U.S. DEPARTMENT OF COMMERCE
National Oceanic and Atmospheric Administration
NOAA FORM 56-6E (08-16)

NOAA COMMISSIONED CORPS
OFFICER EVALUATION REPORT (OER)

ID No:

VALIDATION:

1. ADMINISTRATIVE DATA

a. LAST NAME, FIRST NAME, MIDDLE INITIAL	b. RATED OFFICER SIGNATURE

c. UNIT (Name and Location)	d. DAYS NOT OBSERVED	e. GRADE	f. DATE OF RANK	g. DATE REPORTED

h. PERIOD OF REPORT	i. OCCASION FOR REPORT (Check only one. If you check "Exception Report" go to section i)	j. EXCEPTION REPORT
From: To	◯ Annual/Semiannual ◯ Detachment/Change of Reporting Officer ◯ Promotion ◯ Detachment of Officer ◯ Exception Report	☐ Special ☐ Concurrent

2. DESCRIPTION OF DUTIES: List primary duty and summarize all duties and responsibilities.

PRIMARY DUTY:

3. PERFORMANCE OF DUTIES: Open	4. PROFESSIONAL QUALITIES: Open	5. LEADERSHIP SKILLS: Open	6. COMMUNICATION SKILLS: Open
◯ a. Planning and Preparedness	◯ a. Initiative	◯ a. Looking Out for People	◯ a. Speaking and Listening
◯ b. Using Resources	◯ b. Judgment	◯ b. Developing People	◯ b. Writing
◯ c. Results/Effectiveness	◯ c. Responsibility	◯ c. Directing People	7. QUALIFICATIONS & COMPETENCIES:
◯ d. Adaptability	◯ d. Professional Presence	◯ d. Teamwork	
◯ e. Professional Competence	◯ e. Health and Well-Being	◯ e. Workplace Climate	
8.COMMENTS: Supervisor selects 3 performance dimensions that best characterize this officer.		◯ f. Evaluations	

9. SUPERVISOR AUTHENTICATION:

a. NAME AND SIGNATURE	b. GRADE	c. TITLE OF POSITION	d. DATE

10. COMPARISON SCALE : Compare this officer with others of the same grade whom you have known in your career.

Unsatisfactory	Marginal performer; limited potential.	Fair performer; recommended for limited responsibility.	Good performer; give tough, challenging assignments.	Excellent performer; give toughest most challenging leadership assignments.	An Exceptional Officer	A Distinguished Officer
◯	◯	◯	◯	◯	◯	◯

11. POTENTIAL: Describe the officer's ability to assume greater leadership roles and responsibilities.

I recommend ☐ RETENTION in or ☐ SEPARATION from the NOAA Corps

12. REPORTING OFFICER AUTHENTICATION:

a. NAME AND SIGNATURE	b. GRADE	c. TITLE OF POSITION	d. DATE

Attachments:

Reset Form

INSTRUCTIONS

PURPOSE: The Officer Evaluation Report (OER) primarily provides information for officer corps promotion, selection, and assignment determinations. Secondary purposes include: (1) prescribing common standards of expected performance; (2) reinforcing NOAA values; and (3) acting as one means of performance feedback for the Rated Officer.

GUIDING INSTRUCTION: NOAA Corps Officer Evaluation System Instruction Manual contains official guidance on OES requirements.

RESPONSIBILITIES: All NOAA Corps officer and raters of NOAA Corps officers should be aware of their OES responsibilities as outlined in the NOAA Corps Officer Evaluation System Instruction Manual.

SUBMISSION SCHEDULE:

Grade	**Active Duty**
Lieutenant (Junior Grade)	31 Jan/31 July (Officers > 3 Years only July 31)
Ensign	31 Jan/31 July (Officers > 3 Years only July 31)

Notes:

An OER period may be extended for up to 92 days (semiannual) or 182 days (annual) under certain conditions. Officers assigned to Duty Under Instruction (DUINS) follow an annual/semiannual schedule per their enrolled program.

TIMELINE:

21 days before end of period:

Rated Officer submits to Supervisor a list of significant accomplishments during the period, supporting documents (as required), administrative data required for OER Section 1.

10 days after the period:

Supervisor sections of OER due to Reporting Officer.

30 days after the period:

Reporting Officer sends completed OER to OER Administrator.

PREPARATION CHECKLIST (OPTIONAL):

Administrative Data and Description of Duties (Sections 1 and 2):

- ☐ All fields completed (enter dates in YYYY/MM/DD format; enter only one occasion for report.
- ☐ Primary duty underlined or capitalized (no other text enhancements, such as underlining, bold, or all capital letters, are allowed throughout the OER).
- ☐ Attachments listed (only personal award citations, punitive letters, or letter reports for senior service school allowed).

Performance Evaluation (Sections 3-6)

- ☐ Marks assigned according to standards which most closely describe Rated Officer's performance during the period.
- ☐ Specific examples cited for each mark which deviated from "4". When applicable, comments on seamanship or airmanship ability are distinct.

Comparison or Rating Scale and Potential (Sections 10 and 11):

- ☐ Section 10 mark assigned according to the instructive clause on the form.
- ☐ Section 11 comments. Describe Rated Officer's overall potential for greater responsibility (include, as appropriate, recommendations for promotion, special assignment, and increased responsibility).

RESTRICTIONS:

Raters shall not mention a Rated Officer's:

1. First name;
2. Non-selection for promotion, including allusions thereto; Record appeals;
3. Psychological or medical conditions;
4. Marital or family status (including pregnancy); or
5. Performance observed outside the reporting period.

Raters also shall not:

1. Expressly evaluate or place emphasis on gender, religion, color, race, or ethnic background (applies to both member and third parties);
2. Refer to any third party by name; or
3. Include information which is subject to a security classification.

TIPS FOR EFFECTIVE COMMENTS:

1. Be specific.

Concisely describe the performance by relating the action observed and its impact; quantify the action whenever possible and explain why it was important; avoid empty superlatives. Do not repeat the dimensions.

2. Save space.

Use information bullets; reduce the use of pronouns; use member's name sparingly, if at all; use action verbs and semicolons; and avoid excess 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.

Don't lose the meaning; watch for cryptic comments.

13. Return Address. (Name and address to which a copy is sent after filing the original in the officer's record.)

14. OER Administrator Review:

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.

3. PERFORMANCE OF DUTIES: Measures an officer's ability to manage and accomplish tasks.								Go Back
a. 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
b. USING RESOURCES: Ability to manage time, materials, information, money, and people (i.e. all NOAA components as well as external entities).		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.		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
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
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
e. PROFESSIONAL COMPETENCE: Ability to acquire, apply and share technical and administrative knowledge and skills associated with description of duties. (Includes operational aspects such as marine safety, seamanship, airmanship, etc., as appropriate.)	1	Questionable competence and credibility. Operational or specialty expertise inadequate or lacking in key areas. Made little effort to 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 customer needs.	3	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 professional reading. Shared knowledge and information with others. Understood own organizational role and customer needs.	5	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

4. PROFESSIONAL QUALITIES: Measures selected qualities which illustrate the individual's character.								Go Back
a. INITIATIVE: Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.	1	Postponed needed action. 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	Championed improvement through 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.	5	Aggressively sought out additional 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	7	NO
b. JUDGMENT: Ability to make sound decisions and provide valid recommendations by using facts, experience, common sense, and analytical thought.	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
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
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
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

5. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work.								Go Back
a. LOOKING OUT FOR PEOPLE: Ability to consider and respond to personal needs, capabilities, and achievements of others; support for and application of work-life concepts and skills.	1	Seldom recognized or responded to needs of people; left outside resources untapped despite apparent need. Ignorance of individuals' capabilities increased chance of failure. Seldom recognized or rewarded deserving personnel.	3	Cared for people. Recognized and responded to their needs; referred to outside resources as appropriate. Considered individuals capabilities to maximize opportunities for success. Consistently recognized and rewarded deserving personnel.	5	Always accessible. Enhanced overall quality of life. Actively contributed to achieving balance among unit requirements, and between professional and personal responsibilities. Strong advocate for others; ensured appropriate and timely recognition, both formal and informal.	7	NO
b. DEVELOPING PEOPLE: Ability to use coaching, counseling, and training to provide opportunities for the professional development of other personnel.	1	Unreasonably restricted opportunities for professional growth; kept others in narrow roles and discouraged the level of risk-taking necessary for learning. Lack of timely feedback left others guessing.	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
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 productivity. Failed to hold others accountable for shoddy work or irresponsible actions. Unwilling to delegate authority to increase efficiency of task accomplishment.	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
d. TEAMWORK: Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.	1	Used teams ineffectively or at wrong times. Conflicts mismanaged or often 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.	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
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	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
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 assigning 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

6. COMMUNICATION SKILLS: Measures an officer's ability to communicate in a positive, clear, and convincing manner.									Go Back
a. SPEAKING AND LISTENING: Ability to speak effectively and listen to understand.	1	Unable to effectively articulate ideas and facts; lacked preparation, confidence, or logic. Used inappropriate language or rambled. Nervous or distracting mannerisms detracted from message. Failed to listen carefully or was too argumentative.	3	Effectively expressed ideas and facts in individual and group situations; non-verbal actions consistent with spoken message. Communicated to people at all levels to ensure understanding. Listened carefully for intended message as well as spoken words.	5	Clearly articulated and promoted ideas 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
b. WRITING: Ability to express facts and ideas clearly and convincingly.	1	Written material frequently unclear, verbose, or poorly organized. Seldom proofread. Often submitted correspondence which was grammatically incorrect, tailored to wrong audience, or delivered by an inappropriate medium.	3	Written material clear, concise, and logically organized. Proofread conscientiously. Correspondence grammatically correct, tailored to audience, and delivered by an appropriate 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