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In the last two decades, research surrounding implicit bias has expanded drastically, informing current understanding about the effects of implicit bias in policing, the courts, healthcare, education, and human resources. Viable techniques to prevent its effects in society are relevant to how the Marine Corps evaluates its Marines. With the knowledge of how implicit bias can cause errors in human cognition, the Marine Corps can take steps to reduce bias in performance evaluations, increasing their accuracy, and prevent implicit bias from influencing evaluations made by promotion selection boards.

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IMPLICIT BIAS AND IMPLICATIONS FOR U.S. MARINE CORPS
PERFORMANCE EVALUATIONS AND PROMOTION SELECTION BOARDS

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EXECUTIVE SUMMARY

Title: Implicit Bias and Implications for U.S. Marine Corps Performance Evaluations and Promotion Selection Boards

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Thesis: Marine Corps processes for performance evaluation and promotion selection are susceptible to the effects of implicit bias. The Marine Corps must take steps to improve awareness of implicit bias, disseminate techniques to prevent its effects, and implement policies to prevent implicit biases from affecting decisions and evaluations.

Discussion: In the last two decades, research surrounding implicit bias has expanded drastically, informing current understanding about the effects of implicit bias in policing, the courts, healthcare, education, and human resources. Viable techniques to prevent its effects in society are relevant to how the Marine Corps evaluates its Marines. With the knowledge of how implicit bias can cause errors in human cognition, the Marine Corps can take steps to reduce bias in performance evaluations, increasing their accuracy, and prevent implicit bias from influencing evaluations made by promotion selection boards.

This paper will begin with an examination of implicit bias, its foundations, and current research. It will then focus on two methods the Marine Corps uses to evaluate its people, namely written performance evaluations and officer promotion selection boards, and examine if there is evidence of bias or susceptibility to bias. Lastly, it will offer recommendations for addressing implicit bias and its effects.

Conclusion: Current processes for performance evaluation and promotion selection are susceptible to the effects of implicit bias. A more educated and aware force can be vigilant for implicit bias and its effects. Better training and more structure within the current Performance Evaluation System can reduce biased reports by compelling more deliberative and better-informed evaluation processes. Removing the opportunity for bias in promotion selection boards can prevent the effects of bias that members bring to the board room.

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Preface

My interest in the subject of this paper grew out of a fascination with sports analytics and “sabermetrics” described in the Michael Lewis’ book, *Moneyball*. The recognition that subjective evaluations of performance are often wrong has changed the way many sports organizations assess talent and has created opportunities for them to gain an advantage. This concept led me to the questions, “What does the Marine Corps get wrong about the way it evaluates and promotes its Marines, is there an advantage to be gained, and is the process fair?” I initially considered the effects of cognitive bias until Dr. Matthew Slater introduced me to implicit bias. After some preliminary research, it became clear to me that implicit bias can have a real impact not only on personnel evaluations, but countless other aspects of daily life, yet it receives almost no attention, and most people probably know little or nothing about the subject.

I would like to extend my gratitude to the following individuals who have enthusiastically supported my effort:

Dr. Matthew Slater, Plans and Policy Analyst at the Center for Advanced Operational Cultural Learning, for helping me find the topic I was searching for, and as my mentor, guiding me through this process, introducing me to countless other resources, and helping me make continuous improvements along the way.

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Lastly, I would like to thank my wife, Ania, and our daughter, Ella, for their endless support and understanding during this process and throughout my Marine Corps career.

Introduction

“If you asked me to name the greatest discoveries of the past 50 years, alongside things like the internet and the Higgs particle, I would include the discovery of unconscious biases and the extent to which stereotypes about gender, race, sexual orientation, socioeconomic status, and age deprive people of equal opportunity in the workplace and equal justice in society.”¹

-Dr. Nancy Hopkins, Professor of Biology at the Massachusetts Institute of Technology

More than two decades ago, two researchers developed the theory of implicit bias – the idea that mental processes outside of conscious control can influence attitudes and behaviors.² The body of research has grown exponentially since then, along with the scientific community’s understanding of the subject. The study of implicit bias has important consequences throughout society, and most notably for policing, healthcare, the courts, and education. Many organizations have gained the understanding that countering implicit bias can strengthen equal opportunity initiatives and improve human judgment and decisions. Like any large organization, the Marine Corps relies heavily upon human judgments of other humans. These judgments are vulnerable to errors of human cognition. The Marine Corps must take steps to improve awareness of implicit bias, disseminate techniques to prevent its effects, and implement policies to prevent implicit biases from affecting decisions and evaluations.

This paper will begin with an examination of implicit bias, its foundations, and current research. It will then focus on two methods the Marine Corps uses to evaluate its Marines, namely written performance evaluations and officer promotion selection boards, then examine if there is evidence of bias or susceptibility to bias within those methods. Lastly, it will offer recommendations for addressing implicit bias and its effects.

Background

Before a discussion of implicit bias, it is useful to provide some context about the mental processes that form the basis for this type of bias. Cognition is “a general term which includes

all the mental processes by which people become aware of, and gain knowledge about, the world.”³ Implicit cognition refers to “the many mental processes [that] function implicitly, or outside conscious attentional focus,” which include “implicit memory, implicit perception, implicit attitudes, implicit stereotypes, implicit self-esteem, and implicit self-concept.”⁴

Awareness of implicit cognition has evolved, and today informs understanding of implicit bias.

As most psychologists abandoned Freudian views of unconscious mental processes in the last three decades of the twentieth century the theory that conscious beliefs and intentions can entirely explain human behavior gained favor.⁵ However, more recent research demonstrates that in addition to explicit cognitive explanations for behavior, there exist forms of knowledge that cannot be consciously explained by the actor but are evident only through the actor’s behavior. For example, in a 1984 study, Eric Eich demonstrated the existence of memories without conscious representation by their effects on behavior. He also showed that not only is consciousness of the event not required for the event to shape behavior, but consciousness of the event may not result from the behavior.⁶ Thus, many mental processes exist outside of conscious thought, and people cannot always consciously control internal processes like the formation of impressions, judgements, and perceptions that influence their behaviors.⁷ With the awareness that unconscious mental processes can affect behavior, one may consider how such processes may be susceptible to biases through schemas, implicit attitudes, and implicit stereotypes.

Schemas are “mental shortcuts that allow [humans] to quickly assign objects, processes, and people into categories.”⁸ Schemas are beneficial in that they allow people to navigate through daily life without expending much mental energy on certain tasks.⁹ For example, one may observe a flat surface with four legs and a back, and without much thought immediately categorize the object as a chair, and sit down.¹⁰ Just as humans use schemas to categorize

objects, they also use these shortcuts to categorize people into groupings based on easily identifiable traits like gender, race, age, and social role.¹¹

Implicit attitudes and implicit stereotypes often form the basis for schemas used to categorize people.¹² Anthony Greenwald and Mahzarin Banaji define the former as “introspectively unidentified (or inaccurately identified) traces of past experience that mediate favorable or unfavorable feeling, thought, or action toward social objects.”¹³ A 2004 experiment conducted by Laurie Rudman and Stephanie Goodwin demonstrated that a person raised by his or her mother tended to implicitly favor women. Notably, those observed favorable implicit attitudes toward gender did not correspond to explicit preferences, demonstrating that implicit and explicit attitudes do not always associate.¹⁴ Measurements of implicit attitudes have demonstrated unconscious influences on evaluations of objects that are able to predict certain behaviors, especially spontaneous behavior.¹⁵ For example, measures of implicit prejudices have shown to be predictive of spontaneous negative behaviors.¹⁶ A 1997 study demonstrated that measures of implicit racial attitudes were predictive of negative impulsive social behaviors like reduced eye contact and increased blinking during whites’ interactions with African-Americans.¹⁷ Likewise, research has shown that implicit, or “introspectively unidentified,” social stereotypes can cause people to ascribe unwarranted characteristics to those of a specific social group.¹⁸ For example, a study by Mahzarin Banaji and Anthony Greenwald found that participants were more likely to attribute fame to familiar male names than to familiar female names. The authors posit that the outcome resulted from the confluence of fame being more associated with males, and uncertainty about the source of the familiarity. They submit that these characteristics suggest stereotyping effects may apply to other attributes like “criminal” or

“athlete.”¹⁹ These unconscious mental processes form the basis of implicit bias, which can lead to errors in judgment.

Implicit Bias

Anthony Greenwald and Linda Krieger define bias as “displacement of people’s responses along a continuum of possible judgments,” and further define implicit bias as “discriminatory biases based on implicit attitudes or implicit stereotypes.”²⁰ Thus, implicit biases differ from explicit biases, which occur consciously and can be deliberately controlled.²¹ Several key attributes characterize implicit bias.

First, the implicit attitudes and stereotypes that form the basis for implicit bias exist outside of conscious control.²² Consequently, researchers classify implicit biases as automatic because they are fast-acting and function without intention or conscious awareness.²³ People are unaware of not only the influence of the source of their implicit biases but also the effect that implicit biases have on their behavior and judgment.²⁴ Because implicit bias may not be accessible through introspection, it differs from an explicit bias whose holder may knowingly choose to conceal its existence because of its social undesirability.²⁵

Second, implicit biases may not align with one’s consciously-held beliefs, or even explicit biases, and may contradict positions that one would openly support.²⁶ Experts generally regard implicit and explicit biases “as related, but distinct mental constructs.”²⁷ Early developmental experiences, affective (emotional) experiences, cultural biases, and cognitive balance phenomena are thought to influence implicit mental processes more heavily, explaining the often-observed dissociation between implicit and explicit attitudes.²⁸

Cognitive balance impulses, or people’s tendency to “organize their attitudes toward and perceptions of their social environment in harmonious and tension-free ways,”²⁹ may explain

another common characteristic of implicit biases, which is that they tend to favor one's own group.³⁰ This type of bias is known as in-group bias and can result in discrimination against other groups.³¹ A typical balancing attitude that may bring about an in-group bias is, "If I am good and I am X, then X is also good."³²

The fourth characteristic is that implicit attitudes and stereotypes have real effects on certain types of behavior.³³ A 1995 study showed that implicit racial prejudice measured by a reaction time task predicted negative verbal and nonverbal behaviors toward an African-American experimenter.³⁴ Similarly, implicit stereotypic beliefs about certain groups can predict the holder's behaviors and judgments toward members of those groups. For example, a 2001 study found that people who harbored strong implicit stereotypic beliefs associating women with traits like caring and compassion, and men with traits like competitiveness and determination, were more likely to negatively evaluate a female job candidate who displayed more stereotypical male traits, while more favorably evaluating a male candidate who displayed those same traits.³⁵ Other studies have shown that people who harbor those same implicit gender stereotypes are less likely to remember individual personal attributes that oppose their stereotypic views, and are less likely to include them in evaluations of those individuals.³⁶

Fifth, implicit bias is pervasive throughout society. Project Implicit, a research website managed by several universities completed more than seven million implicit association tests between 1998 and 2010, testing for individual biases in race, gender, age, weight, and religion, among other groups.³⁷ The results show that most people demonstrate some form of implicit bias, and that implicit biases are often substantial within individuals.³⁸

Lastly, implicit biases are malleable and can be unlearned and replaced.³⁹ A 2002 research review by Irene Blair cataloged the existing research regarding the malleability of

implicit attitudes and stereotypes and identified five classes of moderators.⁴⁰ She concludes that the volume of research “makes a strong case for the malleability of automatic stereotypes and prejudice in response to the perceiver’s motives and strategies, and to variations in the situation.”⁴¹

With knowledge of the basic characteristics of implicit bias, one may logically question how they can be reliably measured. Because implicit cognition occurs without conscious effort or awareness, measurement of implicit attitudes requires distinct approaches from those used to measure explicit ones. While self-reporting can provide an accurate measure of explicit attitudes, it has proven inaccurate in the measurement of implicit attitudes.⁴² Accordingly, researchers have developed several alternative methods. One approach is to measure physiological reactions to stimuli.⁴³ The most common methods entail priming or response latency.⁴⁴ Priming involves subjecting a participant to a “subliminal prime,” which can be a picture or a word with certain connotations, then measuring his or her responses to various stimuli, and comparing those responses to those of participants who had received a neutral prime.⁴⁵ Such methods have revealed that subliminal primes can activate racial stereotypes and attitudes, often with effects on behavior.⁴⁶ Priming, however, cannot reveal a person’s tendency to hold biases absent of the prime.⁴⁷ Conversely, response latency methods, which do not rely on a prime, are thought to provide reliable measures of individual levels of implicit bias. The most widely used assessment, known as the “Implicit Association Test,” or IAT, is a computer program that “measures the relative strength of associations between pairs of concepts through a straightforward series of exercises in which participants are asked to sort concepts.”⁴⁸ When pairs of concepts are associated for an individual, sorting is easier, making response time shorter.⁴⁹ Variances in an individual’s response time reveal implicit associations.⁵⁰ Numerous

studies have shown the IAT to be statistically significant, reliable, valid, and predictive.⁵¹ On its website, Project Implicit currently offers fourteen IATs that can measure implicit associations across a range of subjects, including gender, weight, race, sexuality, and age.⁵² An organization that considers how implicit biases can affect people's judgment will be one step closer to more accurately evaluating its people.

The Marine Corps Performance Evaluation System

The Marine Corps Fitness Report is the primary means to assess individual performance and character of Marines of the ranks of Sergeant through Major General for promotion, resident school selection, and command slating.⁵³ Fitness Report reporting occasions are structured so that a Marine Reported On (MRO) receives at least one Fitness Report per year.⁵⁴ With input from the MRO, the Reporting Senior (RS) and the Reviewing Officer (RO) each complete portions of a Fitness Report. The RS is usually the first officer or civilian grade GS-9 or above in the MRO's chain of command, and the RO is usually the next senior officer or civilian grade GS-9 or above to the RS.⁵⁵ RSs evaluate MROs in fourteen attributes across a wide array of areas using the Performance-Anchored Rating Scales (PARS), which describe each attribute and the level of performance that corresponds to each grade on the marking gradient.⁵⁶

Additionally, the RS submits "Directed and Additional Comments" to provide a more complete assessment of the MRO that cannot be gleaned from the MRO's PARS markings and billet accomplishments alone.⁵⁷ The RO certifies the administrative correctness of the report and provides depth to the evaluation by comparatively assessing the MRO against all Marines of the same grade with whom the RO has previously served.⁵⁸ The RO conveys the assessment on a comparative assessment pyramid that contains descriptors for the eight possible markings along the gradient.⁵⁹ Additionally, the RO provides comments that should describe the MRO's

performance and potential for advancement and further professional development.⁶⁰

Newly commissioned officers receive introductory Fitness Report training at The Basic School (TBS). The syllabus consists of a “platform” class, workshop, discussion group, and written test.⁶¹ The platform class and accompanying handout introduce Lieutenants to the governing document for Fitness Reports, Marine Corps Order 1610.7A, *Performance Evaluation System*, and provide foundational explanations of the purpose of Fitness Reports, their components, and the roles of the MRO, RS, and RO.⁶² The instruction outlines how RSs establish profiles and explains how Relative Values (RV) are calculated for promotion board use.⁶³ The student handout contains an “example promotion comment continuum” with sample verbiage for promotion recommendation comments ranging from “best performer ever” to “weaker performer,” and also includes sample Section I (RS) comments for top, middle, and weak performers.⁶⁴ The two-hour workshop provides students the opportunity to write Fitness Reports for three fictional Marines based on background information provided in the student handout.⁶⁵ The handout also contains a sample RS profile derived from completed Fitness Reports for nine Sergeants. The handout instructs students to fill out sections A and I, then “use the letter boxes to assign...a numeric score...depending on where you want to place him.”⁶⁶ The syllabus at TBS is the only formal instruction on Fitness Reports that all Marine Officers receive. The approximately 180 to 200 Marine Captains selected annually to attend resident Expeditionary Warfare School (EWS) receive a one-hour brief from Manpower and Reserve Affairs on the Performance Evaluation System (PES), but no formal syllabus exists. Marine Officers receive no other service-directed formal training on the PES throughout their careers.

In 2012, the Center for Naval Analyses (CNA) completed an evaluation of the Fitness Report system for Marine Officers. The study’s purpose was to evaluate the current PES, in

place since 1999, and assess whether the system has curbed inflation and provided fair evaluations for all officers for the purpose of selecting those most qualified for advancement and critical billets.⁶⁷ While almost seven years have passed since its completion, the study provides the most recently available comprehensive review of the current PES, which has not undergone any structural changes since its introduction. Part of the report examined how markings change in relation to personal attributes like race/ethnicity and other measures of quality like college grade point average (GPA), General Classification Test (GCT) score, and TBS standing.⁶⁸ The evaluators accomplished this by combining PES data with information extracted from the Marine Corp's Total Force Data Warehouse (TFDW) to find where possible biases may exist within the system.⁶⁹ The report identified several issues of possible concern and presented several courses of action.⁷⁰

The CNA found that officers in certain occupational fields received more favorable marks on average than other occupational fields when comparing RVs and RO marks with the average for their paygrades and years. Officers in the occupational fields of infantry, aircraft maintenance, armor, logistics, and artillery received RVs considerably higher than average, while supply officers and aviators received RVs considerably lower than average (Figure 1).⁷¹ Examination of RO marks produced similar results (Figure 2). Officers in the occupational fields of public affairs, infantry, aircraft maintenance, financial management, aviation logistics, military police, personnel and administration, armor, logistics, communications, intelligence, and artillery all received considerably higher RO marks than average, while air controllers and aviators received RO marks considerably lower than average.⁷²

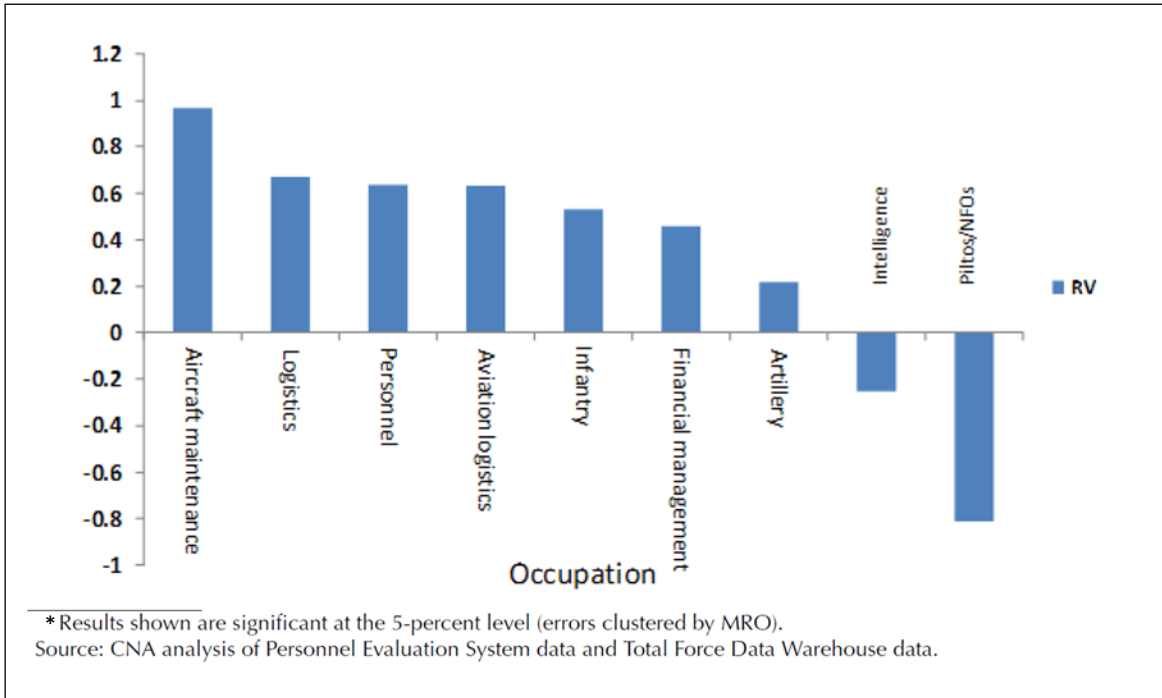


Figure 1 – Difference in average RV from peers in the same paygrade, year of report, and TBS third⁷³

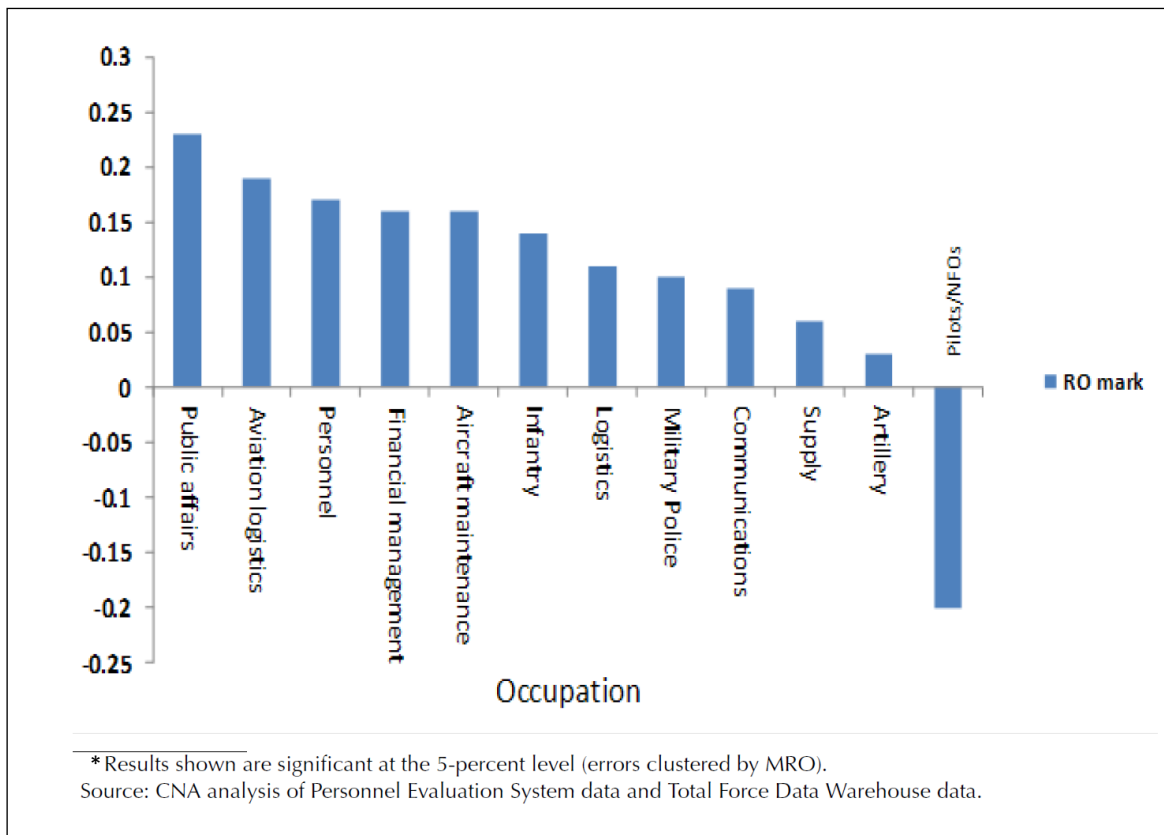


Figure 2 – Difference in average RO mark from peers in the same paygrade, year of report, and TBS third⁷⁴

The CNA found evidence of bias for or against certain occupational fields when attempting to control for quality. Using paygrade, year and TBS standing, the CNA predicted RVs and RO marks, then quantified prediction errors to identify occupational fields that may be subject to positive or negative bias in evaluations. By using TBS standing as a proxy for quality, researchers could attempt to control for actual differences in quality across occupational fields. The results show that “officers in aircraft maintenance, logistics, personnel, aviation logistics, infantry, financial management, and artillery receive higher RVs than expected for their TBS third, while aviators and intelligence officers receive lower RVs.⁷⁵ The same seven occupational fields that receive high RVs also receive high RO marks, in addition to public affairs, military police, communications, and supply officers. Only aviators receive lower than average RO marks.”⁷⁶ The CNA also examined the difference between marks from ROs in the same occupational field as the MRO, and those from ROs outside the occupational field of the MRO (in cases where the RS occupational field match that of the MRO), again controlling for TBS ranking. Researchers hypothesized that if biases existed toward certain occupational fields, they would find that marks received by ROs in the same occupational field as the MRO would differ from marks received from ROs outside the MRO’s occupational field. The results produced four such occupational fields. Aviators received lower marks from ROs outside their occupational field, and higher RO marks from ROs within their occupational field. Infantry officers, logistics officers, and military police officers received higher RO marks from ROs outside of their occupational fields, and lower marks from ROs within their occupational fields.⁷⁷ These findings are consistent with biases against aviators, and for infantry, logistics, and military police officers.⁷⁸

The CNA study identified disparities in markings for certain races and ethnicities. Black officers on average received Fitness Report averages (FRA) 0.06 point lower than white officers, and an RO assessment 0.17 point lower than white officers. Hispanic officers on average received FRAs 0.03 point lower than white officers, and an RO assessment 0.10 point lower than white officers. For context, an FRA lower by 0.07 point equates to one letter grade lower on one of the PARS.⁷⁹ Controlling for several pre-commissioning observable characteristics can account for little to none of the disparities in markings, and in some cases, the gap widens:

Controlling for GCT score explains none of the black-white gap and only 6.1 percent of the Hispanic-white gap in FRA. Controlling for commissioning source actually increases the difference because a higher percentage of black and Hispanic officers are prior enlisted and therefore would be expected to have *higher* marks. Controlling for academic credentials (school competitiveness, college GPA, and college major) explains 12.5 percent of the black-white FRA gap and increases the Hispanic-white gap. Similar results apply to RO marks. Differences in [Fitness Report] marks between white, black, and Hispanic officers cannot be attributed to recruiting minority officer candidates with different academic credentials because these credentials explain none of the Hispanic-white gap and only one-eighth of the black-white gap.⁸⁰

The one measure that explains the entire FRA gap for both black and Hispanic officers, as well as two-thirds of lower RO marks for the same groups, is TBS standing. Actually, for those from the same TBS third, minority officers received slightly higher RS marks than white officers.⁸¹

That TBS standing can account for such a large percentage of lower marks for minorities is not surprising because “Leadership,” a measure that has relied exclusively on human evaluation, comprises forty percent of the final TBS grade. In January 2019, TBS changed the process for arriving at a student’s “Leadership” grade. The Staff Platoon Commander (SPC) now places students in one of five tiers derived from a weighted average of military skills and academic grades. The SPC then has the option to change a student’s assigned tier, with the Company Commander’s approval, after reviewing his or her notes and feedback from other

instructors. This change is an encouraging step toward deterring biased evaluations, and its effects are yet unclear, but because the SPC and Company Commander still ultimately determine leadership grades, the potential for biased evaluations still exists. TBS standing is especially important because it influences Military Occupational Specialty (MOS) selection. Any racial, ethnic, or gender disparities in TBS standing will ripple throughout the Marine Corps.⁸² This topic certainly warrants further study.

MOS distribution for black and Hispanic officers does not reflect distribution for white officers, and Fitness Report marks vary by MOS population.⁸³ Consequently, examining Fitness Report marks for different populations within the same occupational field is telling:

The black-white gap and the Hispanic-white gap are larger within [occupational fields] than across the Marine Corps. On average, black officers receive an FRA 0.12 point lower (about one-fifth of the standard deviation) and an RO mark 0.22 point lower [than] white officers in the same [occupational fields]. The gap between white and Hispanic officers is, once again, smaller—0.07 point on the FRA and 0.13 point on the RO assessment. The gap is larger within [occupational fields] because black and Hispanic officers are disproportionately located in such occupations as aircraft maintenance, logistics, and financial management, which otherwise tend to receive high marks. That is, [occupational field] differences would suggest that black and Hispanic officers should receive higher marks on average, rather than lower.⁸⁴

Again, the CNA determined that TBS standing explains a large percentage of the minority gap within occupational fields – more than half. Controlling for academic credentials like college competitiveness, GPA, and major, only widens the minority gap within occupational fields.⁸⁵

The CNA examined the effect of gender and race/ethnicity match between MROs and RSs. Researchers found that FRAs differ depending on the gender of the MRO and RS. On average, females received higher marks than males overall—0.14 point, or the equivalent of one letter grade higher on two PARS. Marine officers received higher marks from an RS of the opposite gender. On average, females received FRAs 0.02 point higher from male RSs than

from female RSs, and males received FRAs 0.05 point higher from female than from male RSs.⁸⁶ On average, white RSs marked white and Hispanic MROs 0.02 point higher than black and “other” race or ethnicity MROs. Black RSs marked black MROs 0.06 point higher than white MROs. Hispanic RSs showed no disparities in marking across all races and ethnicities. “Other” race or ethnicity RSs marked Hispanic MROs lower than white and “other” race or ethnicity MROs. These disparities hold “when controlling for year, MRO grade, race/ethnicity, marital status, dependents, TBS third, GCT score, and commissioning source.”⁸⁷

Because promotion boards rely on subjective comments in addition to RVs and RO marks, the CNA examined how those comments related to relative markings and how they varied by gender, race, and ethnicity. Researchers selected a diverse sample of Fitness Reports for 100 white, 100 black, and 100 Hispanic officers across occupational fields and RVs, then categorized RS remarks into four tiers without knowledge of the RV or race/ethnicity of the MRO for each Fitness Report. Tier 1 represented the strongest promotion recommendation, and tier 4 represented the weakest promotion recommendation. Researchers categorized comments based on a sample categorization from the TBS Fitness Report handout and subjective judgment (Table 1), then compared each Fitness Report’s assigned tier to its RV. The findings showed that “[w]hite officers received stronger promotion recommendations than black or Hispanic officers..., [and] [t]hese differences are statistically significant, controlling for RV. Specifically, black and Hispanic officers each tend to have a recommendation one tier lower than a white officer—with the same RV—28 percent of the time.”⁸⁸ The CNA authors suggested that implicit biases may skew the subjective comments of evaluators when they remarked that these results are “consistent with a possibility that if an RS considers two officers to have similar performance, and therefore awards them similar numerical marks, he or she may have an

inadvertent tendency to use stronger language about the white officer.”⁸⁹ The CNA urged caution in interpreting these findings because RVs are truncated at 80, meaning some 80s are not reflective of much their much lower underlying markings. When the CNA removed reports with RVs of 80 from the analysis, they found the gap to be statistically insignificant. The analysis also omitted remarks from addendum sheets, and within the sample, reports on minority officers were more likely to contain remarks that continued on an addendum sheet.⁹⁰

	White captains	Black captains	Hispanic captains
Tier 1	18%	8%	13%
Tier 2	33%	31%	29%
Tier 3	38%	45%	35%
Tier 4	11%	16%	23%
Total number of FitReps	97	93	93

... Source: CNA analysis of official military personnel files.

Table 1 – Strength of promotion recommendation for officers of each race or ethnicity⁹¹

The CNA concluded that “there is some evidence that RSs and ROs may award marks influenced by biases toward a particular race, gender, or [occupational field]. Specifically, MROs of each gender tend to receive higher FRAs from RSs of the opposite gender, and white RSs tend to award lower FRAs to black MROs and vice versa. Furthermore, RSs and ROs tend to award higher marks to infantry and logistics officers and lower marks to aviators. Further research is needed to understand what drives these apparent biases in Fitness Report marks and how best to address them.”⁹² Evidence of bias in the CNA’s analysis extended to subjective remarks as well. The Marine Corps has several policies in place to reduce explicit discrimination and advocate for equal opportunity, yet evidence of bias in evaluations persists. The Marine Corps must do more to combat the invisible aspects of bias and discrimination that can affect how it evaluates and promotes Marines.

The Marine Corps Officer Promotion Selection Process

Manpower Management Promotion Branch (MMPR) schedules officer promotion boards on a fiscal year schedule. Sections 614 and 14105 of Title 10, U.S. Code, require notification to eligible officers at least 30 days before the board convenes. MMPR meets this requirement by publishing a standard naval message (MARADMIN) that contains the convening date of the board, the eligible officer population, and several other administrative requirements.⁹³

Several directives govern the composition of promotion board membership, which in the aggregate aim to achieve what MCO P1400.31 summarizes as the imperative “that the composition of the board reflect the spectrum of diversity, military occupational specialties, and composition of the Officer Corps.”⁹⁴ Sections 573, 612, and 14102 of Title 10, U.S. Code and Secretary of the Navy Instruction (SECNAVINST) 1401.3A contain detailed instructions for promotion board composition.⁹⁵ U.S. Code mandates the minimum size of selection boards, the minimum grade of selection board members, and representation of all competitive categories (and reserve officers where applicable).⁹⁶ SECNAVINST 1401.3A states that “board members should be selected from a wide range of leadership positions and reflect the composition of the officer corps, including women and racial or ethnic minorities.”⁹⁷ The Marine Corps publishes Marine Corps Bulletin (MCBUL) 5420, Membership Requirements for Selection Boards, annually, which details specific requirements by board member to meet the requirements set forth by U.S. Code and SECNAVINST 1401.3A. For example, MCBUL 5420 for FY18 identified sourcing commands for all twenty officers that would comprise the unrestricted Lieutenant Colonel Selection Board, and mandated a one-third split between ground combat, aviation, and support MOSs, and a minimum of one acquisitions officer, one minority officer, one female officer and one joint-qualified officer.⁹⁸ Manpower Management Officer

Assignments (MMOA), Plans and Programs Section (MMOA-3) coordinates with major subordinate commands to fill board member positions.⁹⁹ MCO P1400.31C requires Commanding Officers to “nominate only highly qualified officers, selected for their performance, maturity, judgment, and integrity.”¹⁰⁰ After commands submit nominations, the Director of Headquarters, Marine Corps Manpower screens and certifies all nominee board members.¹⁰¹

The Secretary of the Navy releases the precept, which is a legal document in the form of a letter to the president of the board that orders the board to convene.¹⁰² Department of Defense Instruction (DODI) 1320.14 requires much of the language included in the precept, which contains instructions for the conduct of the board, appoints the president, members, and recorders, and contains information that the Secretary of the Navy deems essential to communicate to the board.¹⁰³ Typically, this includes instructions to give due consideration to those officers serving in critically short MOSs, joint billets, and acquisitions, and emphasizes equal opportunity.¹⁰⁴ For example, the precept for the Fiscal Year 2019 Unrestricted Colonel Promotion Selection Board stated that “evaluation of all officers, regardless of race, religion, color, sex, gender, gender identity, sexual orientation, or national origin, must afford them fair and equitable consideration.”¹⁰⁵

DODI 1320.14 also contains strict procedures for communications with the board. Aside from administrative communications, it prohibits anyone except the Secretary of the Military Department concerned from addressing the board in-person, and even then, a transcript of those communications must be included in the record. All other communications must be in writing, provided to all members of the board, and entered into the record.¹⁰⁶ These requirements set by DODI 1320.14 do not permit any face-to-face training or instruction in a group setting

concerning types of bias, or how to recognize and combat it. Board members are left to self-regulate based on instructions contained in the precept.

Sections 576, 614, 615, 14106, and 14107 of Title 10, U.S. Code, DODINST 1320.14, and SECNAVINSTs 1420.1B, 1412.9B, and 1401.4 govern material eligible for consideration by the board. MCO P1400.31C provides amplifying information on eligible material, which includes: the officer's Official Military Personnel File (OMPF), containing Fitness Reports, awards, and the officer's official photograph, the officer's Master Brief Sheet (MBS), which is a factual summary of the OMPF, and any written communication to the board from the officer under consideration.¹⁰⁷

The Marine Corps Promotion Manual outlines all phases of the promotion board. The four phases are case preparation, in-out session for above-zone and below-zone, full case preparation, and full briefing and voting. During case preparation, each board member randomly receives an equitable number of cases, except for the president of the board, who receives half as many cases because of his or her additional administrative duties.¹⁰⁸ Preparation of cases involves reviewing all available records and preparing a brief that includes an overview of the officer's career, key billets held, personal awards, physical fitness scores, marksmanship and swimming qualifications, Marine Corps Martial Arts Program (MCMAP) belt level, PME completion, letters submitted to the board, and an assessment of performance conveyed in Fitness Reports.¹⁰⁹ Each board member first prepares his or her in-zone cases, which provides the board member with a sense for the overall competitiveness of the in-zone population. Members then move to all above-zone cases, followed by below-zone cases. While reviewing above and below-zone cases, board members may note if an officer's record is competitive with

the in-zone population, and if so, he or she may consider that officer for consideration as a premier case, as explained below.¹¹⁰

In-out session for above-zone and below-zone is the first executive session of the board process. Regulations permit only board members and recorders in executive sessions. During this phase, board members brief and vote on all above-zone cases in lineal order. Board members consider each case for designation as a premier case, which warrants a full brief and consideration with the in-zone population. Designation as a premier case requires only an affirmative vote from one board member. Likewise, the board considers below-zone cases for designation as premier cases, although the board may choose to brief those cases by exception. Full case preparation follows the in-out session, allowing board members additional time to prepare cases.¹¹¹

The final phase of the promotion board is full briefing and voting, another executive session. During this phase, all in-zone and premier cases receive a full brief given by the case's assigned board member.¹¹² Briefs can average six to ten minutes, although brief times tend to vary with board seniority, a consequence of varying amounts of material contained in each brief and lower or higher selection rates.¹¹³ By the conclusion of each brief, all board members must assign a numerical value for the case's competitiveness ranging from one to six using the Digital Board Room (DBR) application.¹¹⁴ A value of six is most competitive, and a value of one constitutes a recommendation to "show cause" for retention.¹¹⁵ After the final brief, each board member uses the numerical values he or she has assigned to allocate "yes" or "no" votes.¹¹⁶ Each board member may not cast more "yes" votes than there are allocations.¹¹⁷ Consequently, a member may find that his or her assignments of numerical values do not correspond to the maximum allowable number of "yes" votes, requiring adjustment of some numerical values.

Several rounds of voting may be necessary until the promotion board reaches the appropriate number of selections.

While the promotion board process contains several sound measures aimed at combating bias, there are still opportunities for implicit bias to slip into the board room. The Marine Corps can all but eliminate these opportunities by increasing awareness of implicit bias and how to combat its effects, as well as removing any possibility for unnecessary information to influence board members' evaluations.

Approaches to Implicit Bias Intervention

Approaches to combating explicit bias will not extend to implicit bias. Patricia Devine argues "that prejudice reduction is a multistep process. One must first consciously decide that responding in biased or nonegalitarian ways is inappropriate and then adopt nonprejudiced beliefs and personal standards. Next, these nonprejudiced standards must be internalized and integrated into one's self-concept."¹¹⁸ However, explicit beliefs and standards do not necessarily affect biased actions with implicit origins.¹¹⁹ Thus, she argues that to ultimately reduce prejudice, one must attempt to align his or her implicit responses with explicit desires for impartiality.¹²⁰

The first step toward mitigating the effects of implicit bias is to acknowledge that race, gender, sexual orientation, or various ingroup or outgroup associations may affect individual judgment, even for those adamant in their proclamations of impartiality or "color-blindness."¹²¹ Through education, people can become aware of the problem and informed about the research that seeks to understand it better. The backlash that has often accompanied such efforts should not stand in the way of progress.¹²² An effective education program should seek to cut through people's false notions of objectivity because, in reality, the stronger one's belief in his or her

impartiality, the more likely that person is to succumb to implicit influences.¹²³ Research has shown that implicit cognition training can cause people to question their objectivity and lead to more vigilance against biased decision making.¹²⁴

Implicit bias interventions generally fall into two categories: those that aim to “debias” or reduce implicit bias, and those that aim to reduce its effects or prevent it from influencing decisions and behaviors.¹²⁵ Any attempt to debias an implicit bias assumes that they are accessible and malleable. Studies have shown this to be true. One such study showed that priming white and Asian participants with photographs of prominent African American figures and notorious European American criminals reduced automatic preferences for European Americans as measured by the race IAT. The results held in a subsequent IAT 24 hours later, demonstrating some persistent effect of the prime.¹²⁶ A similar study showed that “exposure to counter-stereotypic examples of people can diminish implicit stereotypes of women and negative implicit attitudes toward gays.”¹²⁷ However, questions remain about the lasting effects of such methods.¹²⁸

Debiasing techniques that prevent “stereotypic inferences” have proven effective.¹²⁹ These include increasing meaningful interaction with outgroup members, “individuation,” and “perspective taking.”¹³⁰ Meaningful interaction with outgroup members can change cognitive interpretations of the outgroup.¹³¹ “Individuation” involves seeking to learn more personal information about outgroup members to prevent group-based assessments.¹³²

“Perspective taking” employs visualization from a first-person perspective of an outgroup member to increase “psychological closeness” to outgroup members and reduce the influence of stereotypic schema.¹³³ Perspective taking differs from stereotype suppression, a technique that seeks to consciously block stereotypes from affecting one's judgments through conscious,

deliberate effort.¹³⁴ Stereotype suppression can increase the effects of implicit bias by making the stereotype more accessible.¹³⁵ Perspective taking instead relies on an outward approach that researchers have shown can reduce the manifestation of negative stereotypes, as well as their implicit accessibility.¹³⁶

Debiasing techniques largely rely on individual efforts and actions.¹³⁷ An organization that relies on such techniques alone will rarely achieve appreciable results.¹³⁸ A more salient approach may be for an organization to create an environment that reduces the effects of implicit bias on behaviors and decisions.¹³⁹

One technique to sever the link between implicit biases and behavior is through “effortful, deliberative processing.”¹⁴⁰ Organizations can discourage the use of initial judgments or “gut responses” in making evaluations since these judgments are often rooted in implicit bias.¹⁴¹ Encouraging structured, thoughtful deliberation can combat biased assessments.¹⁴²

Evidence of discrimination presented collectively, rather than case-by-case, increases the likelihood that people will recognize biased behavior.¹⁴³ Such evidence can produce a reaction in egalitarian-minded individuals, and motivate them to avert decisions shaded by implicit bias.¹⁴⁴ Organizations that present evidence to raise awareness of implicit bias should do so only in combination with thorough training on the subject and methods to counter its effects.¹⁴⁵ Otherwise, organizations risk stoking what social psychologists call an individual’s “external motivation to control prejudice” or their desire only to appear unbiased, rather than their “internal motivation to control prejudice” that more effectively alters behavior.¹⁴⁶

In a series of three studies examining the effect of internal and external motivations on expressions of explicit and implicit race bias, Patricia Devine et al. found that participants with high internal motivation and low external motivation exhibited the lowest levels of implicit

bias.¹⁴⁷ These studies and others suggest that through the use of moral motivation and reminders that external actions are reflections of true individual morals and values, organizations can effectively reduce expressions of implicit bias.¹⁴⁸

Acknowledgment and understanding of implicit biases should cause organizations that value equal opportunity to reexamine their policies and procedures and make every effort to employ policies counter the effects of implicit biases.¹⁴⁹ Well placed policy changes can serve as a barrier between implicit bias and inequitable behavior.¹⁵⁰ A study of the effect of incorporating blind auditions into the hiring practices of eight major U.S. orchestras showed that blind auditions increased the probability of a woman advancing past preliminary rounds by 50 percent, and increased “by severalfold the likelihood that a woman [would] be selected in the final round.” Analysis of the data showed that “the switch to blind auditions can explain 30 percent of the increase in the proportion female among new hires and possibly 25 percent of the increase in the percentage female in the orchestras from 1970 to 1996.”¹⁵¹ This example demonstrates that the elimination of an evaluation method that indulges bias while adding minimal or no substantive value can produce more equitable outcomes.

Recommendations

Potential Marine Corps interventions against implicit bias would classify as either debiasing or implicit bias mitigation. While not for the specific purpose of debiasing, many Marine Corps practices by their nature incorporate debiasing methods. The nature of Marine Corps operations and assignments results in meaningful interaction among individuals from various groups characterized by race, gender, sexual orientation, and occupational specialty. The Marine Corps leadership principle to “know your Marines and look out for their welfare” is congruent with the debiasing technique of “individuation,”¹⁵² and leadership training emphasizes

this principle from the earliest stages of an officer's career.

Other debiasing methods like counter-stereotype exposure or "perspective taking" are not feasible methods for the Marine Corps to undertake formally. While researchers have demonstrated that perspective taking can positively affect social interactions, the technique's effects at an organizational level remain unexplored.¹⁵³ Considering questions surrounding the degree of meaningful or lasting effects of such methods, organizational efforts aimed at debiasing may not prove an effective use of resources. Any formal training on implicit bias could introduce debiasing as a concept, and encourage individuals to employ such techniques as a matter of self-improvement.

The Marine Corps should commit to mitigating the effects of implicit bias along two lines of effort: (1) cultivating individual understanding and awareness of implicit bias and how to prevent its effects on decisions and behavior, and (2) implementing policy changes that remove the opportunity for implicit biases to affect decisions and evaluations.

One may reasonably assume that the population of Marine Officers is to some extent representative of the American public. Polling of American racial attitudes since 1950 clearly shows the decline of overt racism and that the vast majority of Americans explicitly advocate egalitarian values.¹⁵⁴ Still, polling and unobtrusive research show a persistent level of racial bias in Americans,¹⁵⁵ which Mahzarin Banaji and Anthony Greenwald argue is composed of types of hidden biases: those that are explicitly held, but purposefully concealed in public, and those that are unconsciously held; the latter of the two being more prevalent.¹⁵⁶ CNA analysis of Fitness Reports uncovered evidence of biased reports.¹⁵⁷ The Marine Corps Equal Opportunity policy, the Performance Evaluation System, and promotion selection board policies already address explicit discrimination, yet biases persist. The Marine Corps must do more to confront the other,

more prevalent aspect of bias, which is implicit bias.

Mitigating the effects of implicit bias starts with awareness and understanding of the problem. Several avenues exist through which the Marine Corps may educate the force. The most beneficial avenues for instruction are TBS, officer career-level PME and above, and enlisted intermediate-level PME and above. Curricula should include some background on implicit cognition, examples of research studies and vignettes to demonstrate how implicit bias is relevant to the real world, evidence of bias in performance evaluations, and methods to counter the effects of implicit bias. The purpose of an implicit bias education program should not be to provide “a crash course in Implicit Psychology 101,” but it should be to persuade Marines “on the merits, to recognize implicit bias as a potential problem, which in turn should increase motivation to adopt sensible countermeasures.”¹⁵⁸ Presentation of aggregated evidence of existing bias in performance evaluations can be an effective way to persuade Marines that a problem exists.

Implicit bias training should encourage Marines to understand their implicit biases so that they can remain attentive to their influence. Various IATs are available on the Project Implicit website free of charge. Any use of the IAT should be for educational purposes only and come after students gain some understanding of implicit bias. The Project Implicit website cautions against unethical use of the IAT, like screening individuals for bias, and expresses that the IAT was not designed for such purposes.¹⁵⁹

Implicit bias training included in the curriculum at TBS and in officer PME will reach every officer once at the beginning of their careers, then several years later if they complete EWS. The inclusion of a non-academic book about implicit bias on the Commandant’s Reading List could increase awareness, thinking, and discussion about implicit bias among the force, as

well as convey the importance of the subject. An example of one such book is *Blindspot: Hidden Biases of Good People* by Mahzarin R. Banaji and Anthony G. Greenwald, two respected experts on implicit bias.

The Marine Corps can do more to encourage and compel deliberate, organized thought to overcome some stereotypes and biases. One technique toward that end is what Mahzarin Banaji and Anthony Greenwald call “outsmarting mindbugs by bypassing them.”¹⁶⁰ The approach involves recognizing a stereotype and asking a series of questions to determine whether the stereotype warrants consideration. For example, a stereotype exists that lean athletic middle-aged women are at lower risk for heart disease. A doctor may forgo cholesterol testing for a woman based on those characteristics. Reflecting on three questions may lead the doctor to a different conclusion. “(1) Are middle-aged women less likely to have heart attacks than middle-aged men?” The answer is yes, so “the stereotype has some validity. (2) Are all middle-aged women unlikely to have heart attacks?” The answer is no. “(3) On encountering a middle-aged woman, should a doctor assume that she has no risk for heart disease?” The evidence shows, certainly not.¹⁶¹ Deliberate thought exercises like the one illustrated in this example may be effective against explicit biases as well, like those against certain occupational fields.

Approaches designed to reduce cognitive biases may have the added benefit of reducing implicit biases. Mark Jobst and Jeffrey Palmer identify several cognitive biases associated with “conventional rating scales” like those used in Marine Corps Fitness Reports, and suggest several types of training designed to reduce “rater error.”¹⁶² These include “rater error training,” “performance dimension training,” “frame of reference training,” and “behavioral observation training.” “Rater error training” makes evaluators aware of common errors and leverages the notion that evaluators are less likely to make common errors to which they have been sensitized.

“Performance dimension training” helps evaluators differentiate between the different attributes on which they are rating individuals, and ensures that they can correctly ascribe “behavioral ‘evidence’” to the correct attribute. “Frame of reference training” provides examples of behaviors representative of performance at each point along the rating scale for each attribute.¹⁶³ The PES and Fitness Report itself strive to accomplish a “frame of reference” by supplying such descriptions. However, those descriptions must be sufficiently generic to be relevant to every MOS because all occupational fields use the same report. Consequently, descriptions of typical performance along the scale of each PAR have limited use. Supplemental descriptions for specific occupational fields may achieve the desired effect. “Behavioral observation training” seeks to provide evaluators with the tools to correctly observe and document performance in order to increase the quality and accuracy of their reports.¹⁶⁴ Personnel management experts argue that these types of training can reduce biased evaluations because they make raters aware of common mistakes and provide structure and standards to rating philosophies.¹⁶⁵

The current level of performance evaluation training and guidance that the Marine Corps provides to its Officers is inadequate for a system that so substantially influences the makeup of the force. Providing only introductory training to officers at TBS, when some of them are months or even years from writing their first Fitness Report, coupled with only generic descriptions of performance along the scale of each PAR, invites varied personal evaluation criteria and marking philosophies that are susceptible to cognitive and implicit biases. Current instruction at TBS even encourages such practices by instructing Marines to “use the letter boxes to assign...a numeric score...*depending on where you want to place him* (emphasis added).”¹⁶⁶ This statement implies that an RS should first determine what the FRA should be, then tailor the markings to arrive at that average. This technique opposes the process outlined in MCO

1610.7A that “attribute grades should be earned, not given; they should reflect the MRO’s exhibited efforts and results; the marks should not be based on a preconceived or artificial fitness report average” and is counter to a structured, deliberate evaluation process that can reduce bias. That the only formal instruction an officer receives on Fitness Report writing advocates such a practice is evidence that this technique is pervasive among many Marine Officers, that the way the Marine Corps discourages its use only through MCO 1610.7A is inadequate, and current training on Fitness Report writing is deficient in quality and quantity. The Marine Corps should adopt more robust and standardized Fitness Report training that includes techniques to reduce “rater error” rather than presume that officers in the operating forces will not disseminate bad practices, but will conduct quality training for junior Officers without the benefit of a standardized curriculum.

Regarding the prospect for bias in the promotion selection process, the diverse makeup of selection boards and their structured procedures are appropriate means to counter the effects of bias. However, the Marine Corps can more directly address implicit biases. Board members may be most susceptible to the effects of implicit bias after several rounds of voting when trying to differentiate between closely competitive cases. The inclusion of implicit bias instruction in a selection board’s initial training may counter some effects of implicit bias, however current restrictions imposed by DODI 1320.14 preclude such training.

The Marine Corps should evaluate existing policies for susceptibility to the effects of implicit bias and, when practical, seek to sever the connection between bias and the potential for discrimination. One such policy that warrants reevaluation is the inclusion of names, race/ethnicity, gender, and official photographs in material accessible to selection boards. According to a 2010 paper by the Military Leadership Diversity Commission, the Marine Corps’

inclusion of photographs provides board members the ability to evaluate military bearing and wear of awards.¹⁶⁷ It is unclear what value the inclusion of names, race, ethnicity, and gender provides. Fitness Reports already include an evaluation of military bearing, making the inclusion of a photograph for that purpose a redundant measure. One may argue that the inclusion of the photo provides board members with the additional opportunity to evaluate cases for height/weight/body composition standards. However, service records already contain this information. Any suggestion that “the photograph does not lie,” making it the only no-fail method to judge height/weight/body composition suggests that Commanders cannot be entrusted to report accurate height and weight information on their Marines. Additionally, it is an extemporaneous practice for which board members receive no training.

Lastly, if the Marine Corps regards the wear of awards a measure worthy of consideration for selection, materials available to the selection board could include a nondescript photograph cropped to display only that Marine’s awards. As with any other similar policy, the Marine Corps should evaluate if the value added justifies allowing the potential for discrimination. Other services have determined that inclusion of such information does not justify the risk. The Coast Guard is the most restrictive, omitting names, gender, race/ethnicity, gender pronouns, and photographs from material available to selection boards. The Air Force eliminated photographs in 1995, discourages the use of gender pronouns in evaluations, and does not include information on gender, race/ethnicity, or photographs in material available to selection boards.¹⁶⁸

Conclusions

The Marine Corps’ policies leave no question about its positions on discrimination and equal opportunity. Such policies reinforce the commonly held belief that those with explicit discriminatory attitudes have no place in the Marine Corps. The much more prevalent issue that

goes largely ignored is Marines with good intentions, but implicitly held biases that can affect their evaluations of others without their awareness. The body of research on implicit bias has grown exponentially in the last twenty years, and the Marine Corps cannot afford to ignore the insights it provides.

Increasing knowledge and awareness among Marines about implicit bias is the most consequential measure the Marine Corps can take toward achieving its equal opportunity and anti-discrimination aims. Awareness of implicit bias and the use of techniques to counter its effects can improve the accuracy of evaluations, and improve judgment and decision making.

The first area that warrants attention is the PES. Evidence of biased evaluations exists under the current system. The PES, which is essential toward identifying the most qualified Marines for promotion to increased levels of responsibility surely warrants more than only introductory training at TBS. Inadequate training invites unsound practices that are susceptible to individual biases. Providing more standardized and timely training and compelling officers to employ a more structured, deliberative process in writing evaluations will reduce the effect of individual biases. Training that includes instruction on implicit bias would have an even more significant impact.

The Marine Corps goes to great lengths to evaluate Marines and identify those most qualified for advancement because the consequences of getting it wrong are severe. Current policies aimed at minimizing bias in the promotion selection process are robust, but those policies do not take into account the most current information on implicit bias. Educating the force collectively about implicit bias would reduce its effects in the board room, but a more effective policy would be to remove the opportunity for biases to impact evaluations where that opportunity need not exist. The inclusion of official photographs in material considered by

promotion boards invites biased evaluations while arguably adding no value.

The Marine Corps has a duty to the American people to provide the most capable force with the resources provided. The moral obligation to ensure performance evaluations are fair and accurate, and that those selected for advancement are the most qualified and capable is congruent with that duty. If the Marine Corps allows implicit biases to influence evaluations and promotions, it permits a portion of its capability to remain untapped.

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¹¹ Kang, *Implicit Bias: A Primer for the Courts*, 1.

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Appendix A
List of Acronyms

CNA – Center for Naval Analyses
CSC – Command and Staff College
DBR – Digital Board Room
DODI – Department of Defense Instruction
EWS – Expeditionary Warfare School
FRA – Fitness Report Average
GCT – General Classification Test
MCMAP – Marine Corps Martial Arts Program
MMOA – Manpower Management Officer Assignments
MMOA-3 – Manpower Management Officer Assignments, Plans and Programs Section
MMPR – Manpower Management Promotions Branch
MBS – Master Brief Sheet
MCBUL – Marine Corps Bulletin
MCO – Marine Corps Order
MOS – Military Occupational Specialty
MRO – Marine Reported On
OMPF – Official Military Personnel File
PARS – Performance-Anchored Rating Scale
PES – Performance Evaluation System
RO – Reviewing Officer
RS – Reporting Senior
RV – Relative Value
SECNAVINST – Secretary of the Navy Instruction
SPC – Staff Platoon Commander
TBS – The Basic School
TFDW – Total Force Data Warehouse

Appendix B

Sample U.S. Marine Corps Fitness Reportⁱ

USMC FITNESS REPORT (1610) NAVMC 10895A (Rev. 1-01) (WN 3.1) PREVIOUS EDITIONS WILL NOT BE USED		DRAFT COPY				DO NOT STAPLE THIS FORM	
COMMANDANT'S GUIDANCE							
<p>The completed fitness report is the most important information component in manpower management. It is the primary means of evaluating a Marine's performance and is the Commandant's primary tool for the selection of personnel for promotion, augmentation, resident schooling, command, and duty assignments. Therefore, the completion of this report is one of an officer's most critical responsibilities. Inherent in this duty is the commitment of each Reporting Senior and Reviewing Officer to ensure the integrity of the system by giving close attention to accurate marking and timely reporting. Every officer serves a role in the scrupulous maintenance of this evaluation system, ultimately important to both the individual and the Marine Corps. Inflationary markings only serve to dilute the actual value of each report. Reviewing Officers will not concur with inflated reports.</p>							
A. ADMINISTRATIVE INFORMATION							
1. Marine Reported On:							
a. Last Name	b. First Name	c. MI	d. SSN	e. Grade	f. DOR	g. PMOS	h. BILMOS
WILLIAMS	ROY	A	████████ 6789	SGT	20070101	1833	1833
2. Organization:							
a. MCC	b. RUC	c. Unit Description					
19G	21810	2D ASSAULT AMPHIBIAN BATTALION					
3. Occasion and Period Covered:				4. Duty Assignment (descriptive title):			
a. OCC	b. From	To	c. Type				
TD	20090105	20090704	N	AAV SECTION LEADER			
5. Special Case:			6. Marine Subject Of:			7. Recommended For Promotion:	
a. Adverse	b. Not Observed	c. Extended	a. Commendatory Material	b. Derogatory Material	c. Disciplinary Action	a. Yes	b. No
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8. Special Information:			9. Duty Preference:				
a. QUAL	E S	d. HT(in.)	70	g. Reserve Component	1st	Y41	RECRUITING DUTY - 1ST DISTRICT
b. PFT	A272	e. WT	175	h. Future Use	2nd	Y43	RECRUITING DUTY - 6TH DISTRICT
c. Status		f. Body Fat		i. Future Use	3rd	Y04	FMF WEST COAST
10. Reporting Senior:							
a. Last Name	b. Inlt. Service	d. SSN	e. Grade	f. Duty Assignment			
NEDER	TC USMC	████████ 4321	1STLT	PLATOON COMMANDER			
11. Reviewing Officer:							
a. Last Name	b. Inlt. Service	d. SSN	e. Grade	f. Duty Assignment			
REHDER	RB USMC	████████ 2333	CAPT	COMPANY COMMANDER			
B. BILLET DESCRIPTION							
<ul style="list-style-type: none"> -Insure 100% accountability of Marines, equipment, SL-3 and serialized gear maintained by section. -Strive to develop junior Marines personally, physically and professionally. -Serve as a mentor and subject matter expert for MOS related training. -Serve in an advisory and supervisory role during annual maintenance, preventative maintenance and corrective maintenance of section's AAVs. -Assist Platoon Sergeant with personnel administration to include accountability, required counseling, and provide accurate and timely recommendations of pro/con markings for all Marines in section. -Assist with tactical and operational management of (4) AAVs, and crews in accordance with the appropriate SOPs. Apply ORM in all training and maintenance. 							
C. BILLET ACCOMPLISHMENTS							
<ul style="list-style-type: none"> -Flawlessly coordinated and supervised technical, administrative, and training requirements for a 16-member AAV section -Instrumental in the modification of 53 Assault Amphibian Vehicles as part of a reconstitution of AAV assets in 2d Marine Division -Successfully completed qualification course for Enhanced Marksmanship Instructor -Assisted with martial arts training for more than 250 Marines within the battalion -Supervised a hand selected AAV detachment that successfully participated in CG II MEF level capabilities exercise -Selected to attend Recruiter's School 							

ⁱ TBS Fitness Reports Student Handout.

DRAFT COPY				2. Occasion and Period Covered:											
1. Marine Reported On:		a. Last Name		b. First Name		c. MI		d. SSN		a. OCC		b. From		To	
WILLIAMS		ROY		A		123456789		TD		20090105		20090704			

D. MISSION ACCOMPLISHMENT

1. **PERFORMANCE.** Results achieved during the reporting period. How well those duties inherent to a Marine's billet, plus all additional duties, formally and informally assigned, were carried out. Reflects a Marine's aptitude, competence, and commitment to the unit's success above personal reward. Indicators are time and resource management, task prioritization, and tenacity to achieve positive ends consistently.

ADV	Meets requirements of billet and additional duties. Aptitude, commitment, and competence meet expectations. Results maintain status quo.	Consistently produces quality results while measurably improving unit performance. Habitually makes effective use of time and resources; improves billet procedures and products. Positive impact extends beyond billet expectations.	Results far surpass expectations. Recognizes and exploits new resources; creates opportunities. Emulated; sought after as an expert with influence beyond unit. Impact significant; innovative approaches to problems produce significant gains in quality and efficiency.	N/O			
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **PROFICIENCY.** Demonstrates technical knowledge and practical skill in the execution of the Marine's overall duties. Combines training, education and experience. Translates skills into actions which contribute to accomplishing tasks and missions. Imparts knowledge to others. Grade dependent.

ADV	Competent. Possesses the requisite range of skills and knowledge commensurate with grade and experience. Understands and articulates basic functions related to mission accomplishment.	Demonstrates mastery of all required skills. Expertise, education and experience consistently enhance mission accomplishment. Innovative troubleshooter and problem solver. Effectively imparts skills to subordinates.	True expert in field. Knowledge and skills impact far beyond those of peers. Translates broad-based education and experience into forward thinking, innovative actions. Makes immeasurable impact on mission accomplishment. Peerless teacher, selflessly imparts expertise to subordinates, peers, and seniors.	N/O			
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JUSTIFICATION:

E. INDIVIDUAL CHARACTER

1. **COURAGE.** Moral or physical strength to overcome danger, fear, difficulty or anxiety. Personal acceptance of responsibility and accountability, placing conscience over competing interests regardless of consequences. Conscious, overriding decision to risk bodily harm or death to accomplish the mission or save others. The will to persevere despite uncertainty.

ADV	Demonstrates inner strength and acceptance of responsibility commensurate with scope of duties and experience. Willing to face moral or physical challenges in pursuit of mission accomplishment.	Guided by conscience in all actions. Proven ability to overcome danger, fear, difficulty or anxiety. Exhibits bravery in the face of adversity and uncertainty. Not deterred by morally difficult situations or hazardous responsibilities.	Uncommon bravery and capacity to overcome obstacles and inspire others in the face of moral dilemma or life-threatening danger. Demonstrated under the most adverse conditions. Selfless. Always places conscience over competing interests regardless of physical or personal consequences.	N/O			
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. **EFFECTIVENESS UNDER STRESS.** Thinking, functioning and leading effectively under conditions of physical and/or mental pressure. Maintaining composure appropriate for the situation, while displaying steady purpose of action, enabling one to inspire others while continuing to lead under adverse conditions. Physical and emotional strength, resilience and endurance are elements.

ADV	Exhibits discipline and stability under pressure. Judgment and effective problem-solving skills are evident.	Consistently demonstrates maturity, mental agility and willpower during periods of adversity. Provides order to chaos through the application of intuition, problem-solving skills, and leadership. Composure reassures others.	Demonstrates seldom-matched presence of mind under the most demanding circumstances. Stabilizes any situation through the resolute and timely application of direction, focus and personal presence.	N/O			
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. **INITIATIVE.** Action in the absence of specific direction. Seeing what needs to be done and acting without prompting. The instinct to begin a task and follow through energetically on one's own accord. Being creative, proactive and decisive. Transforming opportunity into action.

ADV	Demonstrates willingness to take action in the absence of specific direction. Acts commensurate with grade, training and experience.	Self-motivated and action-oriented. Foresight and energy consistently transform opportunity into action. Develops and pursues creative, innovative solutions. Acts without prompting. Self-starter.	Highly motivated and proactive. Displays exceptional awareness of surroundings and environment. Uncanny ability to anticipate mission requirements and quickly formulate original, far-reaching solutions. Always takes decisive, effective action.	N/O			
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JUSTIFICATION:
 -On his own time, MRO created, populated, and integrated an administrative and training database which focused limited resources and dramatically increased the readiness of the entire platoon

DRAFT COPY							
1. Marine Reported On:				2. Occasion and Period Covered:			
a. Last Name		b. First Name		c. MI		d. SSN	
a. OCC		b. From		To			
WILLIAMS		ROY		A		6789	
TD		20090105		20090704			

F. LEADERSHIP

1. LEADING SUBORDINATES. The inseparable relationship between leader and led. The application of leadership principles to provide direction and motivate subordinates. Using authority, persuasion and personality to influence subordinates to accomplish assigned tasks. Sustaining motivation and morale while maximizing subordinates' performance.

ADV	Engaged; provides instructions and directs execution. Seeks to accomplish mission in ways that sustain motivation and morale. Actions contribute to unit effectiveness.	Achieves a highly effective balance between direction and delegation. Effectively tasks subordinates and clearly delineates standards expected. Enhances performance through constructive supervision. Fosters motivation and enhances morale. Builds and sustains teams that successfully meet mission requirements. Encourages initiative and candor among subordinates.	Promotes creativity and energy among subordinates by striking the ideal balance of direction and delegation. Achieves highest levels of performance from subordinates by encouraging individual initiative. Engenders willing subordination, loyalty, and trust that allow subordinates to overcome their perceived limitations. Personal leadership fosters highest levels of motivation and morale, ensuring mission accomplishment even in the most difficult circumstances.		N/O		
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. DEVELOPING SUBORDINATES. Commitment to train, educate, and challenge all Marines regardless of race, religion, ethnic background, or gender. Mentorship. Cultivating professional and personal development of subordinates. Developing team players and esprit de corps. Ability to combine teaching and coaching. Creating an atmosphere tolerant of mistakes in the course of learning.

ADV	Maintains an environment that allows personal and professional development. Ensures subordinates participate in all mandated development programs.	Develops and institutes innovative programs, to include PME, that emphasizes personal and professional development of subordinates. Challenges subordinates to exceed their perceived potential thereby enhancing unit morale and effectiveness. Creates an environment where all Marines are confident to learn through trial and error. As a mentor, prepares subordinates for increased responsibilities and duties.	Widely recognized and emulated as a teacher, coach and leader. Any Marine would desire to serve with this Marine because they know they will grow personally and professionally. Subordinate and unit performance far surpassed expected results due to MRO's mentorship and team building talents. Attitude toward subordinate development is infectious, extending beyond the unit.		N/O		
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. SETTING THE EXAMPLE. The most visible facet of leadership: how well a Marine serves as a role model for all others. Personal action demonstrates the highest standards of conduct, ethical behavior, fitness, and appearance. Bearing, demeanor, and self-discipline are elements.

ADV	Maintains Marine Corps standards for appearance, weight, and uniform wear. Sustains required level of physical fitness. Adheres to the tenets of the Marine Corps core values.	Personal conduct on and off duty reflects highest Marine Corps standards of integrity, bearing and appearance. Character is exceptional. Actively seeks self-improvement in wide-ranging areas. Dedication to duty and professional example encourage others' self-improvement efforts.	Model Marine, frequently emulated. Exemplary conduct, behavior, and actions are tone-setting. An inspiration to subordinates, peers, and seniors. Remarkable dedication to improving self and others.		N/O		
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. ENSURING WELL-BEING OF SUBORDINATES. Genuine interest in the well-being of Marines. Efforts enhance subordinates' ability to concentrate/focus on unit mission accomplishment. Concern for family readiness is inherent. The importance placed on welfare of subordinates is based on the belief that Marines take care of their own.

ADV	Deals confidently with issues pertinent to subordinate welfare and recognizes suitable courses of action that support subordinates' well-being. Applies available resources, allowing subordinates to effectively concentrate on the mission.	Instills and/or reinforces a sense of responsibility among junior Marines for themselves and their subordinates. Actively fosters the development of and uses support systems for subordinates which improve their ability to contribute to unit mission accomplishment. Efforts to enhance subordinate welfare improve the unit's ability to accomplish its mission.	Noticeably enhances subordinates well-being, resulting in a measurable increase in unit effectiveness. Maximizes unit and base resources to provide subordinates with the best support available. Proactive approach serves to energize unit members to "take care of their own," thereby correcting potential problems before they can hinder subordinates' effectiveness. Widely recognized for techniques and policies that produce results and build morale. Builds strong family atmosphere. Puts motto <i>Mission first, Marines always</i> , into action.		N/O		
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. COMMUNICATION SKILLS. The efficient transmission and receipt of thoughts and ideas that enable and enhance leadership. Equal importance given to listening, speaking, writing, and critical reading skills. Interactive, allowing one to perceive problems and situations, provide concise guidance, and express complex ideas in a form easily understood by everyone. Allows subordinates to ask questions, raise issues and concerns and venture opinions. Contributes to a leader's ability to motivate as well as counsel.

ADV	Skilled in receiving and conveying information. Communicates effectively in performance of duties.	Clearly articulates thoughts and ideas, verbally and in writing. Communication in all forms is accurate, intelligent, concise, and timely. Communicates with clarity and verve, ensuring understanding of intent or purpose. Encourages and considers the contributions of others.	Highly developed facility in verbal communication. Adept in composing written documents of the highest quality. Combines presence and verbal skills which engender confidence and achieve understanding irrespective of the setting, situation, or size of the group addressed. Displays an intuitive sense of when and how to listen.		N/O		
A	B	C	D	E	F	G	H
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

JUSTIFICATION:

1. Marine Reported On:				DRAFT COPY				2. Occasion and Period Covered:					
a. Last Name				b. First Name		c. MI		d. SSN		a. OCC		b. From To	
WILLIAMS				ROY		A		[REDACTED] 6789		TD		20090105 20090704	
G. INTELLECT AND WISDOM													
1. PROFESSIONAL MILITARY EDUCATION (PME). Commitment to intellectual growth in ways beneficial to the Marine Corps. Increases the breadth and depth of warfighting and leadership aptitude. Resources include resident schools; professional qualifications and certification processes; nonresident and other extension courses; civilian educational institution coursework; a personal reading program that includes (but is not limited to) selections from the Commandant's Reading List; participation in discussion groups and military societies; and involvement in learning through new technologies.													
ADV	Maintains currency in required military skills and related developments. Has completed or is enrolled in appropriate level of PME for grade and level of experience. Recognizes and understands new and creative approaches to service issues. Remains abreast of contemporary concepts and issues.	PME outlook extends beyond MOS and required education. Develops and follows a comprehensive personal program which includes broadened professional reading and/or academic course work; advances new concepts and ideas.										N/O	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. DECISION MAKING ABILITY. Viable and timely problem solution. Contributing elements are judgment and decisiveness. Decisions reflect the balance between an optimal solution and a satisfactory, workable solution that generates tempo. Decisions are made within the context of the commander's established intent and the goal of mission accomplishment. Anticipation, mental agility, intuition, and success are inherent.													
ADV	Makes sound decisions leading to mission accomplishment. Actively collects and evaluates information and weighs alternatives to achieve timely results. Confidently approaches problems; accepts responsibility for outcomes.	Demonstrates mental agility; effectively prioritizes and solves multiple complex problems. Analytical abilities enhanced by experience, education, and intuition. Anticipates problems and implements viable, long-term solutions. Steadfast, willing to make difficult decisions.										N/O	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. JUDGMENT. The discretionary aspect of decision making. Draws on core values, knowledge, and personal experience to make wise choices. Comprehends the consequences of contemplated courses of action.													
ADV	Majority of judgments are measured, circumspect, relevant and correct.	Decisions are consistent and uniformly correct, tempered by consideration of their consequences. Able to identify, isolate and assess relevant factors in the decision making process. Opinions sought by others. Subordinates personal interest in favor of impartiality.										N/O	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
JUSTIFICATION:													
H. FULFILLMENT OF EVALUATION RESPONSIBILITIES													
1. EVALUATIONS. The extent to which this officer serving as a reporting official conducted, or required others to conduct, accurate, uninflated, and timely evaluations.													
ADV	Occasionally submitted untimely or administratively incorrect evaluations. As RS, submitted one or more reports that contained inflated markings. As RO, concurred with one or more reports from subordinates that were returned by HQMC for inflated marking.	Prepared uninflated evaluations which were consistently submitted on time. Evaluations accurately described performance and character. Evaluations contained no inflated markings. No reports returned by RO or HQMC for inflated marking. No subordinates' reports returned by HQMC for inflated marking. Few, if any, reports were returned by RO or HQMC for administrative errors. Section Cs were void of superlatives. Justifications were specific, verifiable, substantive, and where possible, quantifiable and supported the markings given.										N/O	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
JUSTIFICATION:													
NAVMC 10835D (Rev. 1-01) (WN 3.1)						PAGE 4 OF 5							

DRAFT COPY							
1. Marine Reported On:		2. Occasion and Period Covered:					
a. Last Name	b. First Name	c. MI	d. SSN	a. OCC	b. From	To	
WILLIAMS	ROY	A	6789	TD	20090105	20090704	

I. DIRECTED AND ADDITIONAL COMMENTS

-Sergeant Williams is an immensely talented and effective NCO who operates at a level beyond the grasp of his peers. Hand selected to assume this SNCO billet, he completely outperformed two seasoned Staff Sergeants. An absolute technical expert whose professional skill rivals that of an officer. He directs the various administrative and training requirements of his unit without fault. Demonstrates impeccable moral character and a matchless ability among his peers to lead and inspire Marines and Sailors. The Corps could not find a finer ambassador for recruiting duty. Highly recommended for any officer commissioning program. An absolute must for promotion.

DIRECTED COMMENT: SECT. A, ITEM 6a: MRO was the subject of a Navy and Marine Corps Achievement Medal on 20090704.

J. CERTIFICATION

1. I CERTIFY that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality and that I have provided a signed copy of this report to the Marine Reported on.

Timothy C. Neder

(Signature of Reporting Senior)

2009 07 04
(Date in YYYYMMDD format)

2. I ACKNOWLEDGE the adverse nature of this report and

I have no statement to make

I have attached a statement

(Signature of Marine Reported On)

(Date in YYYYMMDD format)

K. REVIEWING OFFICER COMMENTS

1. OBSERVATION: Sufficient Insufficient

2. EVALUATION: Concur Do Not Concur

3. COMPARATIVE ASSESSMENT: Provide a comparative assessment of potential by placing an "X" in the appropriate box. In marking the comparison, consider all Marines of this grade whose professional abilities are known to you personally.	DESCRIPTION		COMPARATIVE ASSESSMENT
	THE EMINENTLY QUALIFIED MARINE	<input type="checkbox"/>	
	ONE OF THE FEW EXCEPTIONALLY QUALIFIED MARINES	<input checked="" type="checkbox"/>	
	ONE OF THE MANY HIGHLY QUALIFIED PROFESSIONALS WHO FORM THE MAJORITY OF THIS GRADE	<input type="checkbox"/>	
	A QUALIFIED MARINE	<input type="checkbox"/>	
	UNSATISFACTORY	<input type="checkbox"/>	
		<input type="checkbox"/>	

4. REVIEWING OFFICER COMMENTS: Amplify your comparative assessment mark; evaluate potential for continued professional development to include: promotion, command, assignment, resident PME, and retention; and out Reportin Senior marks and comments in perspective.

-Concur with RS assessment; MRO is one of the best Non-Commissioned Officers I have observed in 10 years of combined service

-Surpasses his peers in every measurable category

-Excellent candidate for MECEP or other officer program

-Sergeant Williams has my highest recommendation for promotion and billets of increased responsibility

5. I CERTIFY that to the best of my knowledge and belief all entries made hereon are true and without prejudice or partiality.

Robert B. Rehder Jr.

(Signature of Reviewing Officer)

2009 07 04
(Date in YYYYMMDD format)

6. I ACKNOWLEDGE the adverse nature of this report and

I have no statement to make

I have attached a statement

(Signature of Marine Reported On)

(Date in YYYYMMDD format)

L. ADDENDUM PAGE

ADDENDUM PAGE ATTACHED: YES

NAVMC 10835E (Rev. 1-01) (WN 3.1) PAGE 5 OF 5

Appendix C Master Brief Sheet Explanationⁱⁱ

Master Brief Sheet (MBS) - Explanation

NAME	DoD ID	GRADE	RANK	LCN	DOR	TIG	CURRENT DUTY ASSIGNMENT	BILLET DESCRIPTION	DCTB		
1	2	3	4	5	6	7	8	9	10		
DEAF TIS PEBD AFADBD OSCD ACC COMM DOR COMM DOR LDO DSG PILOT DCADB EAS MSR MRD	11	AWARDS		MILITARY OCCUPATIONAL SPECIALTIES			TRAINING SUMMARY		LANGUAGES		
		12	12	PMOS AMOS1 AMOS2 AMOS3	13	AMOS4 AMOS5 JOINT BMOS	13	RIFLE PISTOL PFT CFT MCMAP	14	15	
		EDUCATION SUMMARY									
		CIVILIAN			MILITARY				PME		
		16		17		17		17/18		18	

<u>MBS LISTING</u>	<u>BIR/BTR LISTING</u>	<u>CORRECTING AUTHORITY</u>	<u>REFERENCE</u>
1. NAME	NAME	UNIT DIARY	MCTFS PRIUM
2. DOD ID	DOD ID	UNIT DIARY	MCTFS PRIUM
3. GRADE	GRADE	ENLISTED: UNIT DIARY OFFICER: CMC (MMPR)	MCTFS PRIUM
4. RANK: Description Automatic	N/A	UNIT DIARY	MCTFS PRIUM
5. LINEAL NO: Lineal control number	OFFD, QCRE	CMC (MMPR)	MCTFS PRIUM
6. DOR: Date of Rank, the date from which present rank is effective	DOR	ENLISTED: UNIT DIARY OFFICER: CMC (MMPR)	MCTFS PRIUM
7. TIG: Time In Grade	N/A	N/A	MCTFS PRIUM
8. CURRENT DUTY ASSIGNMENT	N/A	N/A	MCTFS PRIUM
9. BILLET DESCRIPTION	N/A	N/A	MCTFS PRIUM
10. DCTB: Date current tour began.	DCTB	UNIT DIARY	MCTFS PRIUM
11. KEY DATE SUMMARY			
DEAF: Date of original entry into the Armed Forces.	DEAF	UNIT DIARY	MCTFS PRIUM
TIS: Time in service	N/A	N/A	MCTFS PRIUM
PEBD: Pay entry base date.	PAY ENTRY BASE DATE	ENLISTED: UNIT DIARY OFFICERS: CMC (MMRP)	MCTFS PRIUM
AFADBD: Armed Forces Active Duty Base Date; the date from which active duty time is computed. Is adjustable for lost time or break in service.	AFADBD	UNIT DIARY	MCTFS PRIUM
OSCD: Overseas control date.	DAUS DEPN RESTR	UNIT DIARY	MCTFS PRIUM

ⁱⁱ Appendices C and D, *Performance Evaluation System*, MCO 1610.7A (May 1, 2018), <https://www.marines.mil/Portals/59/Publications/MCO%201610.7A.pdf?ver=2018-05-07-074813-187>.

ACC COMM: Date accepted first Marine Corps commission (initial appointment only).	N/A	UNIT DIARY	MCTFS PRIUM
<u>MBS LISTING</u>	<u>BIR/BTR LISTING</u>	<u>CORRECTING AUTHORITY</u>	<u>REFERENCE</u>
DOR COMM: The date of rank of first commission as a CWO.	N/A	ACTIVE: MCRC RESERVE: UNIT DIARY	MCTFS PRIUM
DOR LDO: The date of rank of first commission as a LDO.	N/A	CMC (MMPR)	NAVMC 763
DSG PILOT: The date on which the Marine was designated a military pilot, naval aviator, or NFO.	N/A	CMC (MMOA)	MCTFS PRIUM
DCADB: The date current active duty began. Immediate reenlistment does not change this date.	N/A	UNIT DIARY	MCTFS PRIUM
EAS: Expiration of active service.	EAS	ENLISTED: UNIT DIARY ACTIVE OFFICER: CMC (MMOA) RESERVE OFFICER: CMC (RAM)	MCTFS PRIUM
MSR: Mandatory separation retirement date. Assigned when the Marine's time in service approaches the maximum time allowed by law.	RT01	CMC (MMSR)	SEPS MANUAL
MRD: Mandatory retirement date. For reserve officers only, assigned in the same manner as the MSR, above.	RT01	CMC (MMSR)	SEPS MANUAL
12. AWARDS: Personal decorations awarded in order of precedence and the number of like awards (field represents latest 12 personal awards awarded).	N/A	UNIT DIARY	MCTFS PRIUM SECNAVINST 1650.1H
13. MILITARY OCCUPATIONAL SPECIALTIES PMOS: Primary MOS	MOS	UNIT DIARY	MCTFS PRIUM
AMOS1: First Additional MOS	MOS	ENLISTED: UNIT DIARY ACTIVE OFFICER: CMC (MMOA) RESERVE OFFICER: CMC (RAM)	MCTFS PRIUM
AMOS2: Second Additional MOS	MOS	SAME AS AMOS1	MCTFS PRIUM
AMOS3: Third Additional MOS	MOS	SAME AS AMOS1	MCTFS PRIUM
AMOS4: Fourth Additional MOS	MOS	SAME AS AMOS1	MCTFS PRIUM
AMOS5: Fifth Additional MOS	MOS	SAME AS AMOS1	MCTFS PRIUM
JOINT: JOINT MOS (Officer only)	MOS	CMC (MMOA)	MCTFS PRIUM
BMOS: BILLET MOS	MOS	UNIT DIARY	MCTFS PRIUM
14. TRAINING SUMMARY RIFLE: Qualification Status	BTR	UNIT DIARY	MCTFS PRIUM
PISTOL: Qualification status	BTR	UNIT DIARY	MCTFS PRIUM
PFT: Class/Score or status	BTR	UNIT DIARY	MCTFS PRIUM

CFT: Class/Score or status	BTR	UNIT DIARY	MCTFS PRIUM
MCMAP: Martial Arts qualification	BTR	UNIT DIARY	MCTFS PRIUM
<u>MBS LISTING</u>	<u>BIR/BTR LISTING</u>	<u>CORRECTING AUTHORITY</u>	<u>REFERENCE</u>
15. LANGUAGES: Name of language in which the Marine is proficient. Up to four languages may be listed.	FORGN-LANG CODES 1/2/3/4	CMC (MA)	MCTFS PRIUM
16. CIVILIAN EDUCATION: Civilian schools attended listed by year completed, degree attained, and major subject. Should list secondary and post-secondary schools.	CIV ED LEVEL	UNIT DIARY	MCTFS PRIUM
17. MILITARY EDUCATION: Service schools (including certain MCI courses) listed by course title and year in which completed. If the Marine has nine or fewer PME courses, up to 27 military courses can be displayed. If the Marine has ten or more PME courses, the 18 most recent military courses will be displayed.	EDU, BTR	UNIT DIARY	MCTFS PRIUM
18. PROFESSIONAL MILITARY EDUCATION: Service schools and career progression courses which indicate continuing military education. Used by promotion boards to determine if a Marine is "PME Complete" for their grade.	EDU, BTR	UNIT DIARY	MCTFS PRIUM

Master Brief Sheet (MBS) - Fitness Report Listing

ADMINISTRATIVE SUMMARY					REPORTING SENIOR MARKINGS													REVIEWING OFFICER MARKINGS											
Grade	OCC	From	Months	Billet Description	Reporting Senior	Per	Pro	Cou	Eff	Ini	Lea	Dev	Set	Ens	Co	PME	Dec	Jud	Eval	Reviewing Officer	RO marks - same grade at processing								
B MOS	Type	To	Co	Adv	Command	Promote	Reports	Rpt Avg	RS Avg	RS High	Rpt at High	RV at Proc	Cum RV	Obser	Concur	RO marks - same grade cumulative													
Capt	GC	19980801	9	Company Commander	LtCol B		F	F	D	E	D	E	E	E	D	D	C	E	E	C	Col T	0/1	0/2	1/3	3/4	2/5	1/6	0/7	0/8
0302	N	19990503		1st Battalion 2d Marines	Yes	13 of 16	4.57		3.52	4.57	1	100.00	100.00	Suff	Yes	0/1	0/2	3/3	12/14	23/25	11/16	3/7	0/8						
Maj	AN	19990504	3	Operations Officer	LtCol B		E	E	C	E	E	D	D	E	D	E	C	E	D	D	Col R	0/1	0/2	1/3	2/4	2/5	2/6	0/7	0/8
0302	N	19990801		1st Battalion 2d Marines	Yes	4 of 7	4.36		4.13	4.50	1	96.11	96.11	Suff	Yes	0/1	1/2	2/3	7/4	7/8	5/6	0/7	0/8						
Maj	CH	19990801	6	Operations Officer	LtCol B		E	E	D	E	E	D	D	E	D	E	C	E	E	D	Col A	0/1	0/2	1/3	3/4	2/5	1/6	0/7	0/8
0302	N	20000119		1st Battalion 2d Marines	Yes	7 of 7	4.50		4.13	4.50	2	100.00	100.00	Suff	Yes	1/1	0/2	2/3	4/4	17/18	12/15	7/7	1/8						
Maj	TR	20000119	3	BN Executive Officer	LtCol S		F	F	D	D	G	F	E	F	D	D	D	D	E	Col A	0/1	0/2	1/3	3/4	2/5	2/6	0/7	0/8	
0302	N	20000414		1st Battalion 2d Marines	Yes	6 of 14	4.93		4.46	4.93	1	100.00	100.00	Suff	Yes	1/1	0/2	2/3	4/4	17/18	12/15	7/7	1/8						

1. Administrative Summary

a. Grade. This information reflects the MRO's grade per section A, item 1e (Grade), of the fitness report.

b. B MOS. This information reflects the billet MOS of the duty to which the MRO was assigned per section A, item h (BILMOS) of the fitness report.

c. OCC. This information reflects the occasion for submitting the report per section A, item 3a (OCC) of the fitness report.

d. Type Duty. This information reflects the type of the MRO's duty per section A, item 3c (Type), of the fitness report.

e. From Date/To Date

(1) From Date. This information reflects the beginning date of the reporting period per section A, item 3b (From) of the fitness report.

(2) To Date. This information reflects the ending date of the reporting period per section A, item 3b (To) of the fitness report.

f. Months. Number of months covered by the specific fitness report.

g. Com. An "X" appearing under this column indicates that the MRO was subject to commendatory material during the reporting period per section A, item 6a (Marine Subject of Commendatory Material) of the fitness report.

h. Adv. An "X" appearing under this column indicates the report is adverse. per section A, item 5a (Special Case: Adverse) or item 6b (Derogatory Material) or item 6c (Disciplinary Action) of the fitness report.

i. Billet Description. This information reflects the primary duty to which the MRO was assigned per section A, item 4 (Duty Assignment (descriptive title)), of the fitness report.

j. Command. This information reflects the specific command or unit to which the MRO was assigned for duty per section A, item 2b, (RUC), of the fitness report.

2. Reporting Senior (RS) Markings

a. Reporting Senior (RS). This information reflects the name of the MRO's RS per section A, item 10 (Reporting Senior) of the fitness report.

b. Mission/Character/Leadership/Intellect/Eval Resp. This information reflects the markings from the Performance Anchored Rating Scales per section D (Mission Accomplishment), E (Individual Character), F (Leadership), G (Intellect And Wisdom), and H* (Fulfillment Of Evaluation Responsibilities) of the fitness report. Abbreviations for the individual attributes as reflected on the MBS are:

Per-Performance	Lea-Leading Subordinates	PME-Professional
Pro-Proficiency	Dev-Develop Subordinates	Military Education
Cou-Courage	Set-Setting the Example	Dec-Decision Making
Eff-Effectiveness	Ens-Ensuring Well-Being	Ability
Under Stress	of Subordinates	Jud-Judgment
Ini-Initiative	Co-Communication Skills	EVAL*-Evaluation
		Responsibilities

* Applies only to MRO's with fitness reporting official responsibilities.

c. Promote. This information reflects the RS's promotion recommendation for the MRO per section A, item 7 (Recommended for Promotion). A "NO" indicates not recommended for promotion. An "NA" indicates not applicable. An "ACC" indicates a recommendation for accelerated promotion.

d. Reports. This number is not a ranking of any kind. The number before "of" indicates the numerical total of reports processed for this RS on Marines of this grade. The number after "of" is the total number of cumulative reports to date on Marines of this grade. Therefore, "13 of 16" shows that this report was the thirteenth report processed, and the RS has submitted three reports after this report.

e. RPT Avg. This information reflects the report's average of the observed attributes. Note: It is not uncommon for RSs to have more than one Marine in their profile share the same fitness report average.

f. RS Avg. This information reflects the cumulative average of all reports written by the RS on a Marine of that grade.

g. RS High. This information reflects the highest fitness report average of any report written by the RS on a Marine of that grade.

h. RPT at High. This information reflects the number of reports the RS submitted which have a relative value of 100.

i. RV at Proc. This column reflects the relative value of the MRO's fitness report based on the RS's rating history for Marines of the same grade as the MRO as of the time of processing of the MRO's report (see Appendix G).

j. Cum RV. This column reflects the cumulative relative value of all fitness reports written by the RS on Marines of this grade at the time the MBS is produced. Note: This percentage is a variable and will change as the RS writes additional reports on Marines of the same grade as the MRO's grade on the report in question.

3. Reviewing Officer (RO) Markings

a. Reviewing Officer (RO). This information reflects the name of the MRO's RO per section A, item 11 (Reviewing Officer) of the fitness report.

b. Reporting Official (RO) Remarks - Same Grade At Processing. This information will show the RO's comparative assessment marks of section K, block 3 for all fitness reports of Marines of the same grade evaluated by the RO at the time the report was processed.

c. Obser. This reflects the degree of observation the RO had of the MRO as indicated in section K, item 1.

d. Concur. This information reflects whether the RO concurs or does not concur with the RS's evaluation of the MRO per section K, item 2 (Evaluation) of the fitness report. A "Yes" appearing in this column indicates the RO concurs with the report. A "No" appearing in the column indicates the RO does not concur with the report.

e. Reporting Official (RO) Marks - Same Grade Cumulative. This information shows the cumulative comparative assessment (pyramid) marks of section K, block 3 of all reports ever reviewed by the RO on all Marines of the same grade as the MRO with the assessment of this fitness report highlighted by a square frame. Note: This number is dynamic and will change as the RO writes additional reports on Marines of the same grade as the MRO's grade on this report.