

ENLISTED EMPLOYEE REVIEW WORKSHEET

MASTER, SENIOR, CHIEF PETTY OFFICER

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, COMDINST 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. 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-7, E-8, and E-9 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 Human Resource Management System, within the time frames specified in the CG Personnel Manual.

1	RATE, FIRST NAME, LAST NAME:			UNIT NAME:																																									
2	EMPLOYEE ID #	4	REASON																																										
	<table border="1" style="width: 100%; height: 100px;"> <tr> <td style="width: 10%;"></td> </tr> </table>									<p>REGULAR: <input type="checkbox"/> SEMI-ANNUAL/ANNUAL</p> <p>CHOOSE ONLY ONE REASON</p> <p>OTHER: Review section 10-B COMDTINST M1000.6 (series) to determine when required:</p> <p><input type="checkbox"/> DISCIPLINARY (NJP, COURT MARTIAL, CIVIL CONVICTION)</p> <p><input type="checkbox"/> ADVANCEMENT (DAY PRIOR TO ADVANCEMENT IN PRIOR RATE)</p> <p><input type="checkbox"/> CHANGE IN RATE</p> <p><input type="checkbox"/> REDUCTION (OTHER THAN DISCIPLINARY)</p> <p><input type="checkbox"/> TRANSFER</p> <p><input type="checkbox"/> PROBATION/SPECIAL CONDUCT</p> <p><input type="checkbox"/> SWE</p>																																			
3	PAYGRADE			5 PERIOD ENDING																																									
	<p><input type="checkbox"/> E-9</p> <p><input type="checkbox"/> E-8</p> <p><input type="checkbox"/> E-7</p>			<table border="1" style="width: 100%; height: 100px;"> <tr> <th style="width: 33%;">MONTH</th> <th style="width: 33%;">DAY</th> <th style="width: 33%;">YEAR</th> </tr> <tr> <td><input type="checkbox"/> JAN</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> FEB</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> MAR</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> APR</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> MAY</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> JUN</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> JUL</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> AUG</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> SEP</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> OCT</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> NOV</td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/> DEC</td> <td></td> <td></td> </tr> </table>	MONTH	DAY	YEAR	<input type="checkbox"/> JAN			<input type="checkbox"/> FEB			<input type="checkbox"/> MAR			<input type="checkbox"/> APR			<input type="checkbox"/> MAY			<input type="checkbox"/> JUN			<input type="checkbox"/> JUL			<input type="checkbox"/> AUG			<input type="checkbox"/> SEP			<input type="checkbox"/> OCT			<input type="checkbox"/> NOV			<input type="checkbox"/> DEC				
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LEADERSHIP: Measures a member's ability to direct, guide, develop, influence, and support others in the performance of work.

COMPETENCIES		2		4		6		MARK
1. DIRECTING OTHERS The effectiveness of this member in influencing and guiding others in the completion of tasks.	<input type="checkbox"/>	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="checkbox"/>	Guided and reviewed work of others to ensure that high work standards were maintained. Kept self and others motivated towards completion of work. A leader who influenced and earned the respect of others.	<input type="checkbox"/>	Achieved superior results in spite of unanticipated conditions or difficult situations. Demonstrated ability to define and carry out assignments or projects by achieving results not normally attainable. Ensured that each member knew their role in organization. A strong and respected leader.	<input type="checkbox"/>	
2. WORKING WITH OTHERS The degree to which this member promoted a team effort in accomplishing goals.	<input type="checkbox"/>	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.	<input type="checkbox"/>	Promoted cooperation between team members. Ensured work equitably distributed. Resolved conflicts quickly and stayed focused on team goals. Encouraged other team members to contribute ideas.	<input type="checkbox"/>	Outstanding team leader that excelled in getting all to work together. Group consistently effective and productive in achieving goals. Skillfully used knowledge of group dynamics to achieve maximum performance.	<input type="checkbox"/>	
3. DEVELOPING SUBORDINATES The extent this member used coaching, counseling, training, and education 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.	<input type="checkbox"/>	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="checkbox"/>	Took active role in the development of subordinates and others. Provided opportunities for training and education which supported professional growth. Performance feedback was timely and constructive.	<input type="checkbox"/>	Actively promoted a commitment to learning and personal development. Consistently shared knowledge with subordinates and others by planning and conducting training. Initiated appropriate and timely recognition of subordinates and others.	<input type="checkbox"/>	
4. RESPONSIBILITY 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.	<input type="checkbox"/>	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="checkbox"/>	Required self, subordinates, and others to conform to military rules and regulations. Enthusiastically supported policies and decisions of seniors. Initiated appropriate administrative and disciplinary action when necessary. Enforced standards uniformly.	<input type="checkbox"/>	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 standards were uniformly enforced.	<input type="checkbox"/>	
5. EVALUATIONS 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.	<input type="checkbox"/>	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="checkbox"/>	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="checkbox"/>	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="checkbox"/>	
6. WORK-LIFE SENSITIVITY/EXPERTISE 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.	<input type="checkbox"/>	Failed to recognize importance of Work-Life in executing responsibilities to CG and personnel. Contributed to imbalance. Does not incorporate concern for Work-Life issues into management practices. Avoided opportunities to develop expertise including acquisition of essential knowledge or skills. Lacked basic understanding of principles involved and/or knowledge of organization.	<input type="checkbox"/>	Knowledgeable on Work-Life principles, issues, and resources. Translated that knowledge into effective action for benefit of unit and personnel. Showed appreciation for significance of Work-Life to Coast Guard recruiting, retention, and productivity.	<input type="checkbox"/>	Superior in-depth knowledge of Work-Life program and its purpose. Took an active role in facilitating solutions to problems experienced by CG members and their families. Promoted flexibility in achieving balance between unit missions and the needs of CG members and their families. Actively pursued greater knowledge and understanding of Work-Life by self, CG members, and their families.	<input type="checkbox"/>	
7. SETTING AN EXAMPLE This member's ability and willingness to seek responsibility and display positive judgment in making decisions.	<input type="checkbox"/>	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="checkbox"/>	Self-starter. Sought opportunities to make decisions or recommendations for areas of responsibility. Influenced others by projecting a positive and enthusiastic attitude. Supported methods of improving performance of unit or Coast Guard.	<input type="checkbox"/>	Outstanding role model; Consistently sought additional responsibility. Made excellent decisions and recommendations based on experience and relevant information. Aggressively promoted acceptance of all work. Skillfully persuaded others that all work, including unpleasant assignments, contributed to achieving unit mission.	<input type="checkbox"/>	

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

COMPETENCIES		2		4		6		MARK
1. 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.	<input type="checkbox"/>	Failed to meet minimum standards of sobriety or weight control.	<input type="checkbox"/>	Maintained weight standards. 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="checkbox"/>	Consistently demonstrated a significant commitment, beyond setting an example, on and off duty, to the well-being of self and subordinates.	<input type="checkbox"/>	

PROFESSIONAL QUALITIES FACTOR: (Continued)

2. INTEGRITY 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="checkbox"/>	Untrustworthy; shaded the truth. Took advantage of situations for personal gain.	<input type="checkbox"/>	Honest and truthful. Demonstrated strong moral character. Was fair-minded and trustworthy.	<input type="checkbox"/>	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="checkbox"/>
3. LOYALTY The degree to which this member was committed to the Coast Guard, unit, supervisor, and shipmates.	<input type="checkbox"/>	Sometimes complained or otherwise outwardly showed lack of commitment to Coast Guard and its missions, unit, or well-being of others.	<input type="checkbox"/>	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="checkbox"/>	Personal actions consistently demonstrated a strong dedication to duty, Coast Guard, and unit. Extremely loyal and supportive of seniors, shipmates, and subordinates.	<input type="checkbox"/>
4. RESPECTING OTHERS The degree to which this member cooperated with other people or units to achieve common goals.	<input type="checkbox"/>	Showed disregard for feelings of others through inappropriate comments or actions. Did not promote a team effort.	<input type="checkbox"/>	Treated others in a courteous, thoughtful, and respectful manner. Worked comfortably with others of all ranks and positions.	<input type="checkbox"/>	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="checkbox"/>
5. 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.	<input type="checkbox"/>	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. Was disrespectful or used position to harass. Did not hold self or subordinates accountable for their human relations/sexual harassment responsibilities.	<input type="checkbox"/>	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="checkbox"/>	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="checkbox"/>
6. ADAPTABILITY The degree to which this member adjusted and managed change.	<input type="checkbox"/>	Occasionally had difficulty in adjusting to changes in job, policies, procedures, and environment. Effectiveness impaired by changes to routine.	<input type="checkbox"/>	Took change in stride. Adapted quickly to changes. Maintained effectiveness despite disruptions to work routine.	<input type="checkbox"/>	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="checkbox"/>

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

COMPETENCIES		2		4		6		MARK
1. PROFESSIONAL/SPECIALTY KNOWLEDGE The degree to which this member demonstrated technical competency and proficiency for rating or special assignment.	<input type="checkbox"/>	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="checkbox"/>	Competent member on technical issues. Had total understanding of routine concepts of rating or special assignment. Demonstrated in-depth knowledge of policies and procedures.	<input type="checkbox"/>	Consistently demonstrated outstanding knowledge and skills. Answers and recommendations typically flawless. Made significant contributions to unit's performance.	<input type="checkbox"/>	<input type="checkbox"/>
2. PROFESSIONAL DEVELOPMENT The degree to which this member continued to professionally develop, acquire new skills, or improve current skills and knowledge.	<input type="checkbox"/>	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="checkbox"/>	Used available opportunities to increase knowledge and further develop skills. Sought increased responsibility. Showed professional growth through education and training.	<input type="checkbox"/>	Outstanding role model. Enthusiastically sought opportunities, on or off duty, for personal and professional development. Rapid professional growth. Significant achievements.	<input type="checkbox"/>	<input type="checkbox"/>
3. ADMINISTRATIVE ABILITY The degree to which this member completed written work, including correspondence and reports.	<input type="checkbox"/>	Did not perform administrative functions of job adequately. Correspondence, reports, and other paperwork sometimes incomplete or improperly formatted. Own work, or that of subordinates, often needed correction.	<input type="checkbox"/>	Correspondence, reports, and other paperwork prepared in accordance with current Coast Guard directives. Good quality and properly formatted. Own work, and that of subordinates, rarely needed correction.	<input type="checkbox"/>	Expertly managed administrative functions of job. Completely familiar with directives and instructions. Consistently provided paperwork in a timely, complete, and accurate fashion. Work consistently without error or in need of correction. Work from subordinates met same high standards in quality and quantity.	<input type="checkbox"/>	<input type="checkbox"/>
4. ORGANIZATION The degree to which this member identified what needed to be done, set priorities, and kept supervisor informed.	<input type="checkbox"/>	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="checkbox"/>	Quickly recognized difference between routine and time critical tasks; organized work accordingly. Adept in use of standard procedures. Took positive action to determine job priorities. Provided factual and accurate reports to supervisor on all aspects of work.	<input type="checkbox"/>	Anticipated and planned accordingly. Accurately set priorities for all assigned tasks and consistently completed work in order of importance. Consistently kept supervisor, informed of progress/ problems, results, and new work efforts.	<input type="checkbox"/>	<input type="checkbox"/>
5. USING RESOURCES The degree to which this member used personnel and material resources.	<input type="checkbox"/>	Occasionally wasted materials or unable to properly and effectively use tools, publications, and equipment. Sometimes wasted time. Did not delegate well. Often failed to follow-up.	<input type="checkbox"/>	Successfully used available resources, personnel, and material. Delegated well. Made good use of available personnel and their skills. Materials, tools, equipment, and publications effectively used. Followed-up to ensure tasks properly completed.	<input type="checkbox"/>	Expertly used all resources. Personnel and their skills maximized to capacity. Sought out better ways to accomplish tasks. Used sound management practices and achieved optimum efficiency and effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>
6. MONITORING WORK The degree to which this member monitored status of work and met deadlines.	<input type="checkbox"/>	Occasionally late; sometimes needed prodding to finish tasks by deadlines. Missed deadlines without justification. Often lax in knowledge of status of assigned jobs. Did not monitor tasks.	<input type="checkbox"/>	Assigned tasks completed on time. Carefully monitored progress of assignments. Recognized when change was necessary and directed same.	<input type="checkbox"/>	Typically completed work ahead of schedule. Consistently aware of status of all tasks in progress. Consistently followed-up to ensure all details were completed. Quickly adapted work schedules to new conditions as necessary.	<input type="checkbox"/>	<input type="checkbox"/>
7. SAFETY AND OCCUPATIONAL HEALTH The degree to which this member identified, evaluated, and managed risks to personnel.	<input type="checkbox"/>	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="checkbox"/>	Pro-active in protecting personnel from hazardous conditions. Used appropriate support program resources to develop protective measures. Followed-up and ensured that identified hazards were removed. Ensured that safe operating procedures were followed for all aspects of work. Ensured that required safety equipment was available and used.	<input type="checkbox"/>	Contributed a leadership role in enforcement of safety and occupational health regulations. Demonstrated a significant commitment towards the identification and removal of hazards to personnel. Consistently stressed safety. Required others to be alert to, and correct, unsafe conditions and risks to personnel.	<input type="checkbox"/>	<input type="checkbox"/>

PERFORMANCE: (Continued)

<p>8. STAMINA The degree to which this member thought and acted effectively under conditions that were stressful and mentally or physically fatiguing.</p>	<input type="checkbox"/>	<p>Physically/mentally tired under stress or during periods of extended work. Resisted putting in necessary overtime. Productivity or safety dropped in stressful situations.</p>	<input type="checkbox"/>	<p>Handled stressful situations well. Worked extra hours as required to get the job done. Productivity and safety were adequate.</p>	<input type="checkbox"/>	<p>Excelled in stressful situations. Willingly worked overtime when necessary to get the job done. No loss of productivity or safety during stressful situations or extended work hours.</p>	<input type="checkbox"/>	
<p>9. COMMUNICATING The degree to which this member listened, spoke, and expressed thoughts clearly and logically.</p>	<input type="checkbox"/>	<p>Used inappropriate language or mannerisms. Failed to listen carefully. Expressed thoughts lacked clarity. Disorganized in verbal presentations.</p>	<input type="checkbox"/>	<p>Used appropriate language without distracting mannerisms. Verbal presentations were well organized. Listened attentively.</p>	<input type="checkbox"/>	<p>Consistently displayed an outstanding ability in verbal expressions. Spoke with clarity. Presentations were typically well organized and kept audience's attention.</p>	<input type="checkbox"/>	

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

COMPETENCIES		2		4		6		
<p>1. MILITARY BEARING The extent to which this member appeared neat, smart, and well-groomed in uniform; and set standards for subordinates.</p>	<input type="checkbox"/>	<p>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.</p>	<input type="checkbox"/>	<p>Squared away member. Demonstrated great care in maintaining and wearing uniform. Excellent grooming; hair groomed to standards; if worn, beard or moustache also neat and properly trimmed. Presented a physically trim appearance.</p>	<input type="checkbox"/>	<p>Superlative member. Clearly set high standards for uniform and grooming excellence. Inspired similar standards in others. Performance of subordinates was exceptional.</p>	<input type="checkbox"/>	
<p>2. CUSTOMS AND COURTESIES The extent to which this member conformed to military traditions, customs, and courtesies; and set standards for subordinates' performance and behavior.</p>	<input type="checkbox"/>	<p>Occasionally failed to conform to military customs and courtesies. Performance of subordinates was marginal or unacceptable.</p>	<input type="checkbox"/>	<p>Maintained military formality, precedence, courtesies, and respect to rank and privilege; required same of subordinates.</p>	<input type="checkbox"/>	<p>Exemplified the finest traditions of military customs, courtesies, and protocol in all situations. Inspired similar standards in others. Performance of subordinates was exceptional.</p>	<input type="checkbox"/>	

CONDUCT

COMPETENCY			
<p>CONDUCT The degree to which this member, through personal behavior, conformed to the rules, regulations, and military standards, on and off duty.</p>	<p>UNSATISFACTORY <input type="checkbox"/></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>SATISFACTORY <input type="checkbox"/></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>	
<p>RECOMMENDATION FOR ADVANCEMENT (DO NOT COMPLETE FOR E-9s)</p>			
<p>NOT RECOMMENDED: 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>RECOMMENDED: 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>SUPERVISOR: <input type="checkbox"/> Not Recommended <input type="checkbox"/> 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: center;">_____ Signature Rate/Rank Date</p>		
<p>MARKING OFFICIAL: <input type="checkbox"/> Not Recommended <input type="checkbox"/> 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: center;">_____ Signature Rate/Rank Date</p>		
<p>APPROVING OFFICIAL: <input type="checkbox"/> Not Recommended <input type="checkbox"/> Recommended</p>	<p><input type="checkbox"/> Concur <input type="checkbox"/> Do not concur, changes made <input type="checkbox"/> Counseling/Documentation for 1, 2, and 7's required <input type="checkbox"/> Counseling required (specify areas)</p> <p style="text-align: center;">_____ Signature Rate/Rank Date</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