

# The Leadership News

A quarterly newsletter on leadership and diversity in the Coast Guard

Issue 18 Fall 2001

## Field Commands Share Proven Leadership Initiatives

by the Commandant's Leadership Advisory Council

Many Coast Guard units are using innovative leadership initiatives to train and retain the experienced people that we need. To give units a venue to share their proven practices with the rest of the Coast Guard, a Web site was created by the Commandant's Leadership Advisory Council. As of August, there were 31 leadership initiatives listed on the site.



- Enlisted evaluation support and feedback
- Flexi-place: telecommuting for new parents

Some of the site's topics include:

- Advancement recognition program
- Chief's council
- Command self-assessment
- "Commander's Intent" award
- Educational partnership with a local college

- Flextime for off-duty education
- Integrating new recruits aboard cutters (see story on page 2)
- Leadership guidance team
- Making core values meaningful through values-based training
- Making sea duty more attractive
- On-the-spot recognition of achievement and excellence
- Quality of life initiatives
- Spreading and getting "the word" at a major command
- Supervisor leadership survey
- Shipboard damage control college
- Shore-side non-rate personnel training program
- Utilization of Reserve forces

The site has been well received by field personnel. TCC Bill Shumate, a Coast Guard performance improvement consultant in Cleveland, hailed the site as a "great Web site! An excellent example of knowledge management and information sharing using the Web. Hats off and kudos to the team that developed it."

Many of the initiatives on the site contain unit instructions or other deployment information.

The Innovative Leadership Initiatives Web site is [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm); click on "Leadership," then "Innovative Leadership Initiatives." ❖

***"A friend of mine characterizes leaders simply like this: 'Leaders don't inflict pain. They bear pain.'"***

—Max DePree

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Leadership & Diversity

BEST PRACTICES

## Integrating New Recruits Aboard CGC Rush

by Capt. Paul Zukunft, CGC Rush, Honolulu

Here's what we do on board the CGC Rush to get our new apprentices started out on the right foot.

**Apprentices:** We use the word "apprentice," not "non-rate." We avoid using a negative descriptor to define our shipmates.

**Welcome aboard:** Apprentices are greeted at the airport by a Rush crewmember, ideally their sponsor, except while we're deployed. The apprentice's rack is made up in advance, and lockers are cleaned out and ready for occupancy. The first order of business is to learn the ship, rather than being assigned to a watch list or mess cook duties. Learning the ship takes approximately five days and includes blindfolding the apprentice and literally walking them through an emergency egress scenario.

**Check-in interviews:** These are completed within the first 72 hours of reporting aboard. Command interviews normally run 45-60 minutes covering core values (emphasizing no difference in core values whether assigned to Cape May or cutter fleet), hazing, 8-H, drugs and alcohol, learning from mistakes, managing expectations and com-

mand philosophy. With the Chiefs' Mess's blessing, my philosophy contains a paragraph that condones asking questions of superiors, specifically when the task is unclear or when the junior is not trained to complete the task. Safety and blind obedience do not go hand-in-hand.

**Damage Control Performance Qualifications:** We hold daily seminars in port and underway – this takes the fear out of this onerous requirement while emphasizing that the knowledge gained will help them save the ship, a shipmate and themselves.

**Web site:** We include the address to our Web site in the welcome aboard packet. The site includes a layout of the ship, command philosophy, ship's history, newsworthy events and pictures of the crew at work and play. Most apprentices have hit on our Web site before they report aboard.

**Climate surveys:** I conduct these sessions at the onset of each deployment and segregate the target audience by pay grade, starting with E-2s/3s and working up through the Chiefs' Mess and Wardroom. We have discovered that one complaint about

sea duty among our junior enlisted is that there are too many senior people doing the "important jobs." We need to take a longer stride in delegating and empowerment.

**Continuing education:** We redesigned one of our recreation decks into a classroom and are in the process of setting up an electronic campus with Hawaii Pacific University.

**Wellness:** We redesigned our lower storage room into a workout facility. Our apprentices are much more health and muscle-conscious than their predecessors.

**Habitability Quality Action Team:** This team generated an exhaustive list of opportunities for improvement, enabling the Rush to obtain \$134,000 from Pacific Area this past fiscal year.

**Expectation management:** Most single apprentices reside aboard ship for the duration of their tour of duty. They appear to be making this adjustment quite readily as long as they have access to a workout facility and computers and are able to reside in habitable quarters. Hence, the education, wellness and habitability initiatives noted above.

I am immensely pleased with the quality of our apprentices reporting from Cape May – many have undergraduate experience and virtually all have reported aboard positively motivated. I couldn't ask for better raw material to shape our future mariners since we are the finishing school for recruit training.

Drugs and alcohol take the largest toll, alcohol being the common denominator when breaches have occurred. In light of the drug epidemic among our high school population and realizing that some of our apprentices may be tempted to return to their drug-using ways after Cape May, we conduct four times our annual allocation of urinalyses. All newly reporting crewmembers are forewarned during their check-in interview, and this heightened measure of deterrence appears to be working.

That aside, we have advanced more than 15 apprentices to petty officers in the last six months through the striker program, with several opting to serve their petty officer tour aboard the Rush. It certainly helps when you can retain a loyal cadre of junior petty officers who have climbed the ladder of success. ❖

**For more leadership best practices, visit the Innovative Leadership Initiatives Web site at [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm); click on "Leadership," then "Innovative Leadership Initiatives."**

## Don't Look Now ... You're a Mentor

by YN1 Rene Morales, ISC Ketchikan/Juneau, Alaska

Currently the majority of our new members are going from boot camp, straight to class "A" school and then directly to work at their first unit. This is a departure from what most of us have known. A possible drawback is that these new petty officers may lack leadership skills and an overall knowledge of how the Coast

Guard works. Our job as senior Coast Guardsmen is to help these members. You do it every day. The way you carry yourself, the way you wear your uniform, the leadership qualities you demonstrate, all reflect the Coast Guard. These new shipmates will be looking to you for guidance. It's important that you understand that and offer assistance in various areas such as leadership style and career development. At the same time, mentoring should not be limited to new petty officers. Many people, including enlisted and officers, look to "the chief" for guidance. This guidance is a form of mentoring.

Many people think that they don't or can't make a difference. It's important to realize how day-to-day interactions with

each other can change the way we view the Coast Guard and how we perceive others. I'm no expert, but I feel that with nearly 12 years experience ranging from a 378' cutter, a group office, a district office and three integrated support commands, I

am a resource. Now think of the pool of experience at your workplace when you ask others where they've been. We are an

endless resource of enlisted and officer experience, reserve experience and various styles of leadership. Just think of what we have to offer!

In a nutshell, we all have mentored or have been mentored. All of us know someone in our career that stood out and made you think "that is someone I could learn something from." That's what mentoring is all about. It's a form of leadership. The next time someone comes to you with a problem, and is seeking your advice, don't look now, but you've just been asked to mentor someone. ❖

**For information on mentoring, visit the Coast Guard mentoring Web site at [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm) (click on "Mentoring").**



## LEADERSHIP ESSAY

### What's Wrong With Letting Small Things Slide?

by BMC Dennis Endicott, Coast Guard Station Montauk, N.Y.

I stopped one of my seamen last week and reminded him to shine his brass. It was a little tarnished. He said, "Yes, chief," and walked away with a bemused look. That look caused me to reflect a little. Did he understand, I wondered, why such a small thing was important?

My boot camp company commander thought it was extremely important. I remember doing more than a few pushups on account of my belt buckle. Uniform regulations insist on it, and my performance evaluation holds me accountable for it. Why? Does it matter, in the big picture, if there is a little tarnish on that buckle? Is there some significance beyond mere appearance?

Is there a reason such a simple task gets neglected? It doesn't take much effort – a little Nevrdull, a rag and about two minutes of your time. You can even buy buckles today that won't tarnish! But you can walk on board any unit and find at least one individual with tarnished brass. It's human nature to want to neglect the small things – especially if no one else seems to care.

So why did I stop that seaman? If I had let him walk by, I'd be implying that it's OK to let some

things slide. Don't sweat the small stuff. Concentrate on the things that are really important. I would have led that young Coastie to believe that he has some discretion as to what regulations he will or will not abide by.

Perhaps in the near future, when he is supervising his own seamen, he'd notice they are not wearing proper eye protection. They're wearing sunglasses, though, that's almost as good. Maybe one day he'd be doing daily boat checks. No need to look in that compartment, he reasons; it was checked yesterday. Perhaps he'd be the boat coxswain underway at night, for a familiarization run. No need to post a lookout. Visibility is great, and he can see forever. They're all small things.

Coasties are getting killed because of the small things. We are about to undergo a safety stand down because of the increase in boat mishaps. The admiral is scratching his head, trying to figure out where the problem is. This is not a policy problem. Nor does it reflect the desire or abilities of our crews. It is simply and irrevocably a leadership problem. We have senior enlisted members out there that wouldn't stop that seaman and insist that he shine his brass. I've seen chiefs walk

alongside an officer and not chastise a junior member that just neglected a salute. I know E-6s that will complain about the poor work ethic of one of their subordinates but will not take corrective action. And I know officers that are aware of these shortcomings and do nothing. Even I am hesitant to correct a peer.

It appears that, as an organization, we have become afraid of confrontation. This needs to end. We have to begin holding our subordinates and ourselves accountable for the way in which we do business. We have to insist on professionalism – not just during standardization team or commanding officer's inspections; we must do it always, everyday, every minute.

It's the small things that create mishaps. It's the habit of neglecting those small things that kills our shipmates. Our senior members are responsible to ensure that those habits do not develop. I am responsible to ensure that those habits do not develop. I stopped that seaman to save his life. Count on it. ✠

**For information on the Leadership Essay Program, visit [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm) (click on "Leadership Essays").**

## Why Diversity Is Good for Teams

by Donald Clark

One of the great challenges facing organizations is getting *all* employees, from senior leaders to workers, to realize that to become *the best*, they have to embrace diversity.

Diversity is about empowering people. It makes an organization effective by capitalizing on all the strengths of each employee. It goes beyond EEO or affirmative action. These are laws and policies. Diversity is understanding, valuing and using the differences in every person.

Simply enforcing government regulations will not get you to the best. To obtain that competitive edge you need to create great work teams by using the full potential of every individual. Teams are much more than a group. A group is a collection of individuals in which each person is working toward his or her own goal, while a team is a collection of individuals working toward a common goal or vision. An individual, acting alone, can accomplish much, but a team of people acting together in a unified force can accomplish great wonders.

If team members do not accept others for what they are, they will not be able to use the abilities of others to fill in their weak areas. Hence, the team effort will fail.

Every team building theory states that to build a great team, there must be a diverse group of people on the team, that is, you must avoid choosing people who are only like you. Choosing people much like yourself to be on teams is similar to inbreeding – it multiplies the flaws. On the other end of the continuum is having an assorted group of individuals, which diminishes the flaws of others.

### What Exactly Does Diversity Include?

Diversity is not only black and white, female and male, Jew and Christian, young and old, etc., but the diversity of every individual, slow learner and fast learner, introvert and extrovert, controlling type and people type, scholar and athlete, liberal and conservative, etc. Although it includes gender and racial differences, it goes beyond that to touch on the fabric of our everyday lives.

People need to realize that it takes a wide variety of people to become the best, and they need to be able to rely on everyone on their team, no matter how different another person may be. An organization needs controllers, thinkers, dreamers, doers, strategists, analyzers, organizers and team builders to reach the goals that make an organization the best. It is these characteristics and experiences that make a

worker unique. Diversity occurs when we see all these unique characteristics and realize that workers are more valuable because of their differences. ☒

**Donald Clark is a former Army training specialist and creator of the Web site, Big Dog's Leadership Page, [www.nwlink.com/~donclark/leader/leader.html](http://www.nwlink.com/~donclark/leader/leader.html). The site has been recognized by the American Society for Training & Development and Training magazine.**

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#### Article Submissions

We need your articles on leadership and diversity issues and best practices. Article length should be 400 words or fewer.

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## Opportunities and Challenges for Senior Enlisted

by FTCM Timothy Cary, Coast Guard Headquarters (G-WTL)

The Coast Guard is continuing to improve its leadership continuum for all members. This article focuses on courses available to senior enlisted, grades E-7 through E-9, to inform them of these career and life changing opportunities.

### Coast Guard Chief Petty Officer Academy

**Target audience:** E-6 above the cut and E-7

**Course length:** 33 days (12 days for reservists)

**Locations:** Leadership Development Center, New London, Conn.; and Training Center Petaluma, Calif.

**Description:** This course was redesigned in 1998 to provide the knowledge, skills, attitudes and abilities required of newly advanced chief petty officers. A study had identified that the advancement to chief was the most critical transition for enlisted personnel. The major themes are professionalism, leadership, communications, systems thinking and lifelong learning.

**Application procedures:** If you have already made E-7 or are “above-the-cut for E-7,” submit a short-term training request listing two preferred course dates to commandant (G-WTL-2) via your command as soon as possible. See the Web site listed in “More Information” for course dates.

**Mandatory requirement:** This

course is required for advancement to E-8 as contained in the Personnel Manual (Commandant Instruction M1000.6A, chapter 5-C.5.c) for everyone who made chief on or after January 1, 1999. Those who made chief prior to that date do not have to attend for advancement purposes but should apply to attend to enhance their personal and professional skills.

**College credit:** The American Council on Education recommends awarding three semester hours in business communications (lower-division baccalaureate/associate degree category)

and six semester hours in organizational development (upper-division baccalaureate category).

**More information:**

[www.uscg.mil/hq/tcpet/cpoa/](http://www.uscg.mil/hq/tcpet/cpoa/)

### Air Force Senior Noncommissioned Officer Academy

**Target audience:** E-7 and E-8.

Completing this academy fulfills the requirement to attend the Coast Guard CPO Academy.

**Course length:** Six weeks

**Location:** Maxwell Air Force Base, Montgomery, Ala.

**Coast Guard quotas:** 30 per year

**Description:** Contributes to the professional development and

### Case in Point: Chief's Academy Makes an Impact by a marine safety office commanding officer

My command chief underwent a marked change in leadership skills and assertiveness after returning from the CPO Academy. He developed to the point that he was recommended for and will be appointed a CWO in the near future.

His first year as a chief here was unremarkable – seldom seen and seldom heard, overall just average. After attending the CPO Academy, he had a vision of what he wanted for himself and the Coast Guard. He made substantial contributions to the unit, especially in his role as command chief. He developed a leadership program for the unit (based upon the Coast Guard's Unit Leadership Program) and took charge of it. He initiated other actions that needed to be taken for the benefit of the troops, each on his own initiative. He was the informal conscious of us all and kept us honest, so to speak, even when his opinion was the unpopular one. In other words, he was a real chief. If the Academy can make this difference in all of the graduates, we should expand enrollment.

motivation of senior enlisted leaders. Curriculum includes improving communication and teamwork, maximizing professional and personal development opportunities and improving management procedures.

**Application procedures:** An ALCOAST message (see ALCOAST 304/01) is sent annually in July from headquarters (G-WTL) soliciting training requests for the following year's classes.

**College credit:** All graduates are credited 10 college semester hours through the Community College of the Air Force. Credit is awarded in leadership and management (three hours), organizational theory and behavior (three hours), managerial communications (two hours), and military science (two hours).

**More information:**

[www.maxwell.af.mil/au/cepme/sncoa/sncoa.htm](http://www.maxwell.af.mil/au/cepme/sncoa/sncoa.htm)

### **Navy Senior Enlisted Academy**

**Target audience:** E-8 and E-9 preparing for the challenge of becoming a command master chief or chief of the boat

**Course length:** Nine weeks

**Location:** Naval Station Newport, R.I.

**Coast Guard quotas:** Five per year

**Description:** This course covers leadership and management, communication skills, national security affairs, physical fitness, and Navy programs.

**Application procedures:** An ALCOAST message (see ALCOAST 305/01) is sent annually in July from headquarters

(G-WTL) soliciting training requests for the following fiscal year's classes.

**College credit:** The American Council on Education recommends this course for a total of 18 semester credit hours. Credit is awarded in the following areas: In the lower division baccalaureate/associate degree category: business communications (three hours). In the upper-division baccalaureate category: human relations (three hours), organizational theory (three hours), decision making and problem solving (three hours), international relations (three hours), and organizational development (three hours).

**More information:**

[www.wnt.cnet.navy.mil/sea/](http://www.wnt.cnet.navy.mil/sea/)

### **Army Sergeants Major Academy**

**Target audience:** E-8 and E-9 (and E-7 above the cut for E-8)

**Course length:** Nine months

**Location:** Fort Bliss, El Paso, Texas

**Coast Guard quotas:** Two per class

**Description:** The capstone course for E-8 and E-9 personnel in the Army. The three main areas of study are resource management, leadership and military operations.

**Application procedures:** Since this is a PCS move, solicitation for applicants is coordinated with other enlisted advanced educational programs through the Coast Guard Personnel Command (epm-1) each year in the spring. A selection panel meets during the summer to choose

two primary candidates to attend the following year.

**College credit:** Every student has an educational assessment to assist in planning a personalized college degree program. Army tuition assistance and Montgomery GI Bill "Top Up" program can be utilized while there. Students are encouraged to attend college classes twice weekly on campus or at the Fort Bliss continuing education classrooms. (I completed my bachelor's degree while attending the academy from August 1999 to May 2000.)

**More information:**

[usasma.bliss.army.mil/](mailto:usasma.bliss.army.mil/)

### **Alumni Success Stories**

Two of the last three master chief petty officers of the Coast Guard are alumni of the Army Sergeants Major Academy. Graduates from the Army and Navy academies have gone on to become command master chiefs, rating force master chiefs, headquarters program managers, etc. Everyone who has completed the above academies has been given the tools necessary to become more effective leaders and managers.

Personnel who attend a sister service academy must meet the weight and physical fitness standards of that academy.

For questions about the Enlisted Leadership Development Program, contact FTTCM Tim Cary, e-mail [tcary@comdt.uscg.mil](mailto:tcary@comdt.uscg.mil), tel. 202-267-2441. ☒

# Leadership

## Professional Development Training

Find your grade level and see what's available to you.

[www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm)

Click on "Training"

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