

2013 DIETITIAN CATEGORY PROMOTION BENCHMARKS

PY 2013 Guidance Regarding Promotion Precepts and Benchmarks for Commissioned Corps Officers

Officers competing for promotion are rated on the five Promotion Precepts described in the electronic Commissioned Corps Issuance System (eCCIS) Instructions 331.01 (old CCPM 23.4.1) "Permanent Grade Promotions", and 332.01 (old CCPM 23.4.2) "Temporary Grade Promotions", and noted below. To assist officers in better understanding the Promotion Precepts, the Precepts are described in terms of Factors. Each Factor has a Benchmark, which is a level of achievement for the officer given the category and grade.

The purpose of this Guidance is to inform officers and promotion boards of the levels of achievement per Promotion Precept generally considered to describe the "best qualified" officer for a specific category at a specific grade. This document can also benefit the officer in setting some personal long term goals for his or her career advancement.

The Chief Professional Officers (CPO) and Professional Advisory Committee (PAC) Chairs, in consultation with their constituent category members, revise the Guidance annually to reflect the ever changing missions and policies of the Corps. All five Promotion Precepts are identical for all categories, as are the Benchmarks for Promotion Precepts 1, 4 and 5. The Benchmarks for Promotion Precepts 2 and 3 are category-specific.

The benchmarks for Precepts 1 – 5 are levels of achievement and/or standards of excellence that describe the "best-qualified" officer. They serve as a basis by which officers can be measured within each category. No Officer is expected to meet all the standards for Precepts 1 - 5. Many promoted officers will have achievements that exceed the factors for one or two precepts, but may not meet all the factors for others. Therefore these Benchmarks should not be considered a checklist of activities that must be completed in order to be promoted. Quality and impact of an officer's service is far more important than the quantity of activities in which they participate.

The individual factors within each Precept are not listed in priority order. The importance of each factor is left to the discretion of the Promotion Boards. The members of the Promotion Boards review the service records of each officer under consideration for promotion and each assigns a score for the specific Promotion Precept. Promotion Board members exercise their professional judgment and discretion in the review and rating of each record.

There is no time period that limits which of the officer's activities and accomplishments are eligible for consideration. However, activities and accomplishments subsequent to an officer's last promotion should receive priority consideration.

The Promotion Precepts are weighted as follows:

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| 1. Performance Rating and Reviewing Official's Statement (Performance) | 40% |
| 2. Education, training, and professional development | 20% |
| 3. Career progression and potential | 25% |
| 4. Professional contributions and services to the PHS Commissioned Corps (Officership) | 15% |
| 5. Basic Readiness | ***0% |

*****IMPORTANT NOTE***:**

Although the Readiness precept no longer carries any weight with regard to numerical score for promotion, basic readiness remains one of the several administrative checks for promotion. Officers

in a "not ready" status at the 31 Dec OFRD status report prior to the promotion year will receive an automatic Board Not Recommend. In addition, officers in a "not ready" status at the subsequent 31 Mar OFRD status report, who were otherwise successful, will be removed from the successful list. Officers are advised to maintain basic readiness at all times.

Promotion Board members examine many documents in the officer's electronic Official Personnel Folder (eOPF) during the promotion review. Examples of these documents include, but are not limited to: Commissioned Officers' Effectiveness Report (COER); Promotion Information Report (PIR); curriculum vitae; the Officer's and Reviewing Official's Statements; award narratives; and letters of appreciation. The most recent COERs (e.g., the last 3-5 years) are generally given the most consideration by Promotion Board members, although earlier COERs may also be reviewed. Promotion Board members evaluate both the values of the COER and the accompanying narrative.

Career development resources (e.g., Curriculum Vitae (CV) reviews, mentoring, internet training tools, career development seminars, fellow officers) provided by the PACs, agency liaisons, Office of Commissioned Corps Operations (OCCO), and the CPOs should be explored and fully utilized by all officers.

The Benchmarks will change as the Commissioned Corps continues to evolve. Any comments or suggestions that you have on the Benchmarks may be submitted to your PAC Chair, and will be carefully considered for incorporation into the next annual revision.

PY 2013 FACTORS and BENCHMARKS FOR PROMOTION PRECEPTS

1. Performance Rating and Reviewing Official's Statement (Performance)

| Factor | Benchmarks P-O2* | Benchmarks T-O4/P-O3* | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
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| <p>• Commissioned Officers' Effectiveness Report (COER)</p> <p>Based on information contained in the Officer's Statement, separate from the Reviewing Official's Statement, the officer will be rated on promotion readiness as it relates to:</p> <ul style="list-style-type: none"> ○ Progression of responsibility ○ Achievement and contributions to the agency mission ○ Personal accountability for developing skills and leadership effectiveness | <p>The primary focus in reviewing the COER should be on the accompanying narrative rather than on the indicated value.</p> <p>Secondary assessment will include a review of the COER score, in the context of the officer's performance trends.</p> <p>Guidance provided as needed/requested to complete assignments of moderate complexity and impact. Skill development reflects potential for leadership and willingness/ability to assume increasing levels of responsibility.</p> <p>Completes assigned mandatory training and elective training to complement mandatory training.</p> <p>Supporting information that professional development contributes to the agency missions.</p> <p>The officer demonstrates they efficiently and effectively work at their current grade.</p> | <p>The primary focus in reviewing the COER should be on the accompanying narrative rather than on the indicated value.</p> <p>Secondary assessment will include a review of the COER score, in the context of the officer's performance trends.</p> <p>Guidance provided as needed/requested to complete assignments of moderate complexity and impact. Skill development reflects potential for leadership and willingness/ability to assume increasing levels of responsibility.</p> <p>Completes assigned mandatory training and elective training to complement mandatory training.</p> <p>Supporting information that professional development contributes to the agency missions.</p> <p>The officer demonstrates they efficiently and effectively work at their current grade or higher.</p> | <p>The primary focus in reviewing the COER should be on the accompanying narrative rather than on the indicated value.</p> <p>Secondary assessment will include a review of the COER score, in the context of the officer's performance trends.</p> <p>Evidence of independent performance of complex tasks requiring developed proficiency and higher responsibility with positive impact on the program. Demonstrated leadership of program teams or projects.</p> <p>Completes assigned mandatory training and elective training to complement mandatory training.</p> <p>Supporting information that professional development contributes to the agency missions.</p> <p>The officer demonstrates they efficiently and effectively work at their current grade or higher.</p> | <p>The primary focus in reviewing the COER should be on the accompanying narrative rather than on the indicated value.</p> <p>Secondary assessment will include a review of the COER score, in the context of the officer's performance trends.</p> <p>Independent initiative, as evidenced through development, oversight, coordination and/or leadership of projects of exceptional difficulty with an expected level of expertise. Assumption of overall personal accountability for the involved program or project.</p> <p>Completes assigned mandatory training and elective training to complement mandatory training.</p> <p>Supporting information that professional development contributes to the agency missions.</p> <p>The officer demonstrates they efficiently and effectively work at their current grade and should occupy an O-6 billet.</p> |

1. Performance Rating and Reviewing Official's Statement (Performance)

| Factor | Benchmarks P-O2* | Benchmarks T-O4/P-O3* | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
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| <p>• Award History**</p> <p>Progression of awards, relevance to mission, quality, as well as quantity, across the career is assessed:</p> <ul style="list-style-type: none"> ○ PHS Individual and Unit Honor Awards (e.g., Achievement Medal, Outstanding Service Medal, Unit Commendation) ○ Other Awards & Recognition ○ PHS Service Awards (e.g., Isolated Hardship Service Award, Special Assignment Service Award) | <p>There should be a record of awards across the career. Officers should strive for increasing impacts at the local level, including team or unit participation, which may result in individual or unit awards (e.g., an Achievement Medal or Unit Commendation).</p> <p>Division, Institute, and Agency (including non-DHHS agencies), and professional organization awards, and recognition such as letters of commendation.</p> <p>Service should clearly reflect the impact(s) that evolve from the responsibility and performance of the officer.</p> | <p>There should be a record of awards across the career. Officers should strive for increasing impacts at the local level, including team or unit participation, which may result in individual or unit awards (e.g., an Achievement Medal or Unit Commendation).</p> <p>Division, Institute, and Agency (including non-DHHS agencies), and professional organization awards, and recognition such as letters of commendation.</p> <p>Service should clearly reflect the impact(s) that evolve from the responsibility and performance of the officer.</p> | <p>There should be a record of awards across the career. Officers should strive for increasing impacts at the regional level which may result in progressively higher individual awards or (e.g., a Commendation Medal).</p> <p>Sustained performance that leads to recognition at the individual or unit award level.</p> <p>Division, Institute, and Agency (including non-DHHS agencies), and professional organization awards, and recognition such as letters of commendation.</p> <p>Service should clearly reflect the impact(s) that evolve from the responsibility and performance of the officer.</p> | <p>There should be a record of awards across the career. Officers should strive for increasing impacts at the regional, national or international level which may result in progressively higher individual awards or unit recognition (e.g., an Outstanding Service Medal or Outstanding Unit Citation).</p> <p>Sustained performance that leads to recognition at the individual or unit award level.</p> <p>Division, Institute, and Agency (including non-DHHS agencies), and professional organization awards, and recognition such as letters of commendation.</p> <p>Service should clearly reflect the impact(s) that evolve from the responsibility and performance of the officer.</p> |
| <p>• Reviewing Official's Assessment for Promotion Readiness</p> <p>Based on information contained in the Reviewing Official's Statement (separate from the Officer's Statement), the Officer will be rated on promotion readiness as it</p> | <p>Exhibits Leadership Qualities</p> <p>Recognizing junior officers with the potential and inspiration to influence.</p> <p>For example: As</p> | <p>Exhibits Leadership Qualities</p> <p>Recognizing junior officers with the potential and inspiration to influence.</p> <p>For example: As</p> | <p>Demonstrates Leadership Skills</p> <p>Recognizing exceptional personal leadership skill and significant potential or competence as a leader or manager.</p> <p>For example: As</p> | <p>Accomplished Leadership Role</p> <p>Recognizing leaders who have moved into key leadership roles and have a proven record of influence and achievement (e.g., Subject Matter Expert, Program Chief/Director or equivalent).</p> <p>For example: As</p> |

2. Education, Training & Professional Development

| Factor | Benchmarks T-03/P-02* | Benchmarks T-04/P-03* | Benchmarks T-05/P-04 | Benchmarks T-06/P-05/P-06 |
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| <ul style="list-style-type: none"> • Degrees | B.S. | B.S. Begin Master Studies (M.S., M.Ed., MPH, or equivalent degree that contributes to the mission of the PHS). | B.S. Master studies ongoing (M.S., M.Ed., MPH, or equivalent degree that contributes to the mission of the PHS). | B.S. M.S., M.Ed. MPH or equivalent degree that contributes to the mission of the PHS |
| <ul style="list-style-type: none"> • Certification(s) & Licensure Requirement | Begin work toward 1 certification within or outside professional discipline which enhances the mission of the PHS and/or agency (clinical, public health administrative, epidemiology, regulatory, etc). | Working toward 1 certification within or outside professional discipline which enhances the mission of the PHS and/or agency (clinical, public health administrative, epidemiology, regulatory, etc). | One certification within or outside professional discipline which enhances the mission of the PHS and/or agency (clinical, public health administrative, epidemiology, regulatory, etc). | One certification within or outside professional discipline which enhances the mission of the PHS and/or agency (clinical, public health administrative, epidemiology, regulatory, etc). |
| <ul style="list-style-type: none"> • Continuing Professional Education | As required by the Commission on Dietetic Registration As required for other certifications | As required by the Commission on Dietetic Registration As required for other certifications | As required by the Commission on Dietetic Registration As required for other certifications | As required by the Commission on Dietetic Registration As required for other certifications |
| <ul style="list-style-type: none"> • Public Health Training/Experience beyond initial degree (can also be counted in continuing education) | Begin additional course work or training in public health and emergency preparedness that contributes to current or future PHS assignments (healthcare management, public health policy, Bioterrorism, management and Leadership Skills, FMRB, etc.). Participation in public health activities or public health initiatives. | Additional course work or training in public health and emergency preparedness that contributes to current or future PHS assignments (healthcare management, public health policy, Bioterrorism, management and Leadership Skills, FMRB, etc.). Participation in public health activities or public health initiatives. | Additional course work or training in public health, leadership and emergency preparedness that contributes to current or future PHS assignments (healthcare management, public health policy, Bioterrorism, management and Leadership Skills, FMRB, etc.). Leadership role in public health activities or leadership role in public health initiatives. | Advanced coursework or training in public health, leadership and emergency preparedness that contributes to current or future PHS assignments (healthcare management, public health policy, Bioterrorism, management and Leadership Skills, FMRB, etc.). Leadership role in public health activities or leadership role in public health initiatives. |

3. Career Progression and Potential

| Factor | Benchmarks T-03/P-02* | Benchmarks T-04/P-03* | Benchmarks T-05/P-04 | Benchmarks T-06/P-05/P-06 |
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| <ul style="list-style-type: none"> Billet level/ Responsibilities | ≥ O-3 Progressively higher billets/responsibilities Performing successfully at current temporary grade level | ≥ O-4 Progressively higher billets/responsibilities Performing successfully at current temporary grade level | ≥ O-5 Progressively higher billets/responsibilities Performing successfully at current temporary grade level | ≥ O-6 Progressively higher billets/responsibilities Performing successfully at current temporary grade level |
| <ul style="list-style-type: none"> Assignments | <p>≥ 1 assignment that demonstrates progression in ability to assume more responsibility and independence; shall include programmatic reassignments within an agency as long as progressively increased responsibilities, abilities, and independence are demonstrated.</p> <p>Shall include any detail assignments ≥ 180 days.</p> | <p>≥ 2 assignments that demonstrate progression in ability to assume more responsibility and independence; shall include programmatic reassignments within an agency as long as progressively increased responsibilities, abilities, and independence are demonstrated.</p> <p>Shall include any detail assignments ≥ 180 days.</p> | <p>≥ 3 assignments that include at least 1 assignment with team leader or program/project manager level responsibility; shall include programmatic reassignments within an agency as long as progressively increased responsibilities, abilities, and independence are demonstrated.</p> <p>Shall include any detail assignments ≥ 180 days.</p> | <p>≥ 4 assignments that include at least 1 with management, supervisory responsibility, or program management at the national level; shall include programmatic reassignments within an agency as long as progressively increased responsibilities, abilities, and independence are demonstrated.</p> <p>Shall include any detail assignments ≥ 180 days.</p> |
| <ul style="list-style-type: none"> Mobility – Geographic and/or Programmatic (includes TDY assignments and details) | No minimum number of geographic or programmatic moves | ≥ 1 geographic or programmatic move that reflects increasing level(s) of responsibility | ≥ 2 geographic or programmatic moves that reflect increasing levels of responsibility | ≥ 4 geographic or programmatic moves that reflect increasing levels of responsibility |

3. Career Progression and Potential

| Factor | Benchmarks T-O3/P-O2* | Benchmarks T-O4/P-O3* | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
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| <ul style="list-style-type: none"> • Collateral Duties | <p>Active engagement in 1 organizational collateral duty/activity at the local/institutional level as a team member; impact documented. Collateral duties include activities, committees and duties that are not included in the billet description. (Examples include: OFRD Deployment Team Lead/Member, Information Technology Duties, Training Officer/Coordinator Duties, Jr. COSTEP Preceptor, etc.)</p> | <p>Active engagement in ≥ 1 organizational collateral duty/activity at the local/institutional level as a team member; impact documented. Collateral duties include activities, committees and duties that are not included in the billet description. (Examples include: OFRD Deployment Team Lead/Member, Information Technology Duties, Training Officer/Coordinator Duties, Jr. COSTEP Preceptor, etc.)</p> | <p>Active engagement in ≥ 2 organizational collateral duties/activities at the local/institutional and regional level serving in a team member or leadership role; impact documented. Collateral duties include activities, committees and duties that are not included in the billet description. (Examples include: OFRD Deployment Team Lead/Member, Information Technology Duties, Training Officer/Coordinator Duties, Jr. COSTEP Preceptor, etc.)</p> | <p>Active engagement in ≥ 3 organizational collateral duties/activities serving in a leadership role at the local/institutional, regional, and national level; impact documented. Collateral duties include activities, committees and duties that are not included in the billet description. (Examples include: OFRD Deployment Team Lead/Member, Information Technology Duties, Training Officer/Coordinator Duties, Jr. COSTEP Preceptor, etc.)</p> |

4. Professional Contributions & Services to the PHS Commissioned Corps (Officership)

| Factor | Benchmarks P-O2* | Benchmarks T-O4/P-O3* | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
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| <p>• Honor/ Integrity/Duty</p> <p>As a USPHS Officer</p> <ul style="list-style-type: none"> ○ Honor and integrity are the consistent regard for the highest standards of behaviors and the refusal to violate one's personal and professional codes. ○ Duty is the free acceptance of a commitment to service. | <p>Displaying honor and integrity as an officer.</p> <p>Completes mandatory training assigned by the branch, division, agency or at the PHS level.</p> <p>Officer participates in personal and professional duties to meet obligations.</p> <p>No outstanding disciplinary or behavioral issues or adverse actions documented in eOPF.</p> | <p>Displaying honor and integrity as an officer.</p> <p>Completes mandatory training assigned by the branch, division, agency or at the PHS level.</p> <p>Officer participates in personal and professional duties to meet obligations.</p> <p>No outstanding disciplinary or behavioral issues or adverse actions documented in eOPF.</p> | <p>Displaying honor and integrity as an officer.</p> <p>Completes mandatory training assigned by the branch, division, agency or at the PHS level.</p> <p>Officer participates in personal and professional duties to meet obligations.</p> <p>No outstanding disciplinary or behavioral issues or adverse actions documented in eOPF.</p> <p>Officer seen as a "role model" by peers and subordinates.</p> | <p>Displaying honor and integrity as an officer.</p> <p>Completes mandatory training assigned by the branch, division, agency or at the PHS level.</p> <p>Officer participates in personal and professional duties to meet obligations.</p> <p>No outstanding disciplinary or behavioral issues or adverse actions documented in eOPF.</p> <p>Officer seen as a "role model" by peers, subordinates, and agency leadership.</p> |
| <ul style="list-style-type: none"> • Officer Contribution • Signification of contribution is based on information contained in the Officer's Statement, CV, or documented in letters of appreciation: • Membership/ Leadership/ Involvement in PAC and Advisory Groups (e.g., Junior Officers Advisory Group, Minority Officers Liaison Council) | <p>Appointed member or volunteer.</p> <p>Contribution should be documented in the CV and through letters of appreciation, awards, etc.</p> <p>Evidence that career duties and collateral activities impact and contribute to the PHS mission at the local level.</p> | <p>Appointed member or volunteer.</p> <p>Contribution should be documented in the CV and through letters of appreciation, awards, etc.</p> <p>Evidence that career duties and collateral activities impact and contribute to the PHS mission at the local level.</p> | <p>Appointed member or volunteer. Leads subcommittee or demonstrates substantive role.</p> <p>Contribution should be documented in the CV and through letters of appreciation, awards, etc.</p> <p>Evidence that career duties and collateral activities impact and contribute to the PHS mission at the regional level.</p> | <p>Appointed member or volunteer who serves as Chair or Vice-Chair, or leads subcommittees, or demonstrates substantive role.</p> <p>Contribution should be documented in the CV and through letters of appreciation, awards, etc.</p> <p>Evidence that career duties and collateral activities impact and contribute to the PHS mission at the regional, national or international level.</p> |

| 4. Professional Contributions & Services to the PHS Commissioned Corps (Officership) | | | | |
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| Factor | Benchmarks P-O2* | Benchmarks T-O4/P-O3* | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
| <ul style="list-style-type: none"> ○ Commitment to Visibility Presentations and outreach include acknowledgement of the Corps | | Presentations and/or outreach include acknowledgement of the Commissioned Corps; uniform wear at local and regional meetings or activities of professional organizations resulting in positive impressions. | Presentations and/or outreach include acknowledgement of the Commissioned Corps; uniform wear at local and regional meetings or activities of professional organizations resulting in positive impressions. Evidence of greater visibility in promoting the Corps to broader audiences. | Presentations and/or outreach include acknowledgement of the Commissioned Corps; uniform wear at local and regional meetings or activities of professional organizations resulting in positive impressions. Sought out by meeting planners for presentations with evidence of greater impact in support of Corps missions. |
| <p>* - All Temporary O2 and O3 promotions for all categories and Temporary O4 promotions for the Medical Category are determined by an administrative file review as outlined in CC23.4.2, 6-2. Officers are encouraged to use the Factors and Benchmarks listed for T-O4/P-O2 & O3 for career development purposes.</p> | | | | |

| 5. Readiness | | | | |
|---------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------------|
| Factor | Benchmarks P-O2 | Benchmarks T-O4/P-O3 | Benchmarks T-O5/P-O4 | Benchmarks T-O6/P-O5/P-O6 |
| NA | Officer meets and maintains OFRD Basic Readiness Standards. | Officer meets and maintains OFRD Basic Readiness Standards. | Officer meets and maintains OFRD Basic Readiness Standards. | Officer meets and maintains OFRD Basic Readiness Standards. |

Note: Officers may submit a request for a temporary medical waiver to the Medical Affairs Branch for medical issues that would prevent an Officer from achieving or maintaining readiness status.