**Enlisted Evaluations Outline**

**INFORMATION:** Enlisted Evaluations are the primary document used to communicate to selection boards that you are ready (or NOT) for promotions!

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**History Segment:** MCPON Robert “Bob” Walker

### **http://www.quarterdeck.org/WindsOfChange/046-62.MCPON%20Robert%20Walker.htm**

Enlisting in the [United States Navy](https://en.wikipedia.org/wiki/United_States_Navy) in 1948, Master Chief Walker received his recruit training at the Naval Training Center, [Great Lakes, Illinois](https://en.wikipedia.org/wiki/Great_Lakes,_Illinois), where he was cited as company honorman. He then attended [Radarman](https://en.wikipedia.org/wiki/Radarman) "A" School in Boston, Massachusetts and was assigned to the destroyer [USS](https://en.wikipedia.org/wiki/USS_McKean_(DD-784)" \o "USS McKean (DD-784)) *[McKean](https://en.wikipedia.org/wiki/USS_McKean_(DD-784)" \o "USS McKean (DD-784))* [(DD-784)](https://en.wikipedia.org/wiki/USS_McKean_(DD-784)" \o "USS McKean (DD-784)). Having advanced to Radarman [First Class](https://en.wikipedia.org/wiki/Petty_Officer_First_Class" \o "Petty Officer First Class) in only two years, Walker then served two-year tours aboard the destroyer escorts [USS](https://en.wikipedia.org/wiki/USS_William_Seiverling_(DE-441)" \o "USS William Seiverling (DE-441)) *[William Seiverling](https://en.wikipedia.org/wiki/USS_William_Seiverling_(DE-441)" \o "USS William Seiverling (DE-441))* [(DE-441)](https://en.wikipedia.org/wiki/USS_William_Seiverling_(DE-441)" \o "USS William Seiverling (DE-441)) and [USS](https://en.wikipedia.org/wiki/USS_Erben_(DD-631)" \o "USS Erben (DD-631)) *[Erben](https://en.wikipedia.org/wiki/USS_Erben_(DD-631)" \o "USS Erben (DD-631))* [(DD-631)](https://en.wikipedia.org/wiki/USS_Erben_(DD-631)" \o "USS Erben (DD-631)). While aboard the *Erben*, he deployed to the Western [Pacific](https://en.wikipedia.org/wiki/Pacific_Ocean" \o "Pacific Ocean) in support of the [Korean War](https://en.wikipedia.org/wiki/Korean_War" \o "Korean War). In October 1955, Walker reported to [Norfolk, Virginia](https://en.wikipedia.org/wiki/Norfolk,_Virginia" \o "Norfolk, Virginia), as instructor at Radarman "A" School. In June 1956, after just eight years of active service,[[1]](https://en.wikipedia.org/wiki/Robert_Walker_(USN)" \l "cite_note-NNS93123-1) he was promoted to [Chief Petty Officer](https://en.wikipedia.org/wiki/Chief_Petty_Officer" \o "Chief Petty Officer), which was at the time the highest enlisted rank in the Navy.

Following advanced schooling in Radarman "B" School at Treasure Island and San Diego, Walker was assigned to [USS](https://en.wikipedia.org/wiki/USS_Guardian_(AGR-1)" \o "USS Guardian (AGR-1)) *[Guardian](https://en.wikipedia.org/wiki/USS_Guardian_(AGR-1)" \o "USS Guardian (AGR-1))* [(AGR-1)](https://en.wikipedia.org/wiki/USS_Guardian_(AGR-1)" \o "USS Guardian (AGR-1)). Homeported in [Davisville, Rhode Island](https://en.wikipedia.org/wiki/Davisville,_Rhode_Island" \o "Davisville, Rhode Island), the Guardian was a converted World War II [liberty ship](https://en.wikipedia.org/wiki/Liberty_ship" \o "Liberty ship) being used for [radar](https://en.wikipedia.org/wiki/Radar) surveillance. During this tour, Walker was advanced to the newly created rank of [Senior Chief Petty Officer](https://en.wikipedia.org/wiki/Senior_Chief_Petty_Officer" \o "Senior Chief Petty Officer) in 1961 and at the relatively young age of 34, reached the pinnacle of the enlisted ranks and was promoted to Master Chief on November 16, 1963.

Walker began his second tour of shore duty in 1964 as Director of Training, Radarman “A” School, [Great Lakes, Illinois](https://en.wikipedia.org/wiki/Great_Lakes,_Illinois" \o "Great Lakes, Illinois). Three years later, he reported aboard the destroyer [USS](https://en.wikipedia.org/wiki/USS_Harlan_R._Dickson_(DD-708)" \o "USS Harlan R. Dickson (DD-708)) *[Harlan R. Dickson](https://en.wikipedia.org/wiki/USS_Harlan_R._Dickson_(DD-708)" \o "USS Harlan R. Dickson (DD-708))* [(DD-708)](https://en.wikipedia.org/wiki/USS_Harlan_R._Dickson_(DD-708)" \o "USS Harlan R. Dickson (DD-708)) at [Newport, Rhode Island](https://en.wikipedia.org/wiki/Newport,_Rhode_Island" \o "Newport, Rhode Island), where he was assigned various command duties including senior enlisted advisor and leading chief for combat systems training at the Fleet Combat Direction Systems Training Center, Dam Neck, Virginia.

In July 1972, Master Chief Walker reported aboard the [aircraft carrier](https://en.wikipedia.org/wiki/Aircraft_carrier" \o "Aircraft carrier) [USS *John F. Kennedy* (CV-67)](https://en.wikipedia.org/wiki/USS_John_F._Kennedy_(CV-67)). He acted as leading chief of the Kennedy’s Operations Department and later, as [Master Chief Petty Officer of the Command](https://en.wikipedia.org/wiki/Command_Master_Chief). In October 1972, the Radarman rating was changed to Operations Specialist and RDCM Walker automatically converted to OSCM at that time. In November 1974, Master Chief Walker was selected to serve as Master Chief Petty Officer of the Force, Naval Air Force, [U.S. Atlantic Fleet](https://en.wikipedia.org/wiki/U.S._Atlantic_Fleet).[[1]](https://en.wikipedia.org/wiki/Robert_Walker_(USN)#cite_note-NNS93123-1)

On September 26, 1975, Master Chief Walker was sworn in as the third [Master Chief Petty Officer of the Navy](https://en.wikipedia.org/wiki/Master_Chief_Petty_Officer_of_the_Navy" \o "Master Chief Petty Officer of the Navy). Walker was a much more conservative, traditional MCPON than his predecessor, [John Whittet](https://en.wikipedia.org/wiki/John_Whittet" \o "John Whittet). During his term, Walker often ruffled feathers by identifying directors of Navy programs who weren't serving the best interests of the Navy (such as a director of the Board of Corrections of Naval Records, and a commander in [Pearl Harbor](https://en.wikipedia.org/wiki/Pearl_Harbor" \o "Pearl Harbor) who was separating sailors for being overweight even though he himself was [obese](https://en.wikipedia.org/wiki/Obese" \o "Obese)) and saw to their quick removal. He was instrumental in creating the [Navy's Senior Enlisted Academy](https://en.wikipedia.org/wiki/U.S._Navy_Senior_Enlisted_Academy" \o "U.S. Navy Senior Enlisted Academy), from which virtually all subsequent MCPONs were graduates. He also brought about the [Enlisted Surface Warfare Specialist](https://en.wikipedia.org/wiki/Surface_Warfare_Badge" \o "Surface Warfare Badge) program, to add the same professionalism and thorough platform knowledge within the surface community that had been present for decades in the [submarine](https://en.wikipedia.org/wiki/Submarine" \o "Submarine) community.

He fought for increases in sea pay, improvements in off-duty education opportunities, consolidation of the three-form system of enlisted evaluation reports into a uniform format, and a return to the traditional "[crackerjacks](https://en.wikipedia.org/wiki/Uniforms_of_the_United_States_Navy#Junior_enlisted)" phased out by [ADM Zumwalt](https://en.wikipedia.org/wiki/Elmo_Zumwalt). Personnel records were moved to [microfiche](https://en.wikipedia.org/wiki/Microfiche) vice paper to streamline archival, storage and retrieval. They have since been completely computerized. Many of these changes would not take effect until after Walker's MCPON tour ended, but he was the driving force behind their implementation.

Three Stars and a Crow (Book)

**I. Introduction**

A. Attention (Enlisted Evaluations are the primary resource for the communication to selection boards whether or not a Sailor is ready for selection to whatever program or rank the board is considering).

B. Motivation (Junior Sailors need to understand HOW the system works in real life, not based on misinformation and tribal knowledge in order to best leverage that system to advance their careers and to properly document the performance of the Sailors that work for them.)

C. Overview (This is a RADIOACTIVE topic, which is WHY I wanted to address it. There are wildly varying perspectives on the Enlisted Evaluation system. Many junior Sailors view the system as a popularity contest, as a mechanism for the “Man” to stick it to them, as a document intended to make them feel good about themselves, etc. It’s NONE OF THESE THINGS. We’re going to talk about the system’s intent, how to use it properly and take these misconceptions on and discuss why they exist and why WHEN THE SYSTEM IS USED THE WAY IT IS INTENDED, these misconceptions are just that, inaccurate interpretations of what is happening.)

**II. Body**

A. Main Point 1 (The Navy’s Enlisted Evaluation System, E1-E6)

1. Sub-point (Reference) – BUPERSINST 1610.10D (series), NAVY PERFORMANCE EVALUATION SYSTEM. If you have NOT read this and you are openly criticizing the system, shut your mouth. You have no idea what you’re talking about, so stop it. Take the time required to BE INFORMED. This stuff isn’t a secret and it’s not hiding. I put links to all the information on the site and in the show notes, so get smart. It will greatly benefit YOU AND YOUR SAILORS to read and understand this manual. If you have questions, ASK A CHIEF. ASK YOUR PERSONNEL PEOPLE (YNs/PSs). I’m sure they will be HAPPY TO HELP. The more YOU understand, the less THEY have to fix.

2. Sub-point (Intent) – The intent of the system is to communicate to a SELECTION BOARD. This is not a pat on the head to make you feel better about yourself. The two counseling sessions (mid-terms and debrief the regular report) ARE intended to accurately evaluate your performance. Again, NOT TO MAKE YOU FEEL GREAT. To ACCURATELY EVALUATE YOUR PERFORMANCE. This is important for both parties because this is what we’re screwing up. Leaders are afraid to tell you when you’re not meeting the standard. I get it, confrontation is hard. But it’s the responsibility of leadership to tell them where they stand, not present them with a candy coated version of some alternate reality. They need to know so they can grow! Accountability is not a dirty word! It’s a necessary leadership tool and they will thank you for holding them to the standard later in life when they realize the catalyst for their progression was you. On the opposite side, be willing to ACCEPT THE CRITICISM! Just because it’s hard to hear doesn’t make it wrong. YOU SHOULD BE HUNGRY FOR THIS! SEEKING THIS! THIS IS HOW YOU GROW! Every chance I get I’m looking for someone to evaluate my performance and give me a no-nonsense evaluation of what I’m doing and if it’s working.

3. Sub-point (How important this is…) –I don’t give a damn if you’re writing an evaluation for an E-1. It is the SINGLE MOST IMPORTANT PIECE OF PAPER YOU WILL EVER WRITE FOR A SAILOR. Even in that moment. (Arevalos story…) Do NOT low ball this. Take the time required. If you don’t have time, MAKE TIME. Find the time to write it. Find the time to LEARN HOW. Utilize all the resources there are out there. ASK THE CHIEF. This is FAR TOO IMPORTANT NOT TO BE GREAT AT. And when you accomplish that, IMMEDIATELY COMMENCE TRAINING YOUR CHARGES. Show them how to take care of their Sailors in the way that you did them. This is done wrong far too often to NOT take the time and effort to train then next generation.

B. Main Point 2 (When it goes wrong..)

1. Sub-point (Favoritism, Perceived and Real) – Lets talk about it. We have all been in the position where we point at the assignment of promotion ratings (EPs, MPs, rankings, etc.) and we throw our hands up and say “this is just a popularity contest”. Here’s the thing. It happens, just like everything. Stereotypes are born in an interpretation of reality. And like we always say, there ARE bad leaders out there who play favorites. But you also need to understand that BY AND LARGE, the favoritism IS PERCEIVED. You are perceiving favoritism from leaders that are accurately evaluating performance because you don’t have their PERSPECTIVE. And sometimes YOU ARE MAKING EXCUSES FOR SUBSTANDARD PERFORMANCE. Be honest with yourselves. Be open to the criticism so you can be better. It’s okay to miss the mark so long as you LEARN FROM IT.

2. Sub-point (The Feel Good Eval) – As state earlier, EVALS ARE FOR THE BOARD, NOT FOR YOU! We commend you through verbal praise, awards and during counseling sessions. The piece of paper is to communicate to boards that you are ready, OR NOT, to be selected. For officer programs, the next paygrade, etc. Too often Sailors are beating themselves up because Block 43 doesn’t say what you think it should. Doesn’t say what makes you FEEL good. THAT’S NOT WHAT IT’S FOR. Trust that your superiors are including what the board is looking for to select you. That’s OUR responsibility.

3. Sub-point (Throw Aways…) – THERE IS NO SUCH THING AS AN UNIMPORTANT EVALUATION. An E1 can apply to officer accession programs, to Enlisted Women on Submarines, etc. An E6 that is retiring or an E5 that is separating may be showing that evaluation to their next employer or using it to write a resume. OR, they may decide to stay in the Navy. TAKE THE TIME TO DOCUMENT THEIR PERFORMANCE. You WILL regret low balling the process at some point when you thought the circumstance didn’t warrant the same effort and, as a result, it adversely affects your charge.

C. Main Point 3 (Resources)

1. Sub-point (The Chief) – Find a Chief that has experience and is willing to teach you. It shouldn’t be too hard. When you feel confident they have taught you as much as they can, FIND ANOTHER. There is always something new to learn.

2. Sub-point (Websites, Books…) –Navy and Marine Corps Performance Writing Guide, Navy Evaluation Writing Guide, NavyWriter.com, etc. There are a ton of resources out there that can set you up for success. Look into those in addition to the EVALMAN.

3. Sub-point (Experience) – Practice! Ask to help! Put yourself in the position to write evals as much as possible to get experience doing so. Like anything, the more you do it, the better you will be. It’s that simple.

**III. Conclusion**

A. Summary (We talked about…)

1. The main reference you need to review to learn this process THE RIGHT WAY…

2. What the intent of the process ACTUALLY IS…

3. And some of the misconceptions associated with enlisted evaluations…

B. Re-motivation (Junior Sailors need to understand HOW the system works in real life, not based on misinformation and tribal knowledge in order to best leverage that system to advance their careers and to properly document the performance of the Sailors that work for them.)

C. Closing – I CANNOT STRESS ENOUGH HOW IMPORTANT THIS IS. Enlisted Evaluations can make or break so many critical points of a junior and senior Sailors career. It can profoundly affect their LIVES. When you KNOW this, HOW COULD YOU NOT TAKE THE TIME TO READ THE MANUAL. To go out of your way and take the time to learn how to take care of your Sailors by leveraging an imperfect system to your and their advantage. I’m not saying the system is ideal. But it’s the system that is in place. And the metrics you are evaluated on are NOT A MOVING TARGET. Read your eval! Read the blocks and the bullets in each trait average! That’s what they Navy is looking for! BE THAT. BE UNDENIABLE. I don’t CARE if it’s a popularity contest. There are a lot of ways that, even in that position, you can FORCE THEIR HAND. Be so undeniable that there is no way around giving you that EP. Around ranking you number 1. It’s take HARD WORK. It’s not going to happen because you’re a legend in your own mind. It WILL happen if you earn it. So GO DO THAT. Don’t ever rationalize your way through this with garbage excuses. YOU DO HAVE CONTROL. Exercise it and go get what you say you want. Because you do deserve it.

D. Plug “Ask DGUTS!” segment. dontgiveuptheshippodcast@gmail.com