

4. COMMUNICATION SKILLS: Measures an officer's ability to communicate in a positive, clear, and convincing manner.								
a. SPEAKING AND LISTENING: Ability to speak effectively and listen to understand.	1 <input type="radio"/>	Unable to effectively articulate ideas and facts; lacked preparation, confidence, or logic. Used inappropriate language or rambled. Nervous or distracting mannerisms detracted from message. Failed to listen carefully or was too argumentative.	3 <input type="radio"/>	Effectively expressed ideas and facts in individual and group situations; non-verbal actions consistent with spoken message. Communicated to people at all levels to ensure understanding. Listened carefully for intended message as well as spoken words.	5 <input type="radio"/>	Clearly articulated and promoted ideas before a wide range of audiences; accomplished speaker in both formal and extemporaneous situations. Adept at presenting complex or sensitive issues. Active listener; remarkable ability to listen with open mind and identify key issues.	7 <input type="radio"/>	N/O <input type="radio"/>
b. WRITING: Ability to express facts and ideas clearly and convincingly.	<input type="radio"/>	Written material frequently unclear, verbose, or poorly organized. Seldom proofread. Often submitted correspondence which was grammatically incorrect, tailored to wrong audience, or delivered by an inappropriate medium.	<input type="radio"/>	Written material clear, concise, and logically organized. Proofread conscientiously. Correspondence grammatically correct, tailored to audience, and delivered by an appropriate medium. Subordinates' material reflected same high standards.	<input type="radio"/>	Clearly and persuasively expressed complex or controversial material, directly contributing to stated objectives. Written or published material brought credit to the Coast Guard. Actively educated subordinates in effective writing.	<input type="radio"/>	<input type="radio"/>
COMMENTS:								

5. LEADERSHIP SKILLS: Measures an officer's ability to support, develop, direct, and influence others in performing work.								
a. LOOKING OUT FOR OTHERS: Ability to consider and respond to others' <i>personal</i> needs, capabilities, and achievements; support for and application of work-life concepts and skills.	1 <input type="radio"/>	Seldom recognized or responded to needs of people; left outside resources untapped despite apparent need. Ignorance of individuals' capabilities increased chance of failure. Seldom recognized or rewarded deserving subordinates.	3 <input type="radio"/>	Cared for people. Recognized and responded to their needs; referred to outside resources as appropriate. Considered individuals' capabilities to maximize opportunities for success. Consistently recognized and rewarded deserving subordinates.	5 <input type="radio"/>	Always accessible. Enhanced overall quality of life. Actively contributed to achieving balance among unit requirements, professional and personal responsibilities. Strong advocate for subordinates; ensured appropriate and timely recognition, both formal and informal.	7 <input type="radio"/>	N/O <input type="radio"/>
b. DEVELOPING OTHERS: Ability to use mentoring, counseling, and training to provide opportunities for others' <i>professional</i> development.	<input type="radio"/>	Unreasonably restricted opportunities for professional growth; kept others in narrow roles and discouraged the level of risk-taking necessary for learning. Lack of timely feedback left subordinates guessing.	<input type="radio"/>	Supported and provided opportunities for professional growth. Encouraged others to expand their roles, handle important tasks and learn by doing. Allowed the appropriate level of risk-taking necessary for learning and mission accomplishment. Provided timely praise and constructive feedback.	<input type="radio"/>	Created challenging situations which optimized professional development and maximized opportunity for success. Guided, mentored, and encouraged others to reach new levels of performance. Adeptly counseled others; identified professional potential, strengths and areas for improvement.	<input type="radio"/>	<input type="radio"/>
c. DIRECTING OTHERS: Ability to influence or direct others in accomplishing tasks or missions.	<input type="radio"/>	Showed difficulty in directing or influencing others. Low or unclear work standards reduced productivity. Failed to hold subordinates accountable for shoddy work or irresponsible actions. Unwilling to delegate authority to increase efficiency of task accomplishment.	<input type="radio"/>	A leader who earned others' support and commitment. Set high work standards; clearly articulated job requirements, expectations and measurement criteria; held subordinates accountable. When appropriate, delegated authority to those directly responsible for the task.	<input type="radio"/>	An inspirational leader who motivated others to achieve results not normally attainable. Won people over rather than imposing will. Clearly articulated vision; empowered subordinates to set goals and objectives to accomplish tasks. Modified leadership styles to best meet challenging situations.	<input type="radio"/>	<input type="radio"/>
d. TEAMWORK: Ability to manage, lead and participate in teams, encourage cooperation, and develop esprit de corps.	<input type="radio"/>	Used teams ineffectively or at wrong times. Conflicts mismanaged or often left unresolved, resulting in decreased team effectiveness. Excluded team members from vital information. Stifled group discussions or did not contribute productively. Inhibited cross functional cooperation to the detriment of unit or service goals.	<input type="radio"/>	Skillfully used teams to increase unit effectiveness, quality, and service. Resolved or managed group conflict, enhanced cooperation, and involved team members in decision process. Valued team participant. Effectively negotiated work across functional boundaries to enhance support of broader mutual goals.	<input type="radio"/>	Insightful use of teams raised unit productivity beyond expectations. Inspired high level of esprit de corps, even in difficult situations. Major contributor to team effort. Established relationships and networks across a broad range of people and groups, raising accomplishments of mutual goals to a remarkable level.	<input type="radio"/>	<input type="radio"/>
e. WORKPLACE CLIMATE: Ability to value individual differences and promote an environment of involvement, innovation, open communication and respect.	<input type="radio"/>	Intolerant of individual differences, exhibited discriminatory tendencies toward others. Tolerated or contributed to an uncomfortable or degrading environment. Failed to take responsibility for own words and actions and their impact on others. Failed to support or enforce Coast Guard human resources policies.	<input type="radio"/>	Sensitive to individual differences. Encouraged open communication and respect. Promoted an environment which values fairness, dignity, creativity, and diverse perspectives. Took responsibility for own words and actions and their impact on others. Fully supported and enforced Coast Guard human resources policies.	<input type="radio"/>	Excelled at creating an environment of fairness, candor, and respect among individuals of diverse backgrounds and positions. Optimized use of different perspectives and opinions. Quickly took action against behavior inconsistent with Coast Guard human resources policies, or which detracted from mission accomplishment.	<input type="radio"/>	<input type="radio"/>
f. EVALUATIONS: The extent to which an officer, as Reported-on Officer and rater, conducted or required others to conduct accurate, timely evaluations for enlisted, civilian and officer personnel.	<input type="radio"/>	Reports were frequently late. Narratives inaccurate or of poor quality. Failed to uphold service performance standards by assigning accurate marks. Reports required revision or intervention by others. Failed to meet own OES responsibilities as Reported-on Officer.	<input type="radio"/>	Reports consistently submitted on time. Narratives were fair, concise, and contained specific observations of action and impact. Assigned marks against standards. Few reports, if any, returned for revision. Met own OES responsibilities as Reported-on Officer.	<input type="radio"/>	No reports submitted late. Narratives were insightful, of the highest quality, and always supported assigned marks. Subordinates' material reflected same high standards. No reports returned for revision. Returned reports to subordinates when appropriate.	<input type="radio"/>	<input type="radio"/>
COMMENTS:								

6. SUPERVISOR AUTHENTICATION					(YYYY/MM/DD)
a. NAME AND SIGNATURE	b. GRADE	c. EMPLID	d. TITLE OF POSITION	e. DATE	/ /

7. REPORTING OFFICER COMMENTS: Supplement or amplify Supervisor's evaluation. Concur Do not concur RO is Supervisor

8. PERSONAL AND PROFESSIONAL QUALITIES: Measures selected qualities which illustrate the individual's character.

<p>a. INITIATIVE: Ability to originate and act on new ideas, pursue opportunities to learn and develop, and seek responsibility without guidance and supervision.</p>	<p>1 <input type="radio"/></p>	<p>Postponed needed action. Implemented or supported improvements only when directed to do so. Showed little interest in career development. Feasible improvements in methods, services, or products went unexplored.</p>	<p>3 <input type="radio"/></p>	<p>Championed improvement through new ideas, methods, and practices; self-starter. Anticipated problems and took prompt action to avoid or resolve them. Sought opportunities for own career development. Pursued productivity gains and enhanced mission performance by applying new ideas and methods.</p>	<p>5 <input type="radio"/></p>	<p>Aggressively sought out additional responsibility. A self-learner. Made worthwhile ideas and practices work when others might have given up. Extremely innovative. Optimized use of new ideas and methods to improve work processes, decision-making, and service delivery.</p>	<p>7 <input type="radio"/></p> <p>N/O <input type="radio"/></p>
<p>b. JUDGMENT: Ability to make sound decisions and provide valid recommendations by using facts, experience, political acumen, common sense, risk assessment, and analytical thought.</p>	<p><input type="radio"/></p>	<p>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. Unconcerned with political drivers on organization.</p>	<p><input type="radio"/></p>	<p>Demonstrated analytical thought and common sense in making decisions. Used facts, data, and experience, and considered the impact of alternatives and political realities. Weighed risk, cost and time considerations. Made sound decisions promptly with the best available information.</p>	<p><input type="radio"/></p>	<p>Combined keen analytical thought, an understanding of political processes, and insight to make appropriate decisions. Focused on the key issues and the most relevant information. Did the right thing at the right time. Actions indicated awareness of impact of decisions on others. Not afraid to take reasonable risks to achieve positive results.</p>	<p><input type="radio"/></p>
<p>c. RESPONSIBILITY: Ability to act ethically, courageously, and dependably and inspire the same in others; accountability for own and subordinates' actions.</p>	<p><input type="radio"/></p>	<p>Actions demonstrated questionable ethics or lack of commitment. Tolerated indifference or failed to hold subordinates accountable. Allowed organization to absorb personnel problems rather than confronting them as required. Tended not to speak up or get involved. Provided minimal support for decisions counter to own ideas.</p>	<p><input type="radio"/></p>	<p>Held self and subordinates personally and professionally accountable. Spoke up when necessary, even when expressing unpopular positions. Supported organizational policies and decisions which may have been counter to own ideas. Committed to the successful achievement of organizational goals.</p>	<p><input type="radio"/></p>	<p>Integrity and ethics beyond reproach. Always held self and subordinates to highest standards of personal and professional accountability. Did the right thing even when it was difficult. Succeeded in making even unpopular policies or decisions work. Actions demonstrated unwavering commitment to achievement of organizational goals.</p>	<p><input type="radio"/></p>
<p>d. PROFESSIONAL PRESENCE: Ability to bring credit to the Coast Guard through one's actions, competence, demeanor, and appearance. Extent to which an officer displayed the Coast Guard's core values of honor, respect, and devotion to duty.</p>	<p><input type="radio"/></p>	<p>Unaware of general CG objectives; uncooperative or biased in interactions. Lost composure in difficult situations. Conveyed poor image of self and CG. Ignorant of or sloppy with common military courtesies. Uniform appearance and grooming below standard. Failed to display the core values of honor, respect, and devotion to duty.</p>	<p><input type="radio"/></p>	<p>Knowledgeable in how CG objectives serve the public; cooperative and fair in all interactions. Composed in difficult situations. Conveyed positive image of self and CG. Well versed in military etiquette; precise in rendering and upholding military courtesies. Great care in uniform appearance and grooming. Abided by the core values of honor, respect, and devotion to duty.</p>	<p><input type="radio"/></p>	<p>Always self-assured, projected ideal CG image. Poised in response to others' provocative actions. Contributed leadership role in civilian/military community. Exemplified and held others accountable for the core values and finest traditions of military customs and protocol. Meticulous uniform appearance and grooming; inspired similar standards in others.</p>	<p><input type="radio"/></p>
<p>e. HEALTH AND WELL-BEING: Ability to invest in the Coast Guard's future by caring for the physical health, safety, and emotional well-being of self and others.</p>	<p><input type="radio"/></p>	<p>Did not adhere to the Coast Guard Fitness Program. Failed to meet minimum standards of weight control or sobriety. Tolerated or condoned others' alcohol abuse. Seldom considered subordinates' health and well-being. Unwilling or unable to recognize and manage stress despite apparent need. Failed to adequately identify and protect personnel from safety hazards.</p>	<p><input type="radio"/></p>	<p>Maintained weight standards and adhered to the Coast Guard Fitness Program. Committed to health and well-being of self and subordinates. Enhanced personal performance through activities supporting physical and emotional well-being. Recognized and managed stress effectively. Ensured that safe operating procedures were followed.</p>	<p><input type="radio"/></p>	<p>Remarkable vitality, enthusiasm, alertness and energy. Consistently contributed at high levels and actively followed a comprehensive fitness program. Optimized personal performance through involvement in activities which supported physical and emotional well-being. Monitored and helped others deal with stress, enhance health and well-being. Demonstrated a significant commitment towards safety of personnel.</p>	<p><input type="radio"/></p>

COMMENTS:

9. COMPARISON SCALE (FOR GRADES W2 TO O2): Compare this officer with others of the same grade whom you have known in your career.

UNSATISFACTORY A QUALIFIED OFFICER ONE OF THE MANY COMPETENT PROFESSIONALS WHO FORM THE MAJORITY OF THIS GRADE AN EXCEPTIONAL OFFICER A DISTINGUISHED OFFICER

10. POTENTIAL: Describe ability to assume greater leadership roles and responsibilities (e.g. command, special assignment, promotion, and special skills).

11. REPORTING OFFICER AUTHENTICATION (YYYY/MM/DD)

a. NAME AND SIGNATURE	b. GRADE	c. EMPLID	d. TITLE OF POSITION	e. DATE / /
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12. REVIEWER AUTHENTICATION

b. NAME AND SIGNATURE	c. GRADE	d. EMPLID	e. TITLE OF POSITION	f. DATE / /
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INSTRUCTIONS

PURPOSE: The Officer Evaluation Report (OER) primarily provides information for officer corps promotion, selection, and assignment determinations. Secondary purposes include: (1) prescribing common standards of expected performance; (2) reinforcing Coast Guard values; and (3) acting as one means of performance feedback for the Reported-on Officer.

GUIDING INSTRUCTION: Chapter 10-A of the CG Personnel Manual, COMDTINST M1000.6 (series), contains all official guidance on OES requirements.

RESPONSIBILITIES: All Coast Guard officers and raters of CG officers should be aware of their OES responsibilities as outlined in the CG Personnel Manual.

SUBMISSION SCHEDULE:

Grade	Active Duty	IDPL
Captain	Apr	Apr
Commander	Mar	Mar
Lieutenant Commander	Apr	Apr
Lieutenant	May	May
Lieutenant (Junior Grade)	Jan and Jul	Jul
Lieutenant (Junior Grade) in zone for LT	Jun	Jun
Ensign	Mar and Sep	Mar
Chief Warrant Officer (W4)	Apr	Apr
Chief Warrant Officer (W3)	Jul	Jul
Chief Warrant Officer (W2)	Jun	Jun

Notes:

(1) An OER period may be extended for up to 92 days (semiannual) or 182 days (annual) under certain conditions. Consult PERSMAN for further guidance.

(2) OERs for IDPL grades of CAPT, LTJG, and ENS are annual. All other IDPL OERs are biennial.

(3) Officers assigned to DUINS follow an annual/semiannual schedule according to school terms.

TIMELINE:

- 21 days before end of period:
Reported-on Officer submits to Supervisor a list of significant accomplishments during the period, supporting documents (as required), administrative data required for OER Section 1, and a completed OER page 4.
- 10 days after the period:
Supervisor sections of OER due to Reporting Officer (RO).
- 30 days after the period:
Supervisor and Reporting Officer sections due to the Reviewer.
After Reviewer signs the OER, Reported-on Officer reviews the OER and signs in Section 1.b.
- 45 days after the period:
OER due to CGPC for review and entry into the official record.

RESTRICTIONS:

Raters shall not mention a Reported-on Officer's: (1) First name; (2) Non-selection for promotion, including allusions thereto; (3) Record appeals; (4) Psychological or medical conditions; (5) marital or family status (including pregnancy); or (6) Performance observed outside the reporting period. Raters also shall not: (1) Expressly evaluate or place emphasis on gender, religion, color, race, or ethnic background (applies to both member and third parties); or (2) Include information which is subject to a security classification. See PERSMAN for additional restrictions that apply to disciplinary proceedings.

PREPARATION CHECKLIST (OPTIONAL):

Administrative Data and Description of Duties (Sections 1 and 2):

___ All fields completed (enter dates in YYYY/MM/DD format and enter only one occasion for report).

___ Primary duty will be capitalized (no other text enhancements, such as underlining, bolding, or all capital letters, are allowed throughout the OER).

___ Attachments listed (only personal award citations, punitive letters, or letter reports for senior service school allowed).

Performance Evaluation (Sections 3-5 and 7-8)

___ Marks assigned according to standards which most closely describe Reported-on Officer's performance during the period.

___ Specific examples cited for each mark which deviated from "4". When applicable, comments on seamanship or airmanship ability are distinct.

Comparison or Rating Scale and Potential (Sections 9 and 10):

___ Section 9 mark assigned according to the instructive clause on the form.

___ Comments describe Reported-on Officer's overall potential for greater responsibility (include, as appropriate, recommendations for promotion, special assignment, and command).

TIPS FOR EFFECTIVE COMMENTS:

1. Be specific.
Concisely describe the performance by relating the action observed and its impact; quantify the action whenever possible and explain why it was important; avoid empty superlatives. Do not repeat the dimensions.
2. Save space.
Use information bullets; reduce the use of pronouns; use member's name sparingly, if at all; use action verbs and semicolons; and avoid excess words. Acronyms and abbreviations are effective only if they are common to all Coast Guard communities or are initially defined in the comments.
3. Be clear.
Don't lose the meaning; watch for cryptic comments.

13. RETURN ADDRESS. (Name and address to which a copy is sent after filing the original in the officer's record.)

14. OER ADMINISTRATOR REVIEW:

a. Initials: _____ b. Date: _____

PRIVACY ACT STATEMENT

This information is requested under the authority of 14 U.S.C. 833 to determine an officer's suitability for promotion or job assignment. Submitting this information is mandatory. Failure to provide it could adversely affect promotion opportunities and job assignments or lead to disciplinary action.