

## Petty Officer Self Evaluation 10-4.01-P

SUBMIT a self evaluation to your supervisor, as presented in the E-PME Study Guide using the Petty Officer performance evaluation factors (intent to support and provide input on your performance).

### *Petty Officer Performance Evaluation Factors*

To ensure a high level of performance from its members and the advancement to positions of greater responsibility for those who demonstrate the greatest potential, the Coast Guard employs a performance evaluation system.

The Coast Guard enlisted evaluation system is the process used to identify the strengths and weaknesses of its enlisted personnel. The system includes performance feedback and formal reporting. The petty officer performance evaluation factors are grouped into five categories:

- Performance
- Leadership
- Military
- Professional Qualities
- Conduct

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### *Performance*

The factors in this category measure a member's ability to acquire knowledge and the ability to use knowledge, skill, and direction to accomplish work.

**Professional/Specialty Knowledge:** The degree to which this member demonstrated competency and proficiency for assignment.

**Quality of Work:** The degree to which this member completed quality work and required guidance.

**Monitoring Work:** The degree to which this member identified what needed to be done, set priorities, and kept supervisor informed.

**Using Resources:** The degree to which this member exercised good stewardship of personnel, financial and material resources. Aligned resource management with customer needs.

**Safety:** The degree to which this member adhered to safety procedures.

*Performance  
(continued)*

**Stamina:** The degree to which this member thought and acted effectively under conditions that were stressful and mentally or physical fatiguing.

**Communicating:** The degree to which the member listened, spoke, responded to feedback, and expressed thoughts clearly and logically.

**Professional Development:** The degree to which this member continued to professionally develop, acquire new skills, or improve current skills, and knowledge.

*Professional Qualities*

.Measures those qualities which the Coast Guard values in its people.

**Health and well Being:** The degree to which this member exercised moderation in the use of alcohol. The degree to which this member maintained weight standards and adhered to the Coast Guard Fitness Program.

**Integrity:** the degree to which this member demonstrated the qualities of honesty and fair mindedness in personal relationships

**Loyalty:** The degree to which this member was committed to the Coast Guard, unit, supervisor, and shipmates.

**Respecting Others:** The degree to which this member cooperated with other people or units to achieve common goals.

**Human Relations:** The degree to which this member fulfilled the letter and spirit of the Coast Guard's Human Relations/Sexual Harassment policy in personal relationships and actions.

**Adaptability:** The degree to which this member adjusted and managed change.

**Judgment:** Ability to make sound decisions and provide valid recommendations by using facts, experience, common sense, risk assessment, and analytical thought.

**Initiative:** Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.

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*Military*

The factors in this category measure a member's ability to bring credit to the Coast Guard through personal demeanor and professional actions.

**Uniform:** The extent to which this member appeared neat and smart in uniform.

**Customs and Courtesies:** The extent to which this member conformed to military traditions, customs, and courtesies, and set standards for subordinates' performance and behavior.

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***Leadership***

Measure those qualities which the Coast Guard values in its people:

**Directing Others:** The effectiveness of this member in influencing and guiding others in completion of tasks.

**Working with others:** The degree to which the member promoted a team effort in accomplishing goals.

**Developing Subordinates:** The extent this member used mentoring counseling, training and education, and recognition to increase the knowledge and performance of subordinates or others. The degree of this member's sensitivity and responsiveness to the goals and achievements of others.

**Responsibility:** The member's ability and willingness to enforce standards on self subordinates, and others; to support policies and decisions; and to hold one's self accountable for own and subordinate's actions.

**Evaluations:** The extent to which the member conducted, or required others to conduct, evaluations that were objective, accurate, fair, timely, and consistent with actual performance. Evaluations treated as an ongoing process vice an event.

**Work Life Sensitivity/Expertise:** The acquisition and use of both knowledge and skills to enhance the overall quality of life and general welfare of Coast Guard members and their families. This member's interest in and level of support for CG Work-Life and related programs regardless of billet.

**Setting an Example:** This member's ability and willingness to seek responsibility and display positive judgment in making decisions.

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***Conduct***

Does not require a numerical mark, an individuals conduct is either satisfactory or unsatisfactory.

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***Performing a Self-evaluation***

The Enlisted Qualification Manual, COMDTINST M1414.8 (series) provides the current professional and military job performance requirements for the specific rating. Section 10-B, Personnel Manual, COMDTINST M1000.6 (series) and other pertinent directives provide policy and procedures for completing enlisted employee reviews.

Using the performance requirements for your pay grade, perform a self-evaluation as presented here and submit it to your supervisor.

Your self-evaluation documentation supports and provides input on your performance.

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***Guidelines for Assigning Marks***

Performance competency is graded on a number system of 1 through 7, with 7 being the highest possible level of performance and 1 being the lowest possible level of performance.

Normally, a single, isolated event...either positive or negative...should not drastically affect the marks assigned.

- When assigning a 1, 2, 7, or unsatisfactory conduct, provide written comments with specific examples of performance to your supervisor.
- For a mark of 2, 4, or 6, these standards must be met and no others in the next higher performance standard.

A mark of 4 represents the expected performance level of all enlisted personnel.

<i>Guidelines for Assigning Marks</i>		
<b>Mark</b>	<b>Specifies...</b>	<b>Means the member consistently...</b>
1	Unacceptable	Did NOT meet all the written performance standards in the "2" level and the rater considered the impact severely detrimental to the organization or to others.
2	Poor	Met all the written performance standards in this level.
3	Below standard	Did NOT meet all the written performance standards in the "4" level.
<b>4</b>	<b>Average</b>	<b>Met all the written performance standards in this level and none in the "6" level.</b>
5	Above average	Met all the written performance standards in the "4" level and at least one in the "6" level.
6	Excellent	Met all the written performance standards for this level and did NOT exceed any of them.
7	<i>Superior</i>	Met all the written performance standards in the "6" level and exceeded at least one of them.

# ENLISTED EMPLOYEE REVIEW WORKSHEET

## PETTY OFFICER

CG-3788B (REV. 8/24/05)

### INSTRUCTIONS

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

RIGHT MARK ●

WRONG MARKS ○○

**MEMBER:** Provide written documentation that is objective, accurate, and timely noting significant accomplishments or aspects of performance that occurred during this marking period.

**RATING CHAIN:** Review the Enlisted Qualifications Manual, COMDTINST M1414.8 (series) to determine the current professional and military job performance requirements for the specific rating. Review the performance qualifications to determine to what degree a member should be able to apply such knowledge. Review Section 10-B, Personnel Manual, COMDTINST M1000.6 (series) and other pertinent directives establishing policy and procedures for completing enlisted employee reviews. Evaluate the member against the written performance standards only. When a member has consistently met all the written performance standards for a 2, 4, or 6 and no others, assign that mark. All performance dimensions must be evaluated. Provide written comments to describe the member's leadership potential (E-6 evaluations only). Written comments are also required to support each mark of 1, 2, 7 or unsatisfactory conduct. Written comments should provide specific examples of performance and behavior.

**LEADERSHIP POTENTIAL:** Provide written documentation for all E-6 personnel describing in detail their potential for future leadership responsibilities.

**SUPERVISOR:** After observing and gathering input on member's performance and behavior, evaluate member's performance against the written performance standards and place an "X" within the appropriate oval. Give form with recommended marks and written comments to the Marking Official within the time frames specified in the CG Personnel Manual.

**MARKING OFFICIAL:** Review the marks recommended by the Supervisor and, considering other information on the member's performance and behavior, recommend marks by darkening in the appropriate ovals and entering the numerical equivalent in the "Mark" column. Give form with recommended marks and written comments to the Approving Official within the timeframes specified in the CG Personnel Manual.

**APPROVING OFFICIAL:** Review the marks recommended by the Marking Official and complete the Approving Official's section. Marks not concurred with must be discussed with the Marking Official. To change a mark, line through and initial the incorrect mark, assign a new mark and change the Mark column. Ensure that required written comments are provided. Also ensure that the member is counseled and signs the worksheet and the marks are entered into the Coast Guard Direct Access System, within the time frames specified in the CG Personnel Manual.

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

COMPETENCIES		2		4		6		MARK
1. <b>PROFESSIONAL/SPECIALTY KNOWLEDGE</b> The degree to which this member demonstrated technical competency and proficiency for rating or special assignment.	<input type="radio"/>	Marginal knowledge of rating or special assignment. Experienced difficulty in demonstrating proficiency. Failed to maintain qualifications. Did not demonstrate knowledge of policies and procedures.	<input type="radio"/>	Demonstrated good knowledge of policies and procedures. Had total understanding of routine concepts of rating or special assignment. Solved everyday problems encountered in completing most assigned tasks.	<input type="radio"/>	Consistently demonstrated outstanding knowledge and skills; performed all tasks. Developed and analyzed alternatives needed to solve difficult problems.	<input type="radio"/>	<input type="radio"/>
2. <b>QUALITY OF WORK</b> The degree to which this member completed quality work and required guidance.	<input type="radio"/>	Work often of poor quality and needed upgrading or redoing to be acceptable. Stood poor watches; often failed to comply with standing rules and orders. Required more guidance for paygrade and experience.	<input type="radio"/>	Used training, experience, and proper procedures to produce finished work of good quality. Stood good, responsible watches. Worked well on own; needed minimum guidance for new or complex tasks.	<input type="radio"/>	Consistently produced work of highest quality; exceeded expectations and/or standards for tasks. Used knowledge and experience to resolve unusual problems/situations while on watch. Needed no guidance other than initial direction to complete new or complex tasks.	<input type="radio"/>	<input type="radio"/>
3. <b>MONITORING WORK</b> The degree to which this member identified what needed to be done, set priorities, and kept supervisor informed.	<input type="radio"/>	Sometimes needed help in prioritizing routine tasks. Usually unprepared. Did not follow policies or standard procedures. Occasionally late informing supervisor of changing situations or completion of tasks.	<input type="radio"/>	Quickly recognized difference between routine and priority tasks and organized work accordingly. Carefully monitored progress of tasks to completion. Provided factual and accurate reports to supervisor on all aspects of work.	<input type="radio"/>	Accurately set priorities for all assigned tasks and consistently completed work ahead of schedule. Consistently kept supervisor informed of progress/problems, results, and new work efforts.	<input type="radio"/>	<input type="radio"/>
4. <b>USING RESOURCES</b> The degree to which this member exercised good stewardship of personnel, financial and material resources. Aligned resource management with customer needs.	<input type="radio"/>	Occasionally wasted materials or was unable to properly and effectively use budget, tools, publications, and equipment. Sometimes wasted time. Did not delegate well. Often failed to follow up.	<input type="radio"/>	Made good use of available personnel and their skills. Materials, budget, tools, equipment, and publications effectively used. Supported new approaches, methods, or technologies. Met all customer needs.	<input type="radio"/>	Used all personnel and their skills to capacity in a positive working environment. Sought out better ways to accomplish tasks. Developed new methods or approaches. Cost conscious. Exceeded customer expectations.	<input type="radio"/>	<input type="radio"/>
5. <b>SAFETY</b> The degree to which this member identified, evaluated, and managed risks to personnel.	<input type="radio"/>	Failed to adequately identify and protect personnel from hazards. Did not follow standard procedures in risk identification and assessment of hazards. Safety not a high priority; sometimes allowed personnel to disregard safety procedures or to work without safety equipment.	<input type="radio"/>	Ensured that safe operating procedures were followed for all aspects of work. Ensured that required safety equipment was available and used. Followed-up and ensured that identified hazards were removed.	<input type="radio"/>	Consistently stressed safety. Demonstrated a significant commitment towards the identification and removal of hazards to personnel.	<input type="radio"/>	<input type="radio"/>
6. <b>STAMINA</b> The degree to which this member thought and acted effectively under conditions that were stressful and mentally or physically fatiguing.	<input type="radio"/>	Physically/mentally tired under stress or during periods of extended work. Resisted putting in necessary overtime. Productivity or safety dropped in stressful situations.	<input type="radio"/>	Handled stressful situations well. Worked extra hours as required to get the job done. Productivity and safety were adequate.	<input type="radio"/>	Willingly worked overtime when necessary to get the job done. No loss of productivity or safety during stressful situations or extended work hours.	<input type="radio"/>	<input type="radio"/>
7. <b>COMMUNICATING</b> The degree to which this member listened, spoke, responded to feedback, and expressed thoughts clearly and logically.	<input type="radio"/>	Used inappropriate language or mannerisms. Failed to listen carefully. Expressed thoughts lacked clarity. Disorganized in verbal presentations.	<input type="radio"/>	Used appropriate language; able to get point across. Demonstrated ability to communicate contributed to overall performance. Listened attentively and accepted constructive feedback from others.	<input type="radio"/>	Consistently displayed an outstanding ability in verbal expressions. Promoted open communications; put others at ease and drew out their suggestions/comments. Presentations were typically well organized.	<input type="radio"/>	<input type="radio"/>
8. <b>PROFESSIONAL DEVELOPMENT</b> The degree to which this member continued to professionally develop, acquire new skills, or improve current skills, and knowledge.	<input type="radio"/>	Did not use opportunities to further develop or demonstrate rating or special assignment skills and knowledge. Lacked either motivation or aptitude in furthering knowledge.	<input type="radio"/>	Used available opportunities to increase knowledge and further develop skills. Sought increased responsibility. Showed professional growth through education and training.	<input type="radio"/>	Outstanding role model. Enthusiastically sought opportunities, on or off duty, for personal and professional development. Rapid professional growth. Significant achievements.	<input type="radio"/>	<input type="radio"/>

**LEADERSHIP:** Measures a member's ability to direct, guide, develop, influence, and support others in the performance of work.

COMPETENCIES		2		4		6		MARK
<p><b>1. DIRECTING OTHERS</b> The effectiveness of this member in influencing and guiding others in the completion of tasks.</p>	<input type="radio"/>	Had difficulty in directing and influencing others effectively. Did not instill confidence in subordinates and others. Did not manage difficult situations. Did not establish and maintain standards of quality or quantity for work produced.	<input type="radio"/>	Knew and used people's abilities to ensure that high work standards were maintained. Kept self and others motivated towards completion of work. Subordinates knew their role.	<input type="radio"/>	Achieved positive and prompt action from others, even in difficult situations. Ensured that each member knew their role in organization. A strong and respected leader.	<input type="radio"/>	
<p><b>2. WORKING WITH OTHERS</b> The degree to which this member promoted a team effort and used partnering with internal and external organizations in accomplishing goals.</p>	<input type="radio"/>	Exerted little or no influence over group resulting in disorganized efforts. Allowed conflicts to go on between group members. Disregarded the ideas of others. Not a team player. Failed to maintain partnerships.	<input type="radio"/>	Demonstrated CAN DO attitude. Ensured workload equitably distributed. Encouraged other team members to contribute ideas. Effectively partnered to achieve goals.	<input type="radio"/>	Outstanding team leader that excelled in getting all to work together. Group consistently effective and productive in achieving team goals. Outstanding use of partnering to achieve goals.	<input type="radio"/>	
<p><b>3. DEVELOPING SUBORDINATES</b> The extent this member used mentoring, counseling, training and education, and recognition to increase the knowledge and performance of subordinates or others. The degree of this member's sensitivity and responsiveness to the goals and achievements of others.</p>	<input type="radio"/>	Contributed little to training and educational programs to develop subordinates or others. Accepted marginal or unsatisfactory performance or behavior. Failed to provide timely or constructive feedback. Rarely acknowledged or recognized subordinates' or others' accomplishments or achievements.	<input type="radio"/>	Participated in formal, informal, and on-the-job training. Served as mentor to subordinates; encouraged others to improve. Performance feedback was timely and constructive. Gave members assignments that helped develop their abilities.	<input type="radio"/>	Consistently shared knowledge with subordinates and others through training and mentoring. Performance feedback was timely and constructive. Initiated appropriate and timely recognition of subordinates and others.	<input type="radio"/>	
<p><b>4. RESPONSIBILITY</b> This member's ability and willingness to enforce standards on self, subordinates, and others; to support policies and decisions; and to hold one's self accountable for own and subordinate's actions.</p>	<input type="radio"/>	Provided little or no support for policies and decisions. Unwilling to hold self or subordinates accountable for actions. Lax at enforcing military rules and regulations.	<input type="radio"/>	Required self, subordinates, and others to conform to military rules and regulations. Fully supported policies and decisions of seniors. Enforced standards uniformly.	<input type="radio"/>	Consistently held self, subordinates, and others accountable for performance and behavior. Actively persuaded others to support policies and decisions even if unpopular. Outstanding leader that aggressively worked to ensure that standards were uniformly enforced.	<input type="radio"/>	
<p><b>5. EVALUATIONS</b> The extent to which this member conducted, or required others to conduct, evaluations that were objective, accurate, fair, timely, and consistent with actual performance. Evaluations treated as an ongoing process vice an event.</p>	<input type="radio"/>	Written or oral reports on the performance of self, subordinates, or others were typically submitted late, incomplete, or inconsistent with actual performance. Provided little or no counseling to subordinates.	<input type="radio"/>	Provided complete and accurate reports, written or oral, on self, subordinates, or others. Performance and behavior properly evaluated against the written standards. Supporting documentation, when required, contained specific and descriptive observations. Subordinates and others received timely and constructive counseling.	<input type="radio"/>	Written or oral reports consistently timely and clearly measured performance against written standards. Written supporting documentation, if necessary, was complete, accurate, specific, and supported numerical evaluations. Did not accept inaccurate reports from others.	<input type="radio"/>	
<p><b>6. WORK-LIFE SENSITIVITY/EXPERTISE</b> The acquisition and use of both knowledge and skills to enhance the overall quality of life and general welfare of CG members and their families. This member's interest in and level of support for CG Work-Life and related programs regardless of billet.</p>	<input type="radio"/>	Lacked basic understanding of Work-Life and related programs. Not responsive to the personal needs of CG members and their families. Demonstrated little or no concern for the needs of CG members and their families. Failed to provide adequate support or assistance for people's problems. Avoided opportunities to develop expertise including acquisition of essential knowledge or skills.	<input type="radio"/>	Knowledgeable on Work-Life principles, issues, and resources. Conveyed that knowledge to CG members and their families. Provided support with personal or job-related problems and needs; if unable to provide support, ensured that appropriate counseling and assistance were available from other sources.	<input type="radio"/>	In-depth knowledge of Work-Life program. Responsive to the needs of CG members and their families; went the extra mile to help those in need. Consistently apprised CG members and their families of Work-Life related programs.	<input type="radio"/>	
<p><b>7. SETTING AN EXAMPLE</b> This member's ability and willingness to seek responsibility and display positive judgment in making decisions.</p>	<input type="radio"/>	Projected an apathetic attitude towards assigned work, the Coast Guard, unit policies, or decisions of seniors. Sometimes indecisive or unwilling to make necessary decisions for areas of responsibility. Set poor example by lack of action. Frequently made bad decisions.	<input type="radio"/>	Self-starter; influenced others by projecting a positive and enthusiastic attitude. Demonstrated good judgment in making decisions.	<input type="radio"/>	Outstanding role model; sought additional responsibility. Made excellent decisions and recommendations. Actively promoted acceptance of all work including unpleasant assignments.	<input type="radio"/>	

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

COMPETENCIES		2		4		6		MARK
<b>1. MILITARY BEARING</b> The extent to which this member appeared neat, smart, and well groomed in uniform; and set standards for subordinates.	<input type="radio"/>	Unable or unwilling to consistently appear neat, smart, and well groomed. Failed to maintain uniform or grooming standards. Performance of subordinates was marginal or unacceptable.	<input type="radio"/>	Demonstrated great care in maintaining and wearing uniform. Hair groomed to standards; if worn, beard or moustache also neat and properly trimmed. Presented a physically trim appearance.	<input type="radio"/>	Standards for uniform and grooming excellence served as model for others. Performance of subordinates was exceptional.	<input type="radio"/>	
<b>2. CUSTOMS AND COURTESIES</b> The extent to which this member conformed to military traditions, customs, and courtesies; and set standards for subordinates' performance and behavior.	<input type="radio"/>	Occasionally failed to conform to military traditions, or customs and courtesies. Performance of subordinates was marginal or unacceptable.	<input type="radio"/>	Maintained military formality, precedence, courtesies, and respect to rank and privilege; required same of subordinates.	<input type="radio"/>	Exemplified the finest traditions of military customs, courtesies, and protocol in all situations. Inspired similar standards in others. Performance of subordinates was exceptional.	<input type="radio"/>	

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

COMPETENCIES		2		4		6		MARK
<b>1. HEALTH AND WELL-BEING</b> The degree to which this member exercised moderation in the use of alcohol. The degree to which this member maintained weight standards and adhered to the Coast Guard Fitness Program.	<input type="radio"/>	Failed to meet minimum standards of sobriety or weight control. Did not adhere to the Coast Guard Fitness Program.	<input type="radio"/>	Maintained weight standards and adhered to the Coast Guard Fitness Program. Used alcohol discriminately or not at all; job performance not affected. Held self and subordinates accountable in meeting minimum standards, on and off duty.	<input type="radio"/>	Consistently demonstrated a significant commitment, beyond setting an example, on and off duty, to the well-being of self and subordinates. Actively followed a comprehensive fitness program.	<input type="radio"/>	
<b>2. INTEGRITY</b> The degree to which this member demonstrated the qualities of honesty and fair mindedness in personal relationships and actions, on and off duty.	<input type="radio"/>	Untrustworthy; shaded the truth. Took advantage of situations for personal gain.	<input type="radio"/>	Honest and truthful. Demonstrated strong moral character. Was fair-minded and trustworthy.	<input type="radio"/>	Consistently adhered to highest standards of honesty, truthfulness, and integrity. Required same of others. Strong moral principles and convictions as demonstrated by personal actions.	<input type="radio"/>	
<b>3. LOYALTY</b> The degree to which this member was committed to the Coast Guard, unit, supervisor, and shipmates.	<input type="radio"/>	Frequently complained or otherwise outwardly showed lack of commitment to Coast Guard and its missions, unit, or well-being of others.	<input type="radio"/>	Exhibited pride in being part of the Coast Guard. Supported decisions of command. Loyal to seniors, shipmates, and subordinates. Backed subordinates. Was committed in doing the best job possible.	<input type="radio"/>	Personal actions consistently demonstrated a strong dedication to duty, Coast Guard, and unit. Extremely loyal and supportive of seniors, shipmates, and subordinates.	<input type="radio"/>	
<b>4. RESPECTING OTHERS</b> The degree to which this member cooperated with other people or units to achieve common goals.	<input type="radio"/>	Showed disregard for feelings of others through inappropriate comments or actions. Did not promote a team effort.	<input type="radio"/>	Treated others in a courteous, thoughtful, and respectful manner. Worked comfortably with others of all ranks and positions.	<input type="radio"/>	Worked to achieve a high state of mutual respect with all. Actively encouraged sensitivity to and understanding of the attitudes, perceptions, and ideas of others. Outstanding cooperation with others.	<input type="radio"/>	
<b>5. HUMAN RELATIONS</b> The degree to which this member fulfilled the letter and spirit of the Coast Guard's Human Relations/ Sexual Harassment policy in personal relationships and actions.	<input type="radio"/>	Displayed discriminatory tendencies toward others based on their religion, age, sex, race, marital status, or ethnic background. Allowed bias to influence appraisals or the treatment of others. Did not hold self or subordinates accountable for their human relations/sexual harassment responsibilities.	<input type="radio"/>	Held self and subordinates accountable for living up to the spirit of the Coast Guard's Human Relations/ Sexual Harassment statements. Treated others fairly and with dignity without regard to religion, age, sex, race, marital status, or ethnic background. No bias in work or appraisal actions. Personal actions contributed to unit morale.	<input type="radio"/>	Demonstrated through leadership a strong personal commitment to fair and equal treatment of others in all situations, without regard to religion, age, sex, race, marital status, or ethnic background. Actively campaigned against prejudicial actions or behavior by others. Made noteworthy contributions to prevent and eliminate prejudicial actions in the work place.	<input type="radio"/>	
<b>6. ADAPTABILITY</b> The degree to which this member adjusted and managed change.	<input type="radio"/>	Occasionally had difficulty in adjusting to changes in job, policies, procedures, and environment. Effectiveness impaired by changes to routine.	<input type="radio"/>	Took change in stride. Adapted quickly to changes. Maintained effectiveness despite disruptions to work routine.	<input type="radio"/>	Managed change and adjusted easily to major or last minute changes in job, policies, procedures, and environment. Very flexible. Maintained a high degree of effectiveness.	<input type="radio"/>	
<b>7. JUDGEMENT</b> Ability to make sound decisions and provide valid recommendations by using facts, experience, common sense, risk assessment, and analytical thought.	<input type="radio"/>	Decisions often displayed poor analysis. Failed to make necessary decisions, or jumped to conclusions without considering facts, alternatives, and impact. Did not effectively weigh risk, cost, and time considerations.	<input type="radio"/>	Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives. Weighed risk, cost, and time considerations. Made sound decisions promptly with the best available information.	<input type="radio"/>	Combined keen analytical thought and insight to make appropriate decisions. Focused on the key issues and the most relevant information, even in complex situations. Did the right thing at the right time. Actions indicated awareness of impact and implications of decisions on others. Not afraid to take reasonable risks to achieve positive results.	<input type="radio"/>	
<b>8. INITIATIVE</b> Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.	<input type="radio"/>	Postponed needed action. Implemented or supported improvements only when directed to do so. Showed little interest in career development. Potential improvements in methods, services, or products went unexplored.	<input type="radio"/>	Championed improvement through new ideas, methods, and practices. Anticipated problems and took prompt action to avoid or resolve them. Sought opportunities for own career development.	<input type="radio"/>	Aggressively sought out additional responsibility. Optimized use of new ideas and methods. Made noteworthy contributions to improving processes and service delivery.	<input type="radio"/>	

**CONDUCT**

<b>COMPETENCY</b>			
<p><b>CONDUCT</b> The degree to which this member, through personal behavior, conformed to the rules, regulations, military standards, and Coast Guard core values, on and off duty.</p>	<table style="width:100%; border: none;"> <tr> <td style="text-align: center; width: 50%; border: none;"> <p><b>UNSATISFACTORY</b> <input type="radio"/></p> <p>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 of dependents, or alcohol incidents; or failed to conform to civilian and military rules, regulations, and standards.</p> </td> <td style="text-align: center; width: 50%; border: none;"> <p><b>SATISFACTORY</b> <input type="radio"/></p> <p>No NJP, CM, or civil conviction; and promoted and supported respect for rules, regulations, and civilian and military standards as evidenced by no adverse CG-3307 entries.</p> </td> </tr> </table>	<p><b>UNSATISFACTORY</b> <input type="radio"/></p> <p>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 of dependents, or alcohol incidents; or failed to conform to civilian and military rules, regulations, and standards.</p>	<p><b>SATISFACTORY</b> <input type="radio"/></p> <p>No NJP, CM, or civil conviction; and promoted and supported respect for rules, regulations, and civilian and military standards as evidenced by no adverse CG-3307 entries.</p>
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<p><b>RECOMMENDATION FOR ADVANCEMENT</b></p> <p><b>NOT RECOMMENDED:</b> Check this block if, in the view of the rating official, the individual is not capable of satisfactorily performing the duties and responsibilities of the next higher paygrade.</p> <p><b>RECOMMENDED:</b> Check this block if, in the view of the rating official, the individual is fully capable of satisfactorily performing the duties and responsibilities of the next higher paygrade. This block may be checked irrespective of the individual's qualification of eligibility for advancement.</p>			
<p><b>SUPERVISOR:</b></p> <p><input type="radio"/> Not Recommended <input type="radio"/> Recommended</p>	<p>I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY.</p> <p style="text-align: right;">_____ Signature <span style="margin-left: 150px;">Rate/Rank</span> <span style="margin-left: 50px;">Date</span></p>		
<p><b>MARKING OFFICIAL:</b></p> <p><input type="radio"/> Not Recommended <input type="radio"/> Recommended</p>	<p>I CERTIFY THAT I HAVE EVALUATED THIS MEMBER AGAINST THE WRITTEN PERFORMANCE STANDARDS AND HAVE PROVIDED WRITTEN DOCUMENTATION FOR SUPPORT OF EACH MARK OF 1, 2, 7, OR UNSATISFACTORY CONDUCT AND TERMINATION OF GOOD CONDUCT ELIGIBILITY.</p> <p style="text-align: right;">_____ Signature <span style="margin-left: 150px;">Rate/Rank</span> <span style="margin-left: 50px;">Date</span></p>		
<p><b>APPROVING OFFICIAL:</b></p> <p><input type="radio"/> Not Recommended <input type="radio"/> Recommended</p>	<p><input type="radio"/> Concur <input type="radio"/> Do not concur, changes made <input type="radio"/> Counseling/Documentation for 1, 2, and 7's required <input type="radio"/> Counseling required (specify areas)</p> <p style="text-align: right;">_____ Signature</p> <p style="text-align: right;">_____ Rate/Rank <span style="margin-left: 100px;">Date</span></p>		

**MEMBER.** I ACKNOWLEDGE HAVING BEEN COUNSELED ON AND HAVE REVIEWED MY ENLISTED PERFORMANCE FORM 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 POTENTIAL.

\_\_\_\_\_  
Signature Date