

DEPARTMENT OF HOMELAND SECURITY
U.S. Coast Guard
ENLISTED EVALUATION REPORT
CHIEF 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).

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| 1. RATE, FIRST NAME, LAST NAME | 2. EMPLOYEE ID # | |
| 3. UNIT NAME | 4. PERIOD ENDING (MM/DD/YYYY) | 5. PAY GRADE E7 |

6. REASON (choose only one reason):

REGULAR:

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.

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| <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> | 1 | Failed to consistently adhere to uniform or grooming standards. Set poor example for others. Failed to address substandard performance of subordinates, if assigned. | 3 | Complied with and enforced uniform and grooming standards. Well versed in military etiquette. Projected a professional image that brought credit to the Coast Guard. | 5 | Exemplified the highest uniform and grooming standards. Demanded exceptional performance from others. Performance of subordinates, if assigned, was exceptional. | 7 | MARK |
| <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> | 1 | Failed to consistently adhere to military protocols for customs, courtesies, and traditions. Failed to address substandard performance of subordinates, if assigned. | 3 | Conformed to military protocols for customs, courtesies, and traditions and integrated them into daily leadership practices. Role model for others. Enforced standards. | 5 | Demonstrated outstanding knowledge of military customs, courtesies, traditions and protocols. Actively advised others on ceremonies and events. Performance of subordinates, if assigned, was exceptional. | 7 | MARK |

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.

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| <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> | 1 | 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. | 3 | Used training, experience, and proper procedures to produce finished work of great quality. Worked efficiently. Stood responsible watches, if assigned. Prioritized and balanced needs of supervisor and customers. | 5 | 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. Consistently met required timelines. Anticipated and continually met customer needs. | 7 | MARK |
| <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> | 1 | Demonstrated below-standard knowledge and skill for rate or current assignment. Failed to acquire or maintain required qualifications. | 3 | Demonstrated solid grasp of the knowledge, skills, and expertise for rate or current assignment. Met or maintained required qualifications. Developed or maintained a robust plan to ensure adequate professional development opportunities for subordinates, if assigned. | 5 | Demonstrated mastery of knowledge, skills, and expertise for current assignment. Achieved or maintained advanced qualifications. Technical expertise significantly contributed to unit's mission success. Led initiatives directly resulting in the significant professional development of others. | 7 | MARK |
| <p>INITIATIVE: The degree to which the member was a self starter and completed meaningful accomplishments. Encouraged others to do the same. Voluntarily took on more than assigned duties.</p> | 1 | Avoided additional responsibility. Implemented or supported improvements only when directed to do so. Potential improvements in methods, service, or products went unexplored. | 3 | Required little or no guidance to accomplish assigned tasks. Effectively prioritized work to meet deadlines. Independently sought out additional responsibilities and actively encouraged others to do the same. | 5 | Eagerly sought additional responsibility and performed duties beyond expectations of role. A self-starter who expertly prioritized work assignments. An action-oriented leader who inspired others to get involved and seek additional duties. | 7 | MARK |
| <p>STRATEGIC THINKING: The degree to which the member participated in the implementation of unit or organizational objectives. Member's understanding of resource allocation decisions and subsequent impacts on long-term goals and plans.</p> | 1 | Lack of strategic foresight led to negative impacts on personnel, mission objectives, or resource allocation. | 3 | Actively participated in the implementation of unit or organizational objectives. Demonstrated an understanding of resource allocation decisions and subsequent impacts on long-term goals and plans. Focused on the strategic intent of the current mission and routinely solved issues for future outcomes. | 5 | Prioritized milestones and resources to align with long-term goals and plans. Accurately forecasted strategic challenges and influenced the development of unit and organizational objectives. | 7 | MARK |

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

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

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| <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>Failed to make necessary decisions or jumped to conclusions without considering facts, alternatives, or risks. Unable to solve issues within own authority. Did not support a culture of innovation or creative thinking.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Demonstrated analytical thought and exercised appropriate risk management in making decisions. Anticipated problems and took prompt actions to seek resolution. Encouraged innovation and creative thinking.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Designed or implemented significant improvements to programs or processes. Made reasoned, effective, and timely decisions after considering all relevant factors and options. Fostered a culture of innovation and creative thinking.</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 or assist others 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>Championed compliance with readiness standards throughout unit. Held others accountable for meeting readiness requirements, took administrative action when necessary. Made significant contributions to health, well-being, and readiness of subordinates and unit. Actively supported additional opportunities for crew fitness beyond requirements.</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 commitment to personal or professional development of self or others.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Consistently assessed self and prepared for greater responsibilities through education or training. Identified needs and abilities of others. Sought available opportunities to increase knowledge and further develop skills for all.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Aggressively sought opportunities for personal and professional growth for self and others. Assumed greater responsibility through leading professional development opportunities for others.</p> <p><input type="radio"/></p> | <p>7</p> <p><input type="radio"/></p> | <p>MARK</p> |
| <p>PARTNERING: The degree to which the member collaborated across organizational boundaries with stakeholders to enhance and execute assigned duties and tasks.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Failed to maintain or develop partnerships. Little engagement outside assigned responsibilities. Attitude or personality was detrimental to building beneficial working relationships.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Maintained positive working relationships to enhance and support mission success. Maintained appropriate level of contact with internal and external stakeholders to ensure efficient use of resources.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Developed new or strengthened existing strategic partnerships to improve efficiency and conserve resources. Encouraged collaboration across organizational boundaries.</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.

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| <p>RESPECT FOR OTHERS: The degree to which the member fostered an environment that supported diversity, fairness, dignity, compassion, and creativity.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Showed apathy to the importance of diversity, fairness, dignity, compassion, and creativity. Treated others unfairly or with bias. Did not hold others accountable for disrespectful behavior.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Demanded an environment that supported diversity, fairness, dignity, compassion, and creativity. Worked comfortably with others of all ranks and positions. Showed respect for cultural differences. Held self and others accountable.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>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.</p> <p><input type="radio"/></p> | <p>7</p> <p><input type="radio"/></p> | <p>MARK</p> |
| <p>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.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Provided little or no support for policies and decisions. Unwilling to hold self or others accountable for actions. Poorly managed personnel, financial, or material resources.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Took ownership of assigned duties and work area. Required self and others to conform to military rules and regulations. Supported established policies and decisions. Initiated appropriate administrative and disciplinary action when necessary. Appropriately managed personnel, financial, and material resources.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Skilfully applied policies and regulations to solve complex performance and compliance issues. Made excellent recommendations to support positive recognition and corrective actions. Expertly managed personnel, financial, and material resources.</p> <p><input type="radio"/></p> | <p>7</p> <p><input type="radio"/></p> | <p>MARK</p> |
| <p>WORKFORCE MANAGEMENT: The degree to which the member effectively managed, mentored, and directed assigned personnel in accordance with Coast Guard policy.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Failed to demonstrate understanding of Coast Guard personnel policies and regulations. Unable to direct personnel to achieve acceptable results.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Effectively managed personnel to achieve mission success. Made recommendations or referrals to senior leaders concerning personnel development, utilization, evaluation, recognition, and discipline actions. Actively involved in mentoring.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Achieved superior results through team management. Excelled at communicating organizational and mission requirements impacting personnel. Actions demonstrated an excellent knowledge of Coast Guard personnel policies.</p> <p><input type="radio"/></p> | <p>7</p> <p><input type="radio"/></p> | <p>MARK</p> |
| <p>EFFECTIVE COMMUNICATION: The degree to which the member effectively utilized all forms of communication in formal and informal settings.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Used inappropriate communication. Unwilling to accept feedback. Thoughts and directions expressed in disorganized manner. Performance of others suffered as a result of poor communication.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Effectively utilized clear, concise, and appropriate communication in formal and informal settings to accomplish tasks. Listened attentively. Conscious of impact of non-verbal communication. Accepted and provided constructive feedback. Presentations were well organized and delivered.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Expertly communicated in all formal and informal settings. Written work met highest standards. Verbal and written communications were clear and concise. Presentations were well-rehearsed and appropriate for audience.</p> <p><input type="radio"/></p> | <p>7</p> <p><input type="radio"/></p> | <p>MARK</p> |
| <p>CHIEFS MESS LEADERSHIP AND PARTICIPATION: The degree to which this CPO supported the Chiefs Mess and the MCPOCG's Mission, Vision, Guiding Principles, and Standing Orders.</p> | <p>1</p> <p><input type="radio"/></p> | <p>Did not participate as a member of a Chiefs Mess. Did not support or demonstrate sufficient knowledge of the Command, CMC, COTM, and MCPOCG's Mission, Vision, Guiding Principles, and Standing Orders.</p> <p><input type="radio"/></p> | <p>3</p> <p><input type="radio"/></p> | <p>Participated as an active member of a Chiefs Mess. Actively supported Command, CMC, COTM, and MCPOCG's Mission, Vision, Guiding Principles, and Standing Orders.</p> <p><input type="radio"/></p> | <p>5</p> <p><input type="radio"/></p> | <p>Exemplified leadership within a Chiefs Mess and actively supported COTM goals and initiatives. Championed programs in support of the Command, CMC, COTM, and MCPOCG's Mission, Vision, Guiding Principles, and Standing Orders.</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):

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| 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.

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| 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 |

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| 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 |

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| 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.

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| 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.