

DEPARTMENT OF HOMELAND SECURITY
U.S. Coast Guard
**ENLISTED EVALUATION REPORT
FIRST CLASS PETTY OFFICER**

INSTRUCTIONS

- Use a pen or pencil.
- Darken the oval completely.
- Do not make any stray marks on this form.

CORRECT MARK



INCORRECT MARKS



Reference: (a) Enlisted Accessions, Evaluations, and Advancements, COMDTINST M1000.2 (series)
(b) Enlisted Evaluation System Procedures Manual, PSCINST 1611.2 (series)

MEMBER: Submit a copy of current Rating Performance Qualifications (RPQ); billet assigned competencies, watch quarter station bill assignments; collateral duties; and significant achievements that are objective, accurate, and timely. Please note significant accomplishments or aspects of performance that occurred during this marking period.

RATING CHAIN: Review reference (a), reference (b), and other pertinent directives that establish policies and procedures for completing enlisted evaluation reports and assigning marks against written performance standards. All competencies within each performance factor must be evaluated.

COMMENTS: Written comments are required to support each mark of 1, 2, 3, 7, unsatisfactory conduct, and not ready or not recommended for advancement. Supporting comments for a 1, 2, 3, or 7 should be in the space provided after each factor, are limited to two lines of text for each competency and should be concise and provide specific examples of performance or behavior. Written comments for unsatisfactory conduct must be provided on a separate page and must be specific and sufficient enough to fully describe the conduct that led to an unsatisfactory mark. Written comments for not ready or not recommended for advancement must be provided on a separate page, and must be specific and sufficient enough to describe why the member is not ready or not recommended for advancement.

FUTURE POTENTIAL: Required. Provide written, succinct comments describing potential for future leadership responsibilities, including potential to successfully serve in future special, independent, or command cadre assignments, for all personnel. This block is not a substitute for a command endorsement for such assignments; commands should seek to limit comments to the extent necessary to describe the member's future leadership potential.

SUPERVISOR: After observing and gathering input on member's performance and behavior, evaluate member's performance against the written performance standards and recommend marks by darkening the appropriate ovals. Provide the completed report with recommended marks and written comments to the Marking Official.

MARKING OFFICIAL: Review the marks recommended by the Supervisor and, considering other information on the member's performance and behavior, recommend marks by darkening the appropriate ovals and entering the numerical equivalent in the "Mark" column. Provide the completed report with recommended marks and written comments to the Approving Official.

APPROVING OFFICIAL: Review the marks recommended by the Marking Official. Marks not concurred with must be discussed with the Marking Official. To change a mark, assign the new mark, and change the "Mark" column. Confirm that required written comments are provided when required. Ensure that the member is counseled on the marks and the member signs the worksheet. Verify that the marks are entered into the Coast Guard Direct Access System and that the evaluation is marked final within the timeframe specified in reference (a).

1. RATE, FIRST NAME, LAST NAME	2. EMPLOYEE ID #
3. UNIT NAME	4. PERIOD ENDING (MM/DD/YYYY)
	5. PAY GRADE E6

6. REASON (choose only one reason):

REGULAR:

SEMI ANNUAL

UNSCHEDULED (review references to determine when required):

- DISCIPLINE
- CHANGE OF COMMANDING OFFICER'S RECOMMENDATION
- TRANSFER
- REDUCTION (OTHER THAN DISCIPLINARY)
- SERVICEWIDE EXAM (SWE)
- CHANGE IN RATE
- PERMANENT RELIEF FOR CAUSE
- PROBATION
- ADVANCEMENT (DAY PRIOR TO ADVANCEMENT)
- CHANGE IN APPROVING OFFICIAL
- RESERVE ADOS

MILITARY: Measures a member's ability to bring credit to the Coast Guard through personal demeanor and professional actions.

<p>MILITARY BEARING: The degree to which the member adhered to uniform and grooming standards, and projected a professional image that brought credit to the Coast Guard. Enforced standards for others.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Failed to consistently adhere to uniform or grooming standards. Set poor example for others. Failed to address substandard performance of subordinates, if assigned.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Complied with and enforced uniform and grooming standards. Projected a professional image that brought credit to the Coast Guard.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Consistently exceeded standards for uniform and grooming. Inspired similar standards in others. Performance of subordinates, if assigned, was exceptional.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>CUSTOMS, COURTESIES, AND TRADITIONS: The extent to which the member conformed to military customs, courtesies, traditions and protocols; set and enforced standards for others.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Failed to demonstrate proper military protocols for customs, courtesies, or traditions. Failed to address substandard performance of subordinates, if assigned.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Consistently demonstrated military protocols for customs, courtesies, and traditions with respect to rank and privilege. Consistently set and enforced standards.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Exemplified military protocols for customs, courtesies, and traditions in all situations. Inspired similar standards in others. Performance of subordinates, if assigned, was exceptional.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>

Comments (Limited to a maximum of two lines of text per competency):

PERFORMANCE: Measures a member's willingness to acquire knowledge and the ability to use knowledge, skill, and direction to accomplish work.

<p>QUALITY OF WORK: The degree to which the member utilized knowledge, skills, and expertise to effectively organize and prioritize tasks. Completed quality work and met customer needs.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Needed help in prioritizing routine tasks. Work frequently failed to meet expectations. Failed to stand proper watches, if assigned. Repeatedly failed to meet supervisor or customer needs.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Used training, experience, and proper procedures to produce finished work of good quality. Worked efficiently. Stood responsible watches, if assigned. Prioritized and balanced needs of supervisor and customers.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Consistently produced expert-quality work that exceeded expectations and standards. Successfully resolved challenging situations while on duty. Effectively set priorities for new or complex tasks. Anticipated and continually met customer needs.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>TECHNICAL PROFICIENCY: The degree to which the member demonstrated technical competency and proficiency for rating or current assignment. Took responsibility for the development of self and others.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Demonstrated below-standard knowledge and skill for rate or current assignment. Failed to acquire or maintain required qualifications.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Demonstrated solid grasp of the knowledge, skills, and expertise for rate or current assignment. Met or maintained required qualifications. Actively participated in the professional development of subordinates, if assigned.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Demonstrated mastery of knowledge, skills, and expertise for current assignment. Achieved or maintained advanced qualifications. Technical expertise significantly contributed to unit's mission success. Developed or maintained a robust plan to ensure the adequate professional development of subordinates, if assigned.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>INITIATIVE: The degree to which the member was a self starter, acted on new ideas to make improvements, pursued opportunities to learn, and sought additional responsibility.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Avoided additional responsibility. Required constant supervision to complete tasks. Implemented and supported improvements only when directed to do so.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Self-starter. Sought additional responsibility on own initiative. Promptly and enthusiastically took on additional tasks.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Repeatedly identified and acted upon numerous opportunities to make improvements. Took on complex tasks or collateral duties beyond expectations of role. Expertly managed time with no loss of productivity.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>

Comments (Limited to a maximum of two lines of text per competency):

PROFESSIONAL QUALITIES: Measures those qualities the Coast Guard values in its people.

<p>DECISION MAKING AND PROBLEM SOLVING: The degree to which the member made sound decisions and provided valid recommendations by using facts, experience, risk assessment, and analytical thought.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Displayed poor analysis or reasoning when making decisions. Postponed needed action. Indifferent to potential improvements. Did not reflect on or learn from mistakes.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Solved issues promptly within own authority and referred others to supervisor; provided recommendations based on all pertinent information. Used facts and experience, while considering risk, cost, and time, to make decisions.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Made note-worthy contributions to improving processes. Used keen analytical thought to solve complex problems. Took warranted risks to achieve positive results. Actions indicated awareness of impact of decisions on others.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>MILITARY READINESS: The degree to which the member effectively identified and managed stress, and engaged in activities that promoted physical fitness and emotional well-being. Ensured compliance with personal readiness standards for self and others.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Lacked effort to comply with readiness standards. Performance suffered due to lack of compliance with health, well-being, or readiness standards. Indifferent to work-life balance.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Managed stress to prevent negative impact on job performance and emotional well-being. Maintained compliance with medical and readiness standards, mandated training, and qualifications. Complied with weight standards throughout the entire period. Demonstrated financial responsibility. Used alcohol responsibly, if at all. Participated in physical fitness activities. Fostered a positive work-life balance. Closely monitored readiness compliance of subordinates, if assigned.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Contributed to and demonstrated commitment to a healthy workplace culture by promoting physical and emotional well-being. Actively assisted others with readiness standards. Held others accountable for meeting readiness requirements, took administrative action when necessary.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>SELF-AWARENESS AND LEARNING: The degree to which the member continued to assess self, develop professionally, improve current skills and knowledge, and acquire new skills.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Failed to assess personal strengths or weaknesses. Lacked motivation or aptitude to further knowledge or self improvement.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Consistently assessed self and prepared for greater responsibilities. Sought and provided available opportunities to develop and acquire new skills. Showed professional growth through education or training.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Strong commitment to acquiring new skills. Actively applied knowledge and acquired skills beyond assigned rating or specialty. Identified needs and abilities of others; provided opportunities for their professional development.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>
<p>TEAM BUILDING: The degree to which the member contributed to a group process, worked cooperatively, and facilitated a collaborative, inclusive, and outcome-oriented environment with others.</p>	<p>1</p> <p><input type="radio"/></p>	<p>Not a team player. Unwilling to consider the ideas of others. Exerted little or no influence over group; resulted in disorganized efforts.</p> <p><input type="radio"/></p>	<p>3</p> <p><input type="radio"/></p>	<p>Facilitated cooperation, ownership, trust, and strong relationships. Encouraged other team members to contribute ideas. Effectively partnered to achieve goals.</p> <p><input type="radio"/></p>	<p>5</p> <p><input type="radio"/></p>	<p>Recognized team member efforts. Strong team leader who achieved results through collaboration, and fostering cooperation among subordinates and peers. Expertly facilitated a group to achieve maximum performance.</p> <p><input type="radio"/></p>	<p>7</p> <p><input type="radio"/></p>	<p>MARK</p>

Comments (Limited to a maximum of two lines of text per competency):

LEADERSHIP: Measures a member's ability to direct, guide, develop, influence, and support others in performing work.								
RESPECT FOR OTHERS: The degree to which the member contributed to an environment that supported diversity, fairness, dignity, compassion, and creativity.	1	Showed apathy to the importance of diversity, fairness, dignity, compassion, and creativity. Treated others unfairly or with bias.	3	Created an environment that supported diversity, fairness, dignity, compassion, and creativity. Worked comfortably with others of all ranks and positions. Personal actions made positive contributions to unit climate. Held self and others accountable.	5	Demonstrated a strong personal commitment to fair and equal treatment of others. Made noteworthy contributions to prevent and eliminate prejudicial actions in the work place. Actively championed respectful and inclusive behavior.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
ACCOUNTABILITY AND RESPONSIBILITY: The degree to which the member took responsibility of assigned duties and work area. Held self and others accountable to Coast Guard standards.	1	Provided minimal support for policies and initiatives. Projected a poor attitude toward assigned work. Unwilling to enforce military rules and regulations.	3	Took ownership of assigned duties and work area. Required self and others to conform to military rules and regulations. Standards uniformly enforced. Initiated appropriate administrative and disciplinary action when necessary.	5	Demonstrated strong ethical principles and convictions by personal actions. Self-motivated, results-oriented performer who demonstrated accountability for self and others. Outstanding leader who ensured that standards were uniformly enforced. Served as a model to others. Appropriately managed personnel, financial, and material resources.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
DIRECTING OTHERS: The effectiveness of directing others in the completion of tasks and ensuring that tasking was properly carried through.	1	Had difficulty in effectively directing or influencing others. Did not instill confidence in others. Failed to effectively manage difficult situations.	3	Leveraged abilities of others to ensure that work standards were maintained. Directed and mentored others towards completion of assigned tasks.	5	Skillfully used knowledge of group dynamics to achieve maximum performance. A strong and respected leader who's clear tasking of others achieved superior results.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
EFFECTIVE COMMUNICATION: The degree to which the member effectively utilized all forms of communication in formal and informal settings.	1	Used inappropriate communication. Unwilling to accept feedback. Thoughts and directions expressed in disorganized manner. Performance of others suffered as a result of poor communication.	3	Effectively utilized clear, concise, and appropriate communication in formal and informal settings to accomplish tasks. Listened attentively and accepted feedback from others.	5	Wrote succinctly and produced written materials that were clear and articulate. Spoke in a concise, effective, organized manner tailored to the audience and situation. Effectively presented complex issues; communicated comfortably with all levels of command. Put others at ease and encouraged feedback.	7	MARK
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Comments (Limited to a maximum of two lines of text per competency):

CONDUCT The degree to which this member, through personal behavior, conformed to the rules, regulations, military standards, and Coast Guard Core Values, both on and off duty.	UNSATISFACTORY <i>(Comments must be provided on a separate page. Comments should be specific and sufficient to describe the conduct that led to an "Unsatisfactory" mark.)</i> Failed to meet minimum standards as evidenced by NJP, CM, or civil conviction; or brought discredit to the Coast Guard as evidenced by adverse CG-3307 entries, including financial irresponsibility, non-support to dependents, or alcohol incidents; or failed to conform to civilian and military rules, regulations, and standards. <input type="radio"/>	SATISFACTORY No NJP, CM, or civil conviction; promoted and supported respect for rules, regulations, and civilian and military standards. <input type="radio"/>
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FUTURE POTENTIAL: Provide succinct, written comments describing the member's potential for future leadership responsibilities including their potential to successfully serve in future special, independent, or command cadre assignments.

Comments (Limited to a maximum of five lines of text; comments are required, however all lines are not required to be used):

ADVANCEMENT POTENTIAL (Comments must be provided on a separate page for not ready and not recommended):

READY: Assign this mark if, in the view of the rating official, at the time of this evaluation the individual has the capability and capacity to carry out the duties and responsibilities of the next higher grade, and has satisfied all eligibility and qualification requirements for the next higher grade. Required time in grade shall not be considered when determining overall eligibility for advancement.

NOT READY: Assign this mark if, in the view of the rating official, at the time of this evaluation the individual is satisfactorily performing their required duties but is not yet ready to carry out the duties and responsibilities of the next higher grade, or has not satisfied all eligibility and qualification requirements for the next higher grade. Required time in grade shall not be considered when determining overall eligibility for advancement.

NOT RECOMMENDED: Assign this mark if, in the view of the rating official, the individual should not be advanced to the next higher grade, regardless of qualification or eligibility, due to negative conduct or poor performance, including an unsatisfactory conduct mark, or good order and discipline issues.

SUPERVISOR: <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY.			
	SUPERVISOR'S NAME		RATE/RANK	DATE

MARKING OFFICIAL: <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND I HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 3, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY.			
	MARKING OFFICIAL'S NAME		RATE/RANK	DATE

APPROVING OFFICIAL: <input type="radio"/> Ready <input type="radio"/> Not Ready <input type="radio"/> Not Recommended	<input type="radio"/> Concur <input type="radio"/> Do Not Concur, changes made <input type="radio"/> Required comments for unsatisfactory conduct, not ready, or not recommended for advancement attached on separate page.			
	APPROVING OFFICIAL'S NAME		RATE/RANK	DATE

MEMBER: I ACKNOWLEDGE HAVING BEEN COUNSELED ON AND REVIEWED MY ENLISTED EVALUATION REPORT FOR THIS PERIOD. I HAVE BEEN BRIEFED ON AND FULLY UNDERSTAND THE SIGNIFICANCE THAT THE ASSIGNED MARKS HAVE ON MY GOOD CONDUCT ELIGIBILITY. I UNDERSTAND THAT I HAVE 15 CALENDAR DAYS IN WHICH TO SUBMIT A MARKS APPEAL. I HAVE BEEN BRIEFED ON AND FULLY UNDERSTAND THE ACTION TAKEN ON MY ADVANCEMENT RECOMMENDATION AND LEADERSHIP POTENTIAL.

SIGNATURE	DATE
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PRIVACY ACT STATEMENT

Authority: 14 USC 633 and COMDTINST M1000.2 (series).
Purpose: To provide feedback on enlisted member's performance and to assist in determining suitability for advancement, selection and assignments.
Routine Uses: Same.
Disclosure: Mandatory. Failure to disclose required information may adversely affect advancement, selection and assignment decisions.