and abbreviations; it focused too narrowly on Airmen's achieved outcomes while ignoring the ways and means in which they accomplished them. Evaluating both Airmen's behaviors or actions and outcomes or results provides **a more accurate, holistic performance assessment** system. Nonetheless, the new system's success will fall to each Airman honestly and diligently enacting it to create the Air Force we want and need.



ALQ Evaluation Transformation *Terminology*

- **Airman Leadership Qualities (ALQ):** performance characteristics we want to define, develop, incentivize, and measure in our Airmen
- **Major Performance Areas (MPA):** align the duties and responsibilities of Airmen's everyday performance and/or behaviors to develop the mission-focused Airmen we need; MPA's include Executing the Mission, Leading People, Managing Resources, and Improving the Unit
- **Performance Statements:** narrative-style writing and plain language to describe Airmen's performance without the need of extensive technical or contextual knowledge
- **ALQ Evaluation:** assessment of behaviors and/or performance the Air Force values with mission-driven outcomes and developmental feedback
- **ALQ Performance Brief:** ALQ Evaluation's final output used for talent management decisions (replacement for the traditional OPR/EPR)
- **Higher Level Reviewer (HLR):** final evaluator in rating chain and closes out the evaluation

ALQ Writing Guide

**ALQ OFFICER PERFORMANCE EVALUATION
PERFORMANCE STATEMENTS PREPARATION DOCUMENT**

DUTY DESCRIPTION

RATER ASSESSMENT

EXECUTING THE MISSION *Effectively uses knowledge, initiative, and adaptability to produce timely, high quality/quantity results to positively impact the mission.*

LEADING PEOPLE *Fosters cohesive teams, effectively communicates, and uses emotional intelligence to take care of people and accomplish the mission.*

MANAGING RESOURCES *Manages assigned resources effectively and takes responsibility for actions/behaviors to maximize organizational performance.*

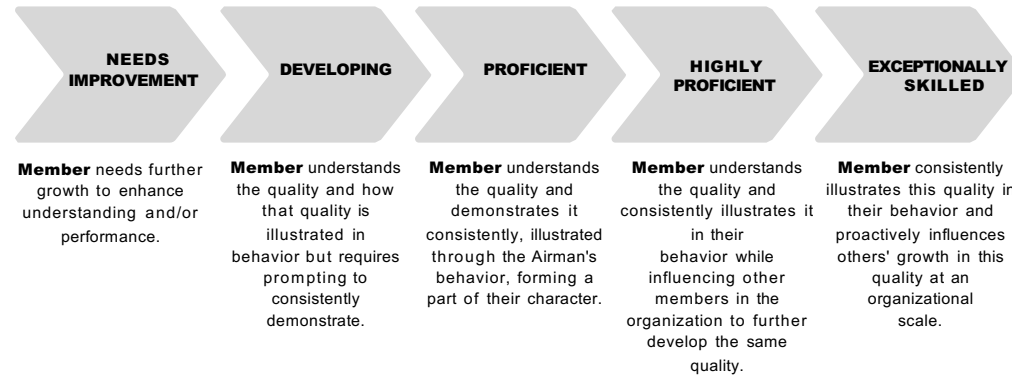
IMPROVING THE UNIT *Demonstrates critical thinking and fosters innovation to find creative solutions and improve mission execution.*

**HIGHER LEVEL REVIEWER
ASSESSMENT**

INSTRUCTIONS

- 4X MAJOR PERFORMANCE AREAS (MPA)
 - PERFORMANCE STATEMENTS (APPROX 2-3 PER MPA)
 - ENCOURAGED TO REFER TO ALQS WHEN WRITING PERFORMANCE STATEMENTS
 - SEARCH "WRITING GUIDE FOR USING ALQS" ON MYFSS FOR WRITING EXAMPLES
 - UP TO 350 CHARACTERS PER MPA BLOCK
- HLR ASSESSMENT
 - NARRATIVE STATEMENT(S), OVERALL ASSESSMENT, MAY INCLUDE ASSIGNMENT AND/OR DEVELOPMENTAL EDUCATIONAL RECOMMENDATIONS
 - UP TO 250 CHARACTERS
- PERFORMANCE STATEMENTS: GUIDANCE FOR WRITING PERFORMANCE STATEMENTS IS DELIBERATELY NOT OVERLY PRESCRIPTIVE TO ENABLE FLEXIBILITY AND FREEDOM WHEN CAPTURING PERFORMANCE, THERE ARE TWO BASIC PRINCIPLES:
 - STANDALONE: EACH PERFORMANCE STATEMENT IS A STANDALONE SENTENCE AND INCLUDES 1) ACTION AND 2) AT LEAST ONE OF THE FOLLOWING: IMPACT OR RESULTS/OUTCOME.
 - READABILITY: PERFORMANCE STATEMENTS ARE PLAIN LANGUAGE AND AVOID USING UNCOMMON ACRONYMS AND ABBREVIATIONS. IF USING ACRONYMS AND ABBREVIATIONS, ONLY UTILIZE THOSE IDENTIFIED ON THE APPROVED AIR FORCE ACRONYM AND ABBREVIATION LIST, UNLESS NOTED BY AN APPROVED CATEGORY.
- PERFORMANCE STATEMENT EXAMPLES:
 - CAPT SNUFFY LED A SURVEY TEAM OF 33 MCA TO ESTABLISH AN XAB IN SUPPORT OF A PACAF ACE EXERCISE ACROSS 4 COUNTRIES AND INCLUDING 7 ALLIES, CULMINATING IN 153 STORIES AND 334 TRAINING EVENTS COMPLETED.
 - TSGT SNUFFY LED 4 INSTRUCTORS THROUGH MISSION READY AIRMEN COURSE VALIDATION, GENERATING 153 CHANGES, ELIMINATING 32 CLASSROOM HOURS, AND ENHANCING COURSE EXPERIENCE FOR 6 INSTRUCTORS AND 70 STUDENTS PER YEAR.

PROFICIENCY LEVELS



COMMUNICATING COMPETENCIES: USING NARRATIVE-STYLE PERFORMANCE STATEMENTS

The SHIFT to Performance Statements:

To best communicate Airmen's performance, the Air Force has replaced bullets with *Performance Statements*. Performance Statements use narrative-style writing and plain language to describe Airmen's performance in each of the four Major Performance Areas **without the need of extensive technical or contextual knowledge**. Performance Statements should function as standalone sentences and include two elements: 1) the *behavior or action* taken by an Airman; and 2) the *impact, results, or outcome* of that behavior/action. If using acronyms and abbreviations, only utilize the approved [Air Force Acronym and Abbreviation List](#), unless noted by an approved category.

Adopting a QUALITY over QUANTITY Mentality:

Raters are encouraged to refer to the 10 ALQs when writing Performance Statements, but should not attempt to include them all. Instead, raters should select noteworthy anecdotes that are representative of the Airman's behaviors and achievements in the context of their position and rank. This new writing style helps shift our performance evaluation culture from the impractical attempt to **synthesize** an Airman's entire performance on one page to using representative examples that best capture the essence of an Airman's behaviors and results, whether successful or not. A coherent performance statement should identify a specific competency and describe how well it was performed in line with a given MPA/ALQ.

WRITING PERFORMANCE STATEMENTS

Performance Statements are the AF narrative-style of writing to communicate performance. They are efficient, increase clarity, and improve the ability to understand performance correctly and equitably. Guidance for writing Performance Statements is **deliberately not overly prescriptive** to enable flexibility and freedom when capturing performance.

TWO BASIC PRINCIPLES:

STANDALONE:

Each Performance Statement will be a standalone sentence and include 1. action and 2. at least one of the following: impact or results/outcome.

READABILITY:

Performance Statements are plain language and avoid using uncommon acronyms and abbreviations.

Performance Statements are written into the Major Performance Area (MPA) blocks with a 350- character limit. While not an exact science, you may consider writing two Performance Statements in a single MPA, generally aiming for each Performance Statement to be around 150-175 characters in length.

CONSIDER: Narratives generally contain a scene (context), a person, an action, and a tool/instrument (the means) used to achieve that action. Any combination of these elements can craft a noteworthy narrative.

CONSIDER: Thinking about:

- 1.the scope, or range of impact, a particular behavior/skill has; and
- 2.the quality, or depth/meaningfulness, of its impact.

CONSIDER: Compelling narratives resonate with their intended audience. They should be believable and relate to the community's prior experiences, expectations, and cultural norms.

CONSIDER: Whether an outside reader can make sense of the who, what, when, where, and why of the statement.

CONSIDER: Describing Airmen's successes and developmental needs or shortcomings. An Airman may exhibit proficiency in taking initiative and fostering innovation worthy of acknowledgement, even if their actions fall short of producing tangible results. Others may need additional support suggesting where they almost reached proficiency in an area of importance to their position and how to go about doing so.

AVOID: Overly clichéd superlatives, over-the-top praise, or overly common descriptors, which reduces credibility and distracts from the specific story being conveyed.

AVOID: Overly general or vague statements. Instead, link your feedback to the 10 ALQs and identify opportunities for future development.

For high performers: focus on how they can be a future leader by discussing their desired development and the unique behaviors they possess, promising sustained, future success.

For good performers: focus on contributions, areas of improvement, and potential for future growth; identify expected challenges and focus on steps they should take in the short term to achieve success.

For average or below-level performers: discuss your performance concerns, and articulate why they need to improve; provide actionable steps for them to deliver better performance in the future.

NOTE: Comments derogatory in nature or imply behavior incompatible with or not meeting DAF standards will be considered referral per DAFI36-2406.

COMPETENCY-BASED ASSESSMENT: THE AIRMAN LEADERSHIP QUALITIES

DEFINED AS: any tool that is used to measure the observable behaviors that successful performers demonstrate while working on any given job. These behaviors are the result of various abilities, knowledge, motivations, traits, and skills that an Airman may possess.

DESIRED BECAUSE: it allows us to more deliberately develop our Airmen by offering feedback on both their achievements and behaviors. Results are important to document, but discussing only Airmen's accomplishments ignores their behavioral skills and growth. Future success is just as dependent upon the skills and behaviors Airmen have and are working toward as their past outcomes achieved.

WORKS BY: deliberately using the ALQs to provide feedback.

RATERS SHOULD:

- Familiarize themselves with the ALQs and how they relate to their ratees ahead of time.
- Co-create a personalized development plan with subordinates prior to evaluation.
- Document Airmen's skills, behaviors, and actions throughout the rating period.

LOOKS LIKE: raters measuring Airmen's performance using a whole person concept relative to the ratee's specific rank, AFSC, level of responsibility, and assigned duties throughout the entire rating period.

REMEMBER THAT

Competencies are what you know and can do; **Performance** is what you do and how well you do it; **Evaluations** demonstrate performance in alignment with Air Force values.

EXECUTING THE MISSION: Effectively uses knowledge initiative, and adaptability to produce timely, high quality, quantity results to positively impact the mission.

JOB PROFICIENCY: Demonstrates knowledge and professional skill in assigned duties, achieving positive results and impact in support of the mission.

ADAPTABILITY: Adjusts to changing conditions, to include plans, information, processes, requirements and obstacles in accomplishing the mission.

INITIATIVE: Assesses and takes independent or directed action to complete a task or mission that influences the mission or organization.

LEADING PEOPLE: Fosters cohesive teams, effectively communicates, and uses emotional intelligence to take care of people and accomplish the mission.

INCLUSION & TEAMWORK: Collaborates effectively with others to achieve an inclusive climate in pursuit of a common goal or to complete a task or mission.

EMOTIONAL INTELLIGENCE: Exercises self-awareness, manages their own emotions effectively; demonstrates an understanding of others' emotions, and appropriately manages relationships.

COMMUNICATION: Articulates information in a clear and timely manner, both verbally and non-verbally, through active listening and messaging tailored to the appropriate audience.

MANAGING RESOURCES: Manages assigned resources effectively and takes responsibility for actions, behaviors to maximize organizational performance.

STEWARDSHIP: Demonstrates responsible management of assigned resources, which may include time, equipment, people, funds and/or facilities.

ACCOUNTABILITY: Takes responsibility for the actions and behaviors of self and/or team; demonstrates reliability and transparency.

IMPROVING THE UNIT: Demonstrates critical thinking and fosters innovation to find creative solutions and improve mission execution.

DECISION MAKING: Makes well-informed, effective and timely decisions under one's control that weigh constraints, risks, and benefits.

INNOVATION: Thinks creatively about different ways to solve problems, implements improvements and demonstrates calculated risk-taking.

AI For Performance Writing

(1149454620)

ENLISTED PERFORMANCE BRIEF (E-9)

DUTY TITLE SENIOR ENLISTED LEADER	DAFSC D3E591	REASON Annual	PERIOD 1 Aug 22 THRU 31 May 23
	DAYS SUPERVISED 304	DAYS NON-RATED 0	RATEE ACKNOWLEDGEMENT
ORGANIZATION AND COMMAND SQUADRON (PACAF)		LOCATION	

DUTY DESCRIPTION
Oversees 354 engineers, responsible for maintaining 19-billion-dollars of joint base real property for three Air Force Wings, an Army Division and a consolidated headquarters. Responsible for orchestrating 700-million-dollars in military construction and 128-million-dollar annual budget supporting over 2745 facilities on 79,000 acres. Delivers fire protection, environmental management, explosive ordnance disposal and housing for 34,000 personnel.

RATER ASSESSMENT

EXECUTING THE MISSION EFFECTIVELY USES KNOWLEDGE, INITIATIVE, AND ADAPTABILITY TO PRODUCE TIMELY, HIGH QUALITY/QUANTITY RESULTS TO POSITIVELY IMPACT THE MISSION
Recognizing a pervasive response deficiency, Chief XXXXX partnered with 11 AF to resolve a ten-year gap in coverage across the INDOPACOM theatre & grow his EOD flight's AOR by 400%. His efforts resulted in a 3 man Wake Island response to remove WWII ordnance which advanced an \$87M runway project & the flight capturing the 2022 PACAF Stryzak Award.

LEADING PEOPLE FOSTERS COHESIVE TEAMS, EFFECTIVELY COMMUNICATES, AND USES EMOTIONAL INTELLIGENCE TO TAKE CARE OF PEOPLE AND ACCOMPLISH THE MISSION
Chief XXXXXX & his team partnered with Alaskan Native Tribe members to identify & document 194 culturally modified trees in 3 days. They prevented construction delays of a 350-million-dollar runway extension which will provide two 10,000-foot runways, deconflict congested airspace & increase airfield redundancy for future contingency operations.

MANAGING RESOURCES MANAGES ASSIGNED RESOURCES EFFECTIVELY AND TAKES RESPONSIBILITY FOR ACTIONS/BEHAVIORS TO MAXIMIZE ORGANIZATIONAL PERFORMANCE
XXXX fostered out-of-the-box thinking in the face of an impending self-contained breathing apparatus contract lapse. His team developed maintenance plans & secured \$800K in EOY funds to purchase 268 cylinders, which provisioned 3 flights, avoided \$13K per day fines, enabling safe execution of 1.2K Fire Dept responses & passing 2 OSHA inspections.

IMPROVING THE UNIT DEMONSTRATES CRITICAL THINKING AND FOSTERS INNOVATION TO FIND CREATIVE SOLUTIONS AND IMPROVE MISSION EXECUTION
Recognizing construction management inspection inefficiencies, he advocated for & secured a \$3K off-the-shelf mobile app, saving 11.5K hrs annually for 15 inspectors by slashing labor-intensive legacy QA processes. Exploiting cloud-based data processing, his team was able to increase efficiency by 33% & simultaneously increase report accuracy 15%.

MANDATORY COMMENTS (Housing)
XXXX built a strong relationship with JBERS privatized housing that has ensured a resilient community for thousands of service members and families. Additionally, he set a regional benchmark when he propelled the 2020 NDAA required 3rd party Privatized Housing Inspection to an astounding 91% completion rate!

RATER NAME, GRADE, AND BRANCH OF SERVICE
XXXXXXXXXXXXXXXXXXXXXXXXXXXXX

RATER SIGNATURE

RATER DUTY TITLE
Commander

RATER ORGANIZATION AND COMMAND
SQUADRON (PACAF)

HIGHER LEVEL REVIEWER ASSESSMENT

HIGHER RESPONSIBILITY: **On-Track** RATER ASSESSMENT: **Concur**

FUTURE ROLES
1. Group SEL 2. MAJCOM Functional Manager

HIGHER LEVEL REVIEWER NAME, GRADE, AND BRANCH OF SERVICE

HIGHER LEVEL REVIEWER SIGNATURE

HIGHER LEVEL REVIEWER DUTY TITLE
Commander

HIGHER LEVEL REVIEWER ORGANIZATION AND COMMAND

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PRIVACY ACT INFORMATION: The information in this form is CONTROLLED.
UNCLASSIFIED INFORMATION. Protect LAW the Privacy Act of 1974.

DUTY DESCRIPTION

Directs 987 engineers, responsible for maintaining 19 billion dollars of joint base real property for three Air Force wings, an Army division, and a consolidated headquarters. Responsible for orchestrating 700 million dollars in military construction and 128-million-dollar annual budget supporting over 1700 facilities on 84,000 acres. Delivers fire , environmental management, explosive ordnance disposal and housing for 47,000 personnel.

RATER ASSESSMENT**EXECUTING THE MISSION**

EFFECTIVELY USES KNOWLEDGE, INITIATIVE, AND ADAPTABILITY TO PRODUCE TIMELY, HIGH QUALITY/QUANTITY RESULTS TO POSITIVELY IMPACT THE MISSION

drove a 347-million-dollar contract for a 2900-foot runway expansion project providing critical deconfliction of congested airspace, enabling 54,000 mission sorties a year. In addition, he networked with multiple agencies to gain Top Secret Clearance for 18 positions, posturing the Air Force for increased res ca ability .

LEADING PEOPLE

FOSTERED RESPECT, TEAMWORK, AND CIVILITY. U.S. & ABROAD. TO ALLEVIATE THE BURDEN OF PEOPLE. RESPECTS PERSON

Chief synergized unit leadership with mission partners to posture a transparent and efficient communication platform. He delivered 90 construction projects valued at 95-million-dollars and executed 15,525 work tasks ensuring the successful stand-up of an Army division and two future Air Force bed-downs of 4400 personnel.

MANAGING RESOURCES

DEVELOPED, ACQUIRED, AND EFFECTIVELY MANAGED RESOURCES TO SUPPORT THE MISSION. U.S. & ABROAD. TO ALLEVIATE THE BURDEN OF PEOPLE. RESPECTS PERSON

navigated real property processes reutilizing an installation owned Anchorage school facility. He eliminated the need for a 114-million-dollar project and ensured 2 Senators, and a Lt Governor opened Ted Steven's Center for Arctic Security Studies the year of creation. His efforts increased national strategic focus on the North.

IMPROVING THE UNIT

DEVELOPED STRATEGIC VISION, TRAINING, SAFETY, CYBER SECURITY AND SUICIDE AWARENESS TRAINING FOR OVER 1,000 GOVERNMENT EMPLOYEES.

Chief fostered development of a 295 arctic regional training site procuring 53 vehicle/equipment items valued at 9-million-dollars. Additionally, he fostered strategic vision, professional development, training, safety, cyber security and suicide awareness training for over 1,000 government employees.

MANDATORY COMMENTS (Housing)

Chief exercised effective and engaging oversight of military privatized housing.

HIGHER LEVEL REVIEWER ASSESSMENTHIGHER RESPONSIBILITY
Current AssignmentRATER ASSESSMENT
Concur**FUTURE ROLES**

1. Group SEL

2.

Chief is my highly trusted Engineer. His deliberate leadership is evident as he consistently delivers balance of people and mission to maximize the capability of the installation and its infrastructure.

How can AI help you capture performance accurately?

- ▶ **Efficiency:** AI streamlines the process of performance brief writing, reducing manual effort and saving valuable time for Air Force personnel.
- ▶ **Accuracy:** AI-powered tools enhance the accuracy of performance statements by analyzing vast amounts of data and identifying key performance indicators.
- ▶ **Consistency:** AI ensures consistency in performance assessments, helping maintain fairness and objectivity across evaluations.

Data Inputs for Effective AI-Driven Performance Statements

- ▶ **Performance Metrics:** Input specific performance metrics and achievements relevant to the enlisted member's role, such as mission success rates, training accomplishments, or leadership responsibilities.
- ▶ **Quantifiable Data:** Provide quantitative data, such as percentages, numbers, or timeframes, to enable AI to generate precise and data-driven performance statements.
- ▶ **Behavioral Examples:** Include behavioral examples to illustrate the enlisted member's competencies, teamwork, and leadership skills, allowing AI to create a comprehensive picture.

Importance of using appropriate proficiency levels in your final statements

- ▶ **Fair Evaluation:** Using the correct proficiency levels ensures a fair and objective evaluation of an enlisted member's performance, promoting transparency and fairness.
- ▶ **Career Growth:** Accurate proficiency level assignments help identify areas for improvement and facilitate career development by aligning training and development opportunities.
- ▶ **Communication:** Properly rated proficiencys enhance communication between leaders, subordinates, and personnel support offices, facilitating effective personnel management.

Be sure that your final outputs are written at the appropriate proficiency level



Write a 5 slide powerpoint about how to leverage AI to help with Air Force Enlisted Performance Brief writing. Make 4 slides with 3 bullets on each slide with a maximum of 2 sentences per bullet. Slide 1 will be about how AI is helpful. Slide 2 will be about what data to enter for the AI to make a good performance statement. Slide 3 will be about why its important to use the appropriate competency levels in your final performance statement. Slide 4 will list different AI tools you can use.



Slide 1: Leveraging AI for Air Force Enlisted Performance Briefs



- **Efficiency:** AI streamlines the process of performance brief writing, reducing manual effort and saving valuable time for Air Force personnel.
- **Accuracy:** AI-powered tools enhance the accuracy of performance statements by analyzing vast amounts of data and identifying key performance indicators.
- **Consistency:** AI ensures consistency in performance assessments, helping maintain fairness and objectivity across evaluations.

Slide 2: Data Inputs for Effective AI-Driven Performance Statements

- **Performance Metrics:** Input specific performance metrics and achievements relevant to the enlisted member's role, such as mission success rates, training accomplishments, or leadership responsibilities.
- **Quantifiable Data:** Provide quantitative data, such as percentages, numbers, or timeframes, to enable AI to generate precise and data-driven performance statements.
- **Behavioral Examples:** Include behavioral examples to illustrate the enlisted member's competencies, teamwork, and leadership skills, allowing AI to create a comprehensive picture.

Slide 3: Importance of Using Appropriate Competency Levels

- **Fair Evaluation:** Using the correct competency levels ensures a fair and objective evaluation of an enlisted member's performance, promoting transparency and fairness.
- **Career Growth:** Accurate competency level assignments help identify areas for improvement and facilitate career development by aligning training and development opportunities.

Regenerate

Send a message



Resources

- ▶ [whttps://ww.rapidepr.com/generate](https://ww.rapidepr.com/generate)
- ▶ USE CHAT GPT 3.5 FOR FREE!!!! <https://openai.com/>
- ▶ [Narrative Buddy \(narrative-buddy.com\)](https://narrative-buddy.com)
- ▶ Air Force Acronym & Abbreviation list [Acronyms \(af.mil\)](https://www.af.mil/words/af-acronyms/)
- ▶ [Narrative EPB & OBPs - Air Force Hub](https://www.airforcehub.com/narrative-epb-obps/)