**Navy Advancement System 2 Outline**

**INFORMATION:** The Navy Advancement System

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

**History Segment:** Loretta Perfectus Walsh / The WAVES

http://navylog.navymemorial.org/walsh-loretta

https://www.history.navy.mil/content/history/nhhc/browse-by-topic/wars-conflicts-and-operations/world-war-ii/1942/manning-the-us-navy/waves\_75th.html

FIRST FEMALE TO ENLIST IN THE NAVY

The U.S. Naval Reserve Act of 1916 permitted the enlistment of qualified “persons” for service in the Navy. When the Secretary of the Navy asked whether this applied only to males and was told that it did not, the Navy began enlisting women less than a month later. Historical records reflect that on March 17, 1917, the first woman to enlist in the Navy was Loretta Perfectus Walsh. She was born on April 22, 1896, in Philadelphia and thus had the distinction of being the first woman to service in any of the U.S. armed forces in other than a nursing assignment. Until Walsh’s enlistment, women had served as Navy nurses but were civilian employees with few benefits.

Walsh, aged 20, was enlisted on March 17, 1917, as a Yeoman(F), all of whom were popularly referred to as “Yeomanettes.” During World War I a reported 11,274 female Yeoman(F) served in the Navy. The Yeoman(F) women primarily served in clerical positions. They received the same benefits and responsibilities as men, including identical pay ($28.75 per month) and were treated as veterans after the war.

On March 21, 1917, Walsh was sworn in as Chief Yeoman, becoming the first woman Chief Petty Officer in the Navy. She served her active duty at the Naval Shipyard in Philadelphia and when World War I ended, Walsh and all the Yeoman(F) personnel were released from active duty. As Walsh had enlisted in the Naval Reserve for a 4-year enlistment she continued on inactive reserve status, receiving a modest retainer pay, until the end of her enlistment on March 17, 1921.

Walsh fell victim to influenza in the fall of 1918 and later contracted tuberculosis. She died on August 6, 1925, at the age of 29 in Olyphant, Pennsylvania. After her death she was buried in Olyphant’s St. Patrick’s Cemetery under a monument that reads:

LORETTA PERFECTUS WALSH

APRIL 22, 1896 – AUGUST 6, 1925

WOMAN AND PATRIOT

FIRST OF THOSE ENROLLED IN THE U.S. NAVAL SERVICE

WORLD WAR 1917-1919

HER COMRADES DEDICATE THIS MONUMENT

TO KEEP ALIVE FOREVER

MEMORIES OF THE SACRIFICE AND DEVOTION

OF WOMANHOOD

In memory of Walsh and her bold actions, the official history program of the Department of the Navy identifies March 21, 1917, as a date in American naval history. Annually, in recognition of Walsh’s historic service, a wreath laying ceremony is held at her gravesite on this date.

**The WAVES (WOMEN ACCEPTED FOR VOLUNTARY EMERGENCY SERVICE)**

What are the WAVES and why should they be celebrated? If you are like most, many images may come to mind, including actual waves of water. The quick answer is on 30 July 1942, President Franklin Delano Roosevelt signed Public Law 689 creating the women’s reserve as an integral part of the Navy. So what do WAVES have to do with female naval reservists? Why are they important? A more complete answer to these questions necessitates an explanation of their origin, which begins with World War I. Secretary of the Navy Josephus Daniels sought additional workers after learning that the civil service could not meet the need for clerical support. Since the Naval Reserve Act of 1916 read that any U.S. citizen could join, Daniels recruited women. On 17 March 1917, Loretta Perfectus Walsh of Olyphant, Pennsylvania, distinguished herself as the first enlisted woman, forever changing the Navy. More than 11,000 women joined her, working in naval districts across the United States, particularly in Washington, D.C. Patriotism and hoping to end the war sooner were their primary motivations. They also thought their service would persuade President Woodrow Wilson to support the 19th Amendment. A male and a female in the same naval rank earning the same salary meant equal pay for equal work, which appealed to them.

They volunteered to submit to Navy rules and regulations 24 hours a day, 365 days a year and to be assigned wherever the Navy needed them most for four years. After completing an application, an interview, a physical exam, and a business skills test, qualified women took the oath. The shortage of clerical workers was so acute that many started their jobs the same day wearing their civilian clothes. Others went home to await their orders. The Navy recruited mothers and daughters, multiple sisters from one family, several sets of twins, and best friends from across the United States and its territories.

The Navy had a few administrative problems to address. For the first time, Sailors’ gender had to be indicated, so it classified these women as Yeoman (F). Since the Bureau of Navigation—the branch of the Navy responsible for personnel—automatically assigned new Sailors to ships, women were assigned to sunken vessels, unused barges, or docked vessels. Men occupied most of the barracks, so women had to provide their own housing, commuting from home, renting a room in a house, or sharing an apartment. The Navy gave Yeomen (F) a daily subsistence allowance to cover their housing and meals. The Navy did not send them to Great Lakes Naval Training Station but developed a night school for instruction in naval procedures and policies, ship and plane identification, ranks, culture, and customs. Women also mastered marching and drilling after work. Addie Worth Bagley, wife of the Secretary of the Navy, started the Yeoman (F) Battalion to participate in parades and to greet returning ships. The female yeomen eventually received their summer white and dark navy blue winter uniforms that covered them from head to toe.

The Yeomen (F) contributed to the war effort in clerical and non-clerical specialties, such as switchboard operators, stenographers, recruiters, deciphering code, painters, look-outs for naval bases, translators, and messengers. They dispersed pay, designed camouflage for ships, and produced munitions. As Secretary Daniels observed, “They did everything except go to sea.” They became so proficient in their jobs that one of them could replace two Sailors for combat duty. A few supervisors recommended them for officer ranks but Daniels could not permit that without congressional approval. The women reservists encountered resentment from some individuals who questioned the character of any women who enlisted, while other individuals believed the women would render the Navy less efficient. The Yeoman (F) also endured verbal insults and individuals published negative editorials questioning Daniel’s decision to enlist women.

The Navy stopped recruiting on 11 November 1918 but did not demobilize the female yeomen from active duty until 1920, because they had signed up for four years. Moreover, their supervisors urged Daniels to retain their talent after the war by hiring them for civilian positions doing the same job. Many welcomed the opportunity, and several later retired from the Navy Department. Some naysayers and some members of Congress did not believe another war would erupt and, if it did, women would not be needed. Thus, they rewrote the Naval Reserve Act of 1916 to read that “any male citizen could join.” As a further insult, Congress and other military leaders tried to prevent the women from eligibility for the World War I Victory Medal until advocates intervened. Nurses remained the only women in the Navy until 1942.

As war became eminent, congressional and military leaders began making preparations. The War Manpower Commission reported that there were not enough men to support the Navy’s need for personnel ashore and afloat. U.S. Representative Edith Nourse Rogers, from Massachusetts, was among them. During the previous war, she inspected field hospitals as a part of the Women’s Overseas Service League, served as a Red Cross Nurse, and reported on the treatment of veterans. She decided then that if American women served in the military again it would be as full-fledged members receiving the same entitlements as men. Rogers initially presented her sentiments to the Secretary of War. The Army was the first to respond. She cosponsored the bill that Congress passed creating the Women’s Army Auxiliary Corps (WAAC) in late 1941, which became law on 12 May 1942.

Rogers also approached the Chief of Naval Personnel Chester W. Nimitz who advised her that Secretary of the Navy Frank Knox would have to approve her recommendation. Others pressed Knox to confirm his intentions. Aware of the projected personnel shortages and Rogers’ determination, Nimitz surveyed the Navy Department bureau chiefs to determine how women could be utilized. He received the most positive response from the Chief of Naval Operations, the Bureau of Aeronautics, and Naval Intelligence. Rear Admiral Randall Jacobs succeeded Nimitz and established the Women’s Advisory Council composed of women educators and naval officers to develop a program for women reservists. Knox insisted that if women were going to work with classified or sensitive information, they must be an integral part of the naval reserve—not an auxiliary to it. The council also recommended that women be formally indoctrinated to ensure that they knew naval terms, ranks, ships, aircraft, and customs. They proposed training officer candidates at Smith College in Northampton, Massachusetts. After commissioning a sufficient number of officers, the enlisted recruits began their basic training in Norman, Oklahoma; Cedar Falls, Iowa; and Milledgeville, Georgia. The council recommended Mildred McAfee, president of Wellesley College, to serve as director of the women’s reserve. Despite the emerging need for personnel, congressional and naval leaders opposed women entering the military. Virginia Gildersleeve, a member of the council, recalled that “Now if the Navy could have used dogs or ducks or monkeys, certain of the older admirals would probably have preferred them.”

As they continued planning, council member Elizabeth Raynard began hearing unsavory names for the women (i.e., Sailorettes). This led her to create their official nickname—WAVES, an acronym for Women Accepted for Volunteer Emergency Service. She carefully selected her words to emphasize that they volunteered and it was just for the duration of the war. McAfee benefitted from the lessons-learned by the WAAC director. The Army’s first uniforms did not allow for differences between men and women’s build so they did not fit properly. However, Robert Main Boucher designed the WAVES uniform that remains the basis for the one worn by women in today’s Navy. It was so attractive that some selected the Navy over the other services.

Eventually Congress passed Public Law 689 to establish the women’s reserve as an integral part of the Navy. They had to serve for the duration of the war plus six months. After the legislation sat for several days awaiting the president’s signature, Dean Harriet Elliott, a council member contacted First Lady Eleanor Roosevelt. Shortly afterwards, the president signed the bill into law on 30 July 1942. Mildred McAfee and her staff trained over 20,000 officers and 70,000 enlisted from urban and rural communities across socio-economic backgrounds. They worked at large and small naval commands from Florida to Washington State and from California to Rhode Island, as well as overseas. Their numerous and diverse contributions ranged from yeoman, chauffeur and baker to pharmacist, artist, and aircraft mechanic.

More than 30 percent of the WAVES worked as naval aviation training pilots, air traffic controllers, and parachute testers. They also excelled as weather specialists, chemists, and lawyers. World War II marked the Navy’s first female doctor, lawyer, bacteriologist, and computer specialist. Grace Hopper helped develop the Mark I computer as a member of a team assigned to the Harvard University Computation Laboratory during World War II.

Director McAfee received verbal and written praise for the critical support provided by the WAVES. On their first anniversary, President Roosevelt commented, “In their first year, the WAVES have proved that they are capable of accepting the highest responsibility in the service of their country.” A year later, Chief of Naval Operations Admiral Ernest J. King praised them, “in addition to having earned an excellent reputation as part of the Navy, they have become an inspiration to all hands in the naval uniform.” Commander-in-Chief of the Pacific Admiral Nimitz added, “Although history records that women have had influence upon the navies, it is only recently that women have had influence within the navies.” There were times during the war when recruiters could not meet the repeated requests for more WAVES.

There are some significant similarities between the Yeoman (F) and the WAVES. Both forever changed the status of military women. They volunteered; they were not drafted. They helped to dispel myths and stereotypes assigned to women in uniform. They enhanced the legacy of women who supported the nation during previous wars, conflicts, and crises and paved the way for those who followed. Before World War II ended on 2 September 1945, aboard USS Missouri in Tokyo Bay, naval and congressional leaders reflecting on the women’s contributions considered granting them a permanent place in the peace time services. After some debate and compromise, Congress passed the Women’s Armed Forces Integration Act on 28 July 1948. That same year President Harry S. Truman issued Executive Order 9981 mandating equality of treatment for all regardless of race, creed or color. Another similarity is that women of color made up less than a fraction of one percent of the total number of female reservists. There were 14 African American Yeomen (F) among the 11,275 and 2 officers and 70 enlisted WAVES among the 90,000. During both global wars to protect and defend democratic freedoms and values, the Navy reluctantly recruited black women and did so late in the war. The Navy enlisted Japanese, Hispanic, and Native American women before African Americans. Despite the demand for more reservists, the Navy did not make maximum use of all available women.

Lieutenant (Junior Grade) Harriet Ida Pickens (left) and Ensign Frances Wills. Photographed after graduation from the Naval Reserve Midshipmen’s School (WR) at Northampton, Massachusetts, in December 1944. They were members of the school’s final class, and were the Navy’s first African-American WAVES officers. Official U.S. Navy Photograph, now in the collections of the National Archives (80-G-297449).

This brief history explains the origin of the WAVES and the significance of their war service. If given the opportunity, tell others about them. Military personnel and society at large need to know about these outstanding women to better appreciate the opportunities available to women today and the costs of the freedoms they enjoy. All ratings and specialties are open to all qualified women. The Yeoman (F) and the WAVES epitomized the Navy’s core values of duty, honor, and commitment, long before they were adopted.

**I. Introduction**

A. Attention (YOU control your advancement. Not quotas. Not tests. YOU. Your rate isn’t “locked up”. Your eval wasn’t a conspiracy. YOU HAVE CONTROL. EXERCISE IT.).

B. Motivation (The Navy Advancement System is a system, based on numbers and math. It’s a system that is easily understood if junior Sailors take the time to research and understand it to leverage it for their and their Sailors’ advancement.)

C. Overview (There was a LARGE update to the Navy Advancement Program that you need to STUDY and be intimately familiar with! Your Sailors professional development and career progression depends on it!)

**II. Body**

A. Main Point 1 (BUPERSINST 1430.16(series))

1. Sub-point (Reference) – Start here. Always, always start here. Review the Advancement Manual! It will provide you with an incredible amount of information that will reveal to you how the Navy promotes. All the way to Master Chief. There is a huge knowledge gap here, Navy wide. So many Sailors rely on tribal knowledge passed down by some “salty” E4 that “knows how things work”. And a laughable amount of this tribal knowledge is ridiculous and false. Review the reference. ESPECIALLY BECAUSE OF THE UPDATES, a tremendous amount has changed. Ask questions. Be informed.

2. Sub-point (Amplifying Instructions) – Advancement exams have timelines. They are administered twice per year in March and September with the exception of the Chief’s exam which is conducted in January. The timeline is released via a NAVADMIN. Review the NAVADMIN. It has VERY important information, like which evals count towards your Performance Mark Average points on your profile sheet. Why is that important? Because you should ALWAYS check your points! It’s also critical that you know HOW to check your points, so be aware of how the FMS computation is evolving by keeping up with NAVADMINs that affect them, such as NAVADMIN 312/18.

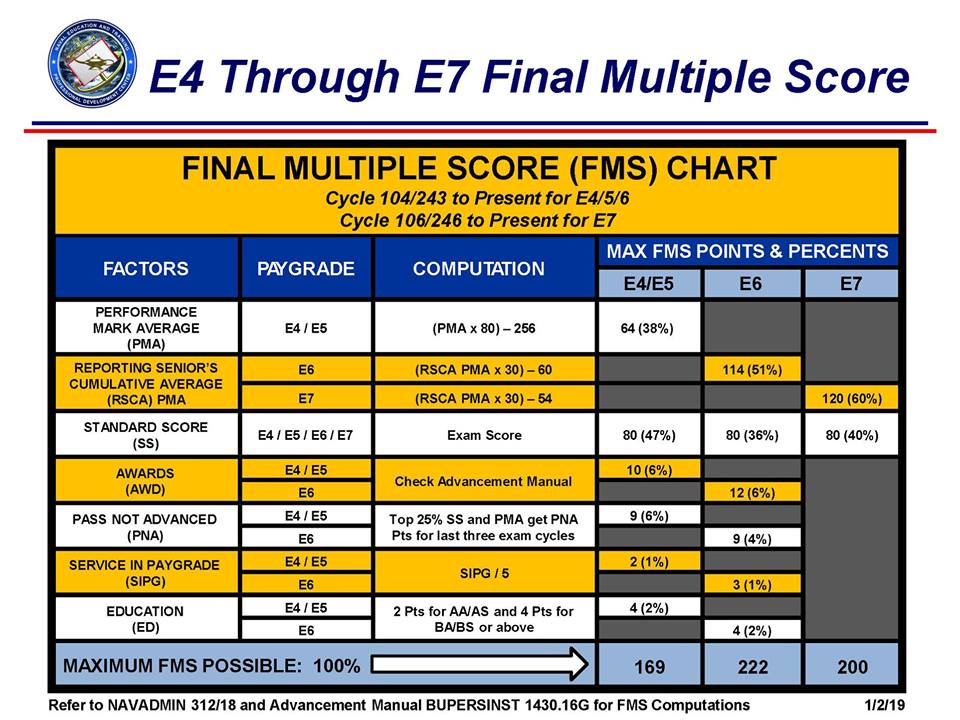
3. Sub-point (Profile Sheet/FMS) – There are several blocks on your profile sheet. The first is your test score, or “Exam Standard Score”. This is based on a maximum point value of 80 and is graded on “a curve”. What THIS means is you’re not graded simply on how many questions you answer correctly, but on how many more you answered correctly than everyone else. The next is your Performance Mark Average, or PMA. This is converted to a point value based on a formula for each exam paygrade (E4, E5, E6, E7). You can view these formulas on the FMS calculation charts available on MNP and NAVADMIN 312/18 (formulas in the Advancement Manual are not updated yet). In addition to just the normal PMA calculation, they have added Reporting Senior Cumulative Average (RSCA) for computation of PMA for E6 and E7; this replaces the traditional PMA computation. The next is Time in Rate, whose formula is also on the FMS chart. Award points are based on a chart available in the Advancement Manual (table 3-1). The most significant points you will commonly see are Flag Letters (one point, limit two), NAMs (two points), NCMs (three points) and Good Conduct Medals (two points). Next up is Passed Not Advanced points, or PNA. The Navy will award the top 25% Standard Score/PMA totals PNA points that can accumulate for THREE cycles. Finally, education points. If you have an education, 2 points for an Associate’s Degree and 4 points for a Bachelor’s Degree.

4. Sub-point (Eligibility Requirements) – There are a lot of them, but some of the main eligibility requirements that remain a mystery to Sailors are Time in Rate, Advancement Recommendations and High Year Tenure. The first one is simple: In order to be eligible for the next paygrade, you must complete a minimum amount of time in your current paygrade first. This is determined by what is called a “Time in Rate date”, often abbreviated as TIR. This date can be found on NSIPS, in your ETJ, PSR and FLTMPS. In the NAVADMIN released for your exam cycle and in the Advancement Manual (Table 2-2) and is called your Terminal Eligibility Date. What this means is from your Time in Rate date, you must have the minimum required time in your current paygrade on or before the exams Terminal Eligibility Date. So, if you’re taking an exam in March 2019, your TEBD is 01 July 2019. So on or before 01 July 2019, you must have the minimum time in rate required for the next paygrades exam to be eligible. The minimum times for each paygrade are: 9 months from E1 to E2, 9 months from E2 to E3 (these promotions are automatic), 6 months from E3 to E4, 12 months from E4 to E5, and 36 months from E5 to E6 and E6 to E7, E7 to E8 and E8 to E9. EP TIR waivers apply for E5 and E6 Sailors, waiving up to one year at CO’s discretion for Sailors who receive an Early Promote (EP) on their most recent periodic evaluation. Advancement Recommendations are an often overlooked block of your evaluation. Your CO has to recommend you for advancement in order for you to qualify to take the exam. Most Sailors who receive a Promotable promotion recommendation or higher are recommended for advancement. However, Sailors who recently went to NJP or had other issues may not be recommended (Significant Problems eval). It’s important to be aware of this. Your CO can remove your promotion recommendation at any time. High Year Tenure is based on MILPERSMAN 1160-120. HYT is the maximum number of years you may remain on active duty in your current paygrade. HYT limitations are:

|  |  |  |
| --- | --- | --- |
| AC and FTS | | |
| Grade | Years | Remarks |
| E-1 to E-2 | 4 | May not reenlist or extend unless HYT is granted by BUPERS-32. |
| E-3 | 6 | E-3 who “Passed Not Advanced” a Navy-wide advancement exam prior to March 2012 (cycle 215) retain HYT gate of 8 years. |
| E-4 | 10 |  |
| E-5 | 16 |  |
| E-6 | 22 | Nuclear trained Sailors at the E-6 pay grade desiring to extend their active service past 20 years must have their request approved by OPNAV (N133). |
| E-7 | 24 |  |
| E-8 | 26 |  |
| E-9 | 30 |  |
|  |  |  |
|  |  |  |
|  |  |  |

B. Main Point 1 (The Changes)

1. Sub-point (FMS Computation) – Table 1-1 details Final Multiple Score (FMS) computation and was updated for education and IA points as well as new calculations for evaluation points, service in paygrade and PNA points. This is REALLY IMPORTANT MATH THAT YOU SHOULD KNOW. This thing should be hanging up in your room or have a special place in your study binder. KNOW WHAT GETS YOU PROMOTED AND HOW. It’s very simple math that you can do with the most basic calculator. Plug in your values and execute the formula. This way, you will know exactly how many points you have going in except for your exam standard score. You will also know where you aren’t maxed out so you can work on those weaknesses! The big things that changed are how things are weighted. Based on Sailor 2025 (Rating Modernization) goals, the computation has changed to weight performance heavier for more senior sailors (E6– E7) and rating knowledge for juniors (E4 – E5); along with senior PMA (E6 – E7) calculations changing to the RSCA format. Other big changes are to PNA points, which are now only used for the previous 3 cycles, SIPG calculation changed so junior Sailors taking the exam for the first time remain competitive and Individual Augmentee (IA) points no longer being counted for FMS computation.



2. Sub-point (Navy Leadership Development Course Completion) – I must say, I’m a bit excited that these are now MANDATORY prior to frocking AT ALL LEVELS. FROM E4 to E7 there is a mandatory leadership course prior to frocking. And prior the Master Chief, the SEA becomes required in FY20. Good stuff.

3. Sub-point (NWAE Worksheet) – There are some updates to how and when we complete the advancement exam worksheet. I grew up not seeing this until I sat down to take the test. The problem here is, if there’s errors generally they never got fixed. Even if I brought them up to a proctor and they told me to change it or circle it and write in the right number. I got my profile sheet back and it was all still wrong. Now, your ESO (who is now required to be an E7 or above designated in writing) is responsible for ensuring these are complete AT LEAST ONE MONTH prior to the exam. These are then used as checks to complete the bubble in portions of the answer sheet. Award points now cap out at 10 points for E4 and E5 and 12 points for E6. Awards point values are as follows:

TABLE 3-1 — AWARD POINT VALUES

Medal of Honor 10

Navy Cross 5

Distinguished Service Medal or Cross 4

Silver Star Medal 4

Legion of Merit 4

Distinguished Flying Cross 4

Navy and Marine Corps Medal 3

Bronze Star Medal 3

Purple Heart 3

Defense Meritorious Service Medal 3

Meritorious Service Medal 3

Air Medal (Strike/Flight) 3 (Max 1)

Joint Service Commendation Medal 3

Navy and Marine Corps Commendation Medal 3

Executive Letter of Commendation 2 (Max 1)

Joint Service Achievement Medal 2

Navy and Marine Corps Achievement Medal 2

Combat Action Ribbon 2

Gold Life Saving Medal 2

Letter of Commendation (Flag/Senior 1 Executive Service) (Max 2)

4 Sub-point (Exception to Policy - ETP) – COs/OICs may request an ETP for candidates as set forth in this manual. All ETP requests must be sent to Director, Military Personnel Plans and Policy (N13) and include an endorsement from the command’s immediate superior in command (ISIC).

a. Examples of reasons for requesting an ETP include inability to participate in advancement exam, mishandled or lost completed answer sheets, not properly validated for TIR waiver, not properly validated for Selection Board consideration, and posthumous advancement.

b. Standard score comparison ETPs must be submitted no later than 6 months after the missed exam’s limiting date. Refer to paragraph 614e(2) for explanation of the ETP standard score comparison process for candidates taking E4 through E6 NWAEs. Any standard score comparison requests submitted later than 6 months after the missed exam’s limiting date must go through BCNR.

c. E7 NWAE ETP requests must be received 3 weeks prior to the regularly scheduled E7 selection board.

d. Submit ETP requests along with an endorsement letter by the command’s ISIC to the Director, Military Personnel Plans and Policy (N13), 701 South Courthouse Road, Arlington, VA 22204 using the format in figure 1-1. Requests must include a completed and signed DD Form 149 in the ETP package in case the request cannot be completed by N13 and request must be adjudicated by BCNR.

5. Sub-point (Calculator Usage) – This one is awesome because for Culinary Specialists, there are generally about 25 math questions that cannot reasonably be solved accurately in the amount of time provided without the use of a simple, scientific calculator. I’ve heard stories about Sailors having their calculators taken away by proctors because they “weren’t allowed”. Well, it’s clearly stated that anyone can have a calculator so long as it conforms to the rules set forth in the manual – most of which are aimed at preventing cheating. Good to know.

6. Sub-point (PMK-EE) –

NAVADMIN 085/18

As part of Sailor 2025 and Rating Modernization efforts, the PMK-EE was created to provide greater emphasis on Professional Military Knowledge (PMK) and to separate it from examinations on rating knowledge. This is an initial step toward electronic advancement exams, and eventually, individually tailored rating exams, unique to the navy enlisted classifications held by a Sailor. PMK-EE will serve as an additional eligibility requirement for advancement to paygrades E4/5/6/7. PMK-EE will be delivered electronically, and will be available via the My Navy Portal website beginning in October 2018. Sailors must attain a passing score on PMK-EE prior to 1 September 2019 to participate in Advancement Cycle 244. PMK content will no longer be included on the NWAE starting with the September 2019 E4/5/6 Exam. a. Sailors are required to successfully pass PMK-EE only once per paygrade. PMK-EE must be successfully completed by the first day of the NWAE administration month. Sailors will be able to access the PMK-EE via My Navy Portal through the Learning Management System (LMS). PMK-EE will consist of 100 questions representing five (5) topic areas (Leadership and Character, Career Information, Professional Conduct, Naval Heritage, and Seamanship). Each topic area may be taken independently of the other sections and in any order. Sailors must achieve a passing score of 80 percent or higher in each topic area to pass PMK-EE. Failure to achieve an 80 percent score on a topic will require that topic to be retaken. Once each topic area is completed, the LMS will provide the number of questions successfully answered for that topic, as well as the associated reference for incorrectly answered questions. Once all topic areas are successfully completed, PMK-EE will be finalized in the LMS and an overall exam score will be displayed. The topics and bibliographies used to develop PMK-EE questions will be available on the Advancement and Promotion webpage located on the My Navy Portal website. PMK-EE completion will be recorded in the LMS and the Navy Training Management Planning System (NTMPS). NTMPS can be used to determine individual Sailor eligibility for advancement.

NAVADMIN 313/08

PMK-EE is currently available via MyNavyPortal or Navy e- Learning (instruction in paragraph 4). We anticipate delivery of a PMK-EE mobile application, which will allow Sailors to take the exam on a personal smart phone, in July 2019. [Add something about how to use it/register on MNP with CAC???]

Eligibility Requirements

a. PMK-EE for E-4 through E-7 is now accessible to all Sailors at Navy

e-Learning (https://learning.nel.navy.mil).

b. Active Component (AC), Full-Time Support (FTS) and Reserve Component

(RC) Sailors must successfully complete PMK-EE for the desired advancement

paygrade in order to be eligible to take the Navy Wide Advancement Exam

(NWAE). PMK-EE must be completed by the first day of the month in which the

NWAE is administered.

(1) AC and FTS Sailors must successfully complete PMK-EE for the

desired advancement paygrade by 1 September 2019 to be eligible to advance

for the E-4 through E-6 NWAE (advancement cycle 244) and by 1 January 2020 to

be eligible to advance for the E-7 NWAE (advancement cycle 246).

(2) RC Sailors must successfully complete PMK-EE for the desired

advancement paygrade by 1 February 2020 to be eligible to advance for the E-4

through E-7 NWAE (advancement cycle 106).

c. AC, FTS and RC Sailors must successfully complete PMK-EE for the

desired advancement paygrade in order to be eligible to be selected for

Meritorious Advancement Program. PMK-EE must be completed by 1 September

2019.

d. Sailors who automatically advance to E-4 upon completion of an \*A\*

school must successfully complete PMK-EE prior to advancement commencing 30

days after NAVADMIN announcement of the PMK-EE mobile application or 1

September 2019, whichever occurs last.

e. To count for eligibility, PMK-EE for the next paygrade of a Sailor

must be completed on or after the Sailor is selected for the preceding

paygrade (for example, in order to complete the E-6 PMK-EE, the Sailor must

be selected for the E-5 paygrade).

PMK-EE Access. Materials related to PMK-EE can be accessed using either

one of the following two methods:

a. Navy e-Learning (https://learning.nel.navy.mil/): click on the

\*Course Catalog\* tab, search for \*PMK-EE\* in the title column, enroll in the

applicable PMK-EE, click on the \*My Learning\* tab and launch the PMK-EE.

b. MyNavy Portal (http://my.navy.mil): click the \*Career and Life

Events\* drop-down and select \*Advancement & Promotion\*, select \*Enlisted

Advancement\* from the left column, click on the PMK-EE link to view the PMK-

EE study material, from the \*PMK-EE Study

Material\* page and click on the \*Click here to go to Navy e-Learning to take

your PMK-EE\* link at the top of the screen.

c. The course numbers in Navy e-Learning are:

NETPDC-PMK-EE-SM-1.0, PMK-EE Study Material

NETPDC-PMK-EE-E4-1.0, PMK-EE for E-4

NETPDC-PMK-EE-E5-1.0, PMK-EE for E-5

NETPDC-PMK-EE-E6-1.0, PMK-EE for E-6

NETPDC-PMK-EE-E7-1.0, PMK-EE for E-7

5. PMK-EE Help Desk: (850) 473-6014/DSN 753 or e-mail

sfly\_pmkee\_questions(at)navy.mil.

D. Main Point 2 (Strategy)

1. Sub-point (Your control) – It feels like junior Sailors think a fairy sprinkles magic advancement dust over the exams and wherever it lands, those Sailors advance. Get it together. Go back to the FMS calculation sheet and what I just explained. Maximum points allowed for E4/E5 is 177, E6 is 230, E7 is 200. THAT’S 45%, 35% and 40%. Now, lets move on to evals, or PMA. 36%, 50% and 60%. ADD THAT UP. 81%, 85% and 100%. Still think you have no control? We hear all the excuses the creativity held by our junior Sailors can muster. It’s a popularity contest. My rate’s locked up. The exam is too hard, not applicable, etc. STOP IT. YOU HAVE CONTROL OVER YOUR ADVANCEMENT. You have the MOST control over your exam score! Open the bibliography and subtopics listings on NKO, and start studying. Stop making excuses and devote that energy to controlling your own advancement. And I won’t belabor the evals point because I already did in episode 10. But YOU have control over that. Takes longer than a few months like studying does, but put in the work and the EPs come. I guarantee it.

2. Sub-point (How to Study) – Find your bibliography, step 1. How? Well, you can log in to My Navy Portal and go to Navy Advancement Center and get it there. You can download the Navy COOL app and get it there. You can get it on your damn phone…THAT’S HOW EASY IT IS. Get it and use that to study. I can tell you as an exam writer (I participated in an Advancement Exam Readiness Review for CSS where I reviewed and wrote the exam) that EVERY SINGLE QUESTION COMES FROM THE REFERENCES ON YOUR BIBLIOGRAPAHY. USE IT TO FOCUS YOUR STUDY. If 1000 page reference says that they only took questions out of Chapter 7…ONLY STUDY CHAPTER 7. Not to say the rest of the reference doesn’t have value or that next time you won’t see Chapters 5, 6, 8 and 9. But if it says only 7, then it’s only 7 this time. Also, use your past profile sheets as a prioritization guide. At the bottom it tells you what questions were asked for each category and how many you answered correctly. Then tells you what percentile you were for that category. Use it to identify your weak areas! Then you know you need to spend more time on those areas OF THE BIBLIOGRAPHY. Finally, study they way you learn. If you learn best from hearing it, then study by listening to podcasts or lectures. Have someone read to you. If you learn best by reading and highlighting a book, then DO THAT. Make flash cards, take notes. If you learn best by doing it, THEN DO IT. Put yourself in the position to learn in your workcenter (OR SOMEONE ELSES IF NEED BE) so that the information sticks. But study in a manner that you will retain the information.

**III. Conclusion**

A. Summary (We talked about…)

1. The system and the instructions that govern it…

2. We broke down the formula that adds up to your advancement

3. And we talked about WHY it’s important to understand it

B. Re-motivation (The Navy Advancement System is a system, based on numbers and math. It’s a system that is easily understood if junior Sailors take the time to research and understand it to leverage it for their and their Sailors’ advancement.)

C. Closing – This is something that is too important not to understand. Again, not because it’s how you get a shiny patch or a star on your Anchor and some more money in your pocket. Because Sailors build it up in their minds, they put so much stock in it, sometimes they tie their identities to it. It’s self-actualization. They assign personal value to it. IT’S THAT IMPORTANT. It’s that important to you and them. It’s that important to ME. I LOVE saying it’s not. I really do. I like to try to take some high road and try to be selfless and say that as a Chief and a leader that it’s not about me and that rank doesn’t matter to me. One of the sayings I commonly toss out there is “I’ve never needed a star to get anything done…”. And then I got one. And it’s true. I didn’t need one to get it done. But damn it feels good. It feels like all the things I did leading up this point were correct. And the validation, while not necessary for me to continue doing those things, feels incredible. And it’s motivating. And it will push me to do even more. It will open doors for me to do more. And while I’ve never “needed a star” to get anything done, I do need one to affect more Sailors at a higher level as a Chief of the Boat. And that’s what I intend to do.

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