

The Leadership News

A quarterly newsletter on leadership issues in the Coast Guard

www.uscg.mil/leadership

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New Coast Guard Reading List and Commandant's Choice Announced by Lynne Donahue, Coast Guard Headquarters (CG-133)

In August, the Commandant, ADM Thad Allen, released a new Coast Guard Reading List (via ALCOAST 417/06). The list comprises 26 books that are recommended reading for professional development in three categories: recommendations from "leaders of leaders," Coast Guard history and culture, and leadership competencies. "Good leaders are never diminished by learning," said ADM Allen. "They are continually curious and seek to be the best informed person they can be. Importantly, they make it a lifelong practice. I challenge all members of our

workforce to set the bar high regarding your personal growth and intellectual development. Professional reading is one way to work toward this goal."

In addition, ADM Allen selected a book for the annual "Commandant's Choice." The 2006 Commandant's Choice is "Alexander Hamilton," by Ron Chernow. This book demonstrates that "the father of the Coast Guard is arguably the greatest American that was never elected president," said ADM Allen.

ADM Allen encourages units to purchase the books on the Coast Guard reading list for their professional libraries. The reading list and other leadership and professional development resources are available on the Web at www.uscg.mil/leadership. ❖

*Leadership competency addressed:
"Self Awareness and Learning."*

Leadership Development Framework Published

The Leadership Development Framework combines the 28 Leadership Competencies with five responsibility levels that apply to all of Team Coast Guard (worker, first-line supervisor, mid-level manager, senior manager and executive). It also provides the expertise anticipated at each level and offers a variety of ways to gain and demonstrate the anticipated expertise (training, voluntary education and other learning opportunities). The framework was published in May via Commandant Instruction M5351.3, Leadership Development Framework.

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BEST PRACTICES

Putting Individual Development Plans Into Practice

by CMC Kevin Isherwood, Pacific Area, Alameda, Calif.

Commandant Instruction 5357.1A on Individual Development Plans was released in February 2006. This new policy mandated that all first-termers (enlisted and officer) receive IDP counseling sessions twice a year. It also required that IDP counseling be tracked in the Training Management Tool (TMT).

IDP Best Practice

Several commands in PacArea, in an effort to ensure that their units are not simply “checking the IDP box,” have implemented this practice: Once a week, the commanding officer and the command chief randomly select a couple of members within their command to visit and view that individual’s IDP. Here are the advantages and disadvantages of this practice:

Advantages

- Demonstrates a strong commitment to IDPs by the command cadre (if you care, they will care)
- Significantly improves the quality of the information contained in the IDP
- Allows the command cadre to “get to know” their folks and to better understand their personal concerns and needs
- Enables the member to realistically focus their energies in a per-

- sonal and professional goal-oriented environment
- Potentially averts administrative burdens (NJP, indebtedness, alcohol concerns, etc.)

Disadvantage

- Takes time

Coast Guard-wide IDP Completion Rates as of 24 August 2006* (for mandatory IDPs only)

“Transparency of information breeds self-correcting behavior.”
– ADM Thad Allen

As shown in the below table, the Coast Guard is making progress in implementing IDPs for first-term military personnel, but we must make significant strides to improve these numbers and invest in the future of our junior members.

Member Type	Number of Members with IDPs Required	Number of IDPs Completed	Percent Complete of Mandatory IDPs
Active Enlisted	9,977	4,479	45%
Active Officer	858	218	25%
Reserve Enlisted	1,937	424	22%
Reserve Officer	76	8	11%
Total	12,848	5,129	40%

*Note: This information comes from “CG Analytics” in CG Central and is “mined” from existing data systems (i.e., Direct Access, TMT, MISLE, FLS, ALMIS, etc.).

IDP Counseling Session Requirements

Commandant Instruction 5357.1A states that IDP counseling sessions should be conducted during the mid-term evaluation periods for each pay grade. Listed below are the months in which each pay grade should receive their IDP counseling sessions:

E6: Feb/Aug	O3: Feb/Aug
E5: Jan/Jul	O2: Apr/Oct
E4: Jun/Dec	O1: Jun/Dec
E3: May/Nov	
E2: Apr/Oct	

Step-by-Step Guide for Units to Track the Use of IDPs

In an effort to assist you with monitoring the progress of the units in your charge, I have created “Command Master Chief-proof” instructions to view the IDP compliance rates for the unit(s) in your area of responsibility.

To view IDP and other training related compliance statistics in CG Central, follow these simple steps:

1. Log into CG Central (cgcentral.uscg.mil)
2. <Click> “CG Analytics” (located on the top row center)
3. <Click> the search link in the “CGBI Cubes and Reports” menu
4. <Type> “IDP” in the search box and <click> the search button
5. <Click> the icon next to “Individual Development Plan”
6. <Select> “PDF”
7. <Click> “continue”

You are now looking at “Select Report View”

- **Area:** How an entire area is doing
 - **District:** How an entire district is doing
 - **Department:** How the units within an area, headquarters or district are doing
 - **Individual details:** How the individuals at a unit are doing
8. <Select> desired depth you want to drill down (Area, District, Department, Individual Details). Hint: Most units will choose “Individual Details.”
 9. <Click> “Next”
 10. <Select> “Employee Source” (Active, Reserve, Select All)
 11. <Select> “Employee Admin Plan” (Enlisted, Officer, Warrant, Select All)
 12. <Click> “Next”

You are now looking at “Select Organizational Level”

- Atlantic Area
- Director of Auxiliary
- Headquarters
- Headquarters Detached
- Headquarters unit
- Legacy Data
- Pacific Area
- Unknown

13. <Select> Where you want to look from the above list (in my case “Pacific Area”)
14. <Click> “Next”
15. <Select> the unit you are interested in
16. <Click> “Finish”

You are now looking at a list of the members at the selected unit that have been assigned an IDP. First-termers (less than 48 months

of CG service) are automatically assigned the IDP by the folks at the Operations Systems Center.

Translation of the Columns (from the report you just created):

- Organization Level 4: Unit
- Department: Work Center within unit (if applicable)
- Source: Active Duty or Reservist
- Salary Admin Plan: Enlisted, Officer or Warrant
- Employee: Specific Member
- Ad Base Date: Member’s date they entered the CG (< 48 Months CG Service)
- Months Since AD Base Date: How many months the member has been in the CG
- Number Required: Required IDP counseling sessions (every 180 days since February 2006)
- Current Complete: Number of documented IDP counseling sessions since February 2006
- Percent Complete: Has the member had a documented IDP counseling session within the last 180 days

Report Decoder Ring for the Unit Rows of the Report:

- Number Required: All first-termers (active duty or Reserve enlisted members with less than 48 months of CG service and all active duty or Reserve officers with less than 48 months commissioned CG service) at a unit.
- Current Complete: All first-termers at a unit that have had an IDP counseling session held and

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properly documented in the Training Management Tool (TMT) within the past 180 days.

- Percent Complete for the unit: Percentage of required first-termers at a unit that are current in their required documented IDP counseling sessions (number required divided by number completed).

Color Codes

Member

Green: 0-150 days since last documented IDP counseling session

Yellow: 151-180 days since last documented IDP counseling session

Red: 181 days or more since last documented IDP counseling session

Unit

Green: 80% or more of required IDP counseling sessions documented

Yellow: 60-79% of required IDP counseling sessions documented

Red: 59% or less of required IDP counseling sessions documented

Note: You may discover some data in CGBI that appears to be inaccurate. CGBI displays data that it “mines” from existing data systems (i.e., Direct Access, TMT, MISLE, FLS, ALMIS, etc.). If erroneous data is displayed in CGBI, the root cause may be inaccuracy of source data systems. CGBI users must either self-correct erroneous data in source data systems or contact appropriate personnel who can assist in correcting erroneous data. In short, incor-

rect data cannot be fixed using the CGBI application — the source data must be corrected. After correction, it will display correctly in CGBI. If info is displaying differently in source database than in CGBI, contact the OSC Help Desk at 877-872-4797.

These IDP efforts will pay off long into the future for our young men and women as they continue to personally and professionally develop throughout their careers. ❖

Susan Reed of MLC Pacific contributed to this article.

Leadership competencies addressed: “Taking Care of People,” “Mentoring” and “Human Resource Management.”

Leadership

VIEWPOINT

The Coast Guard Needs a Mandatory Physical Readiness Program — Now!

by CAPT Robert Lachowsky, USCG (Retired), Kodiak, Alaska

“I am the defender of the homeland.”

I have to chuckle whenever I see the Coast Guard’s latest TV recruitment ads. Since that day way back in 1973, when I raised my hand and swore to protect and defend our nation, I’ve always wondered why the Coast Guard doesn’t have some type of mandatory, Coast Guard-wide physical fitness program with physical readiness standards

and an emphasis on wellness. Has anyone else out there been embarrassed when Joe Taxpayer or one of our DOD colleagues gives you that puzzled look when they find out that the Coast Guard doesn’t have any organizational physical fitness standards? What’s holding us back?

“I am the line in the sand.”

The Coast Guard has recently taken the first baby step in estab-

lishing such a program, but unfortunately, it’s only mandatory for those who have demonstrated an inability to stay within the weight standards. Sure, we have some internal Coast Guard communities (the newest being our Maritime Safety and Security Teams) that do require each member to reach and maintain a certain level of physical fitness and readiness, but how can we expect our service to be taken seriously by the nation and the other ser-

vices when we don't require all other members, from top to bottom, to do so? How is everyone physically ready for world-wide deployment when they only demonstrate that readiness upon transfer to a unit such as an MSST?

"I am the shield of freedom."

Maintaining a *mission-ready* level of physical fitness and readiness should be a *condition of employment* for all Coast Guard military members, regardless of rank, rate or gender. The typical Joe Taxpayer has the perception that, if he or she needs to be saved (usually in the water) or protected, and a Coast-guardian is nearby (in uniform or not), that regardless of your rank, rate or gender, you have the strength, endurance and/or skills necessary to render assistance.

"I am the light in the dark."

The Commandant has taken a step in the right direction by making those members who fail to stay within the weight limits participate in a mandatory physical fitness program. But what about all of those members who are within the weight standards but are not physically capable of being the "shield of freedom" or "defender of the homeland?" We are a military service and should act like one.

"I am the enforcer on the seas."

I salute all those units out there who have taken the initiative to establish physical fitness and readiness programs within your com-

mands. Integrated Support Command Kodiak has an effective (but not perfect) program that requires each member to check in at the gym at least twice per week, and the unit conducts quarterly mandatory physical fitness assessments (push-ups, sit-ups, stretch and reach, 1.5 mile run, and/or 12 minutes swims). Each member is also weighed quarterly (versus semi-annually) to emphasize year-round weight management and healthy lifestyles. After the program had been in place for 18 months, the unit's physical readiness data improved 35 percent over the initial baseline. This program was not a burden to administer, nor would it be for any other unit in the Coast Guard, regardless of location or mission. The vast majority of ISC Kodiak's members are now physically ready for world-wide assignment (including MSSTs), regardless of rank, rate and gender.

"We are the United States Coast Guard."

As the Coast Guard matures into the next chapter of service with the next generation of operational platforms, new missions and an emphasis on homeland security, I think that the time is ripe for us to take that next step towards making physical readiness, fitness and wellness a *condition of employment*, and make us a more credible, military service in our nation's eyes. Then we can truly become "the line in the sand, the defender of the homeland, the shield of freedom, the light in the dark, the enforcer on the seas, the United States Coast Guard." ❖

CAPT Lachowsky was the commanding officer of Integrated Support Command Kodiak when he wrote this article. He retired in July 2006.

Leadership competencies addressed: "Health and Well-Being" and "Taking Care of People."

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Article Submissions

We need your articles on leadership issues and best practices. Article length should be 500 words or fewer. At the end of your article, please identify the two or three most relevant leadership competencies that your article addresses.

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Leadership Case Studies from Coast Guard Historians

HISTORY LESSONS

Cold Case

An Extreme Example of Devotion to Duty

by Dr. David Rosen, Pacific Area, Alameda, Calif.

“You cannot a salty sailor be, until you’ve sailed the Bering Sea.”

The Coast Guard’s core values of Honor, Respect and Devotion to Duty are the foundation for everything that we do. Heroic examples of Coasties living the core values occur everyday. During his first search-and-rescue, AST3 Aaron Bean learned the meaning of “devotion to duty” firsthand while being pushed to extremes. On Dec. 8, 2004, a 738-foot Malaysian freighter, the Selendang Ayu, with 26 crew members aboard, had run aground off the coast of Unalaska Island, Alaska. Here in the Bering Sea, 40-foot waves and freezing conditions are the norm.

A Coast Guard HH-60 Jayhawk helicopter from Air Station Kodiak was dispatched to the scene. Lowered from his helicopter to the Ayu, Bean and the other helicopter team members rescued nine crew members and brought them to the CGC Alex Haley in very difficult conditions, with high waves exposing the bow of the cutter. They then res-

cued nine additional men from the Ayu and brought them to nearby Cold Bay by helicopter. At this point, another helicopter and crew arrived from Air Station Kodiak to finish the SAR. Bean and his fellow team members were ready to unwind after their ordeal.

But an SOS came in that the Ayu was starting to break in two, and the helicopter that was to fin-

ish the SAR developed a mechanical problem. The second helicopter



A Coast Guard rescue crew aboard rescue helicopter 6020 transport motor vessel Selendang Ayu crew members to CGC Alex Haley Dec. 8, 2004, during rescue efforts before the Jayhawk aircraft crashed. Another Coast Guard helicopter crew saved the aircrew and one Selendang Ayu crew member. (Coast Guard Photo)

had to fly back to Dutch Harbor for a new gear box module. There were eight crew members still aboard the freighter.

Returning quickly to the scene, Bean and his team found that none of the Malays would get in the basket. The freighter was being

assaulted by giant waves. Bean lowered onto the ship and placed the men into the basket one by one, persuading them not to panic or attempt to get out. All the while he was falling on the slippery deck, fighting the sea and the shocks from static electricity. Bean and the ship's captain were the last aboard the vessel as a pitch black fog rolled in, followed by a snowstorm.

At this point, catastrophe struck as the Bering Sea rose and doused the helicopter engines. With blades flying, the helicopter crashed into the water. Bean assumed a defensive pose, focused on calming the ship's captain (who couldn't swim), put on his strobe light and informed the Haley, which was a short distance away, of the helicopter crash. The Haley sent out its HH-65 helicopter and rescued the three crew members from the crashed helicopter and one of the Ayu's crew.



An aerial view of the Selendang Ayu in two pieces. (Unified Command photo)

Bean stayed on the freighter for nearly four hours, clutching a pipe, protecting the ship's captain and struggling to reel in the frayed line to a life raft, which ultimately broke. After about two hours, there was a loud sonic boom – another catastrophe occurred as the freighter broke in two. Bean and the captain were stranded on a dark sinking remnant of the bow, watching the stern bend at a 35 degree angle.

Bean was wearing only a flight suit and had no rescue gear or fins. He was showered continuously by jet fuel and ship oil permeating the sea water. After rescuing the others, the Haley's HH-65 helicopter returned. In the now-blizzard conditions, they had to roll out a 175-foot hoist and the basket was blowing sideways, but they were able to rescue Bean and the captain.

In total, 20 Ayu crew members were rescued, and no Coast Guard

lives were lost. The amazing irony is that Bean had never set foot on a ship before ... not a bad performance for his first SAR! Bean's devotion to duty earned him the Meritorious Service Medal (and AMT3 Gregory Gibbons, the Distinguished Flying Cross). Anyone unfamiliar with the Bering Sea might bear in mind the remarks of the mayor of Unalaska, "When the north wind is blowing, there's nowhere to hide." ❖

Core value addressed: Devotion to Duty

Coast Guard Core Values

Honor

Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all of our personal actions. We are loyal and accountable to the public trust.

Respect

We value our diverse work force. We treat each other with fairness, dignity and compassion. We encourage individual opportunity and growth. We encourage creativity through empowerment. We work as a team.

Devotion to Duty

We are professionals, military and civilian, who seek responsibility, accept accountability and are committed to the successful achievement of our organizational goals. We exist to serve. We serve with pride.

LEADERSHIP ESSAY

How to Improve Your Conversation Skills

by LTJG Luke Slivinski, CGC Blue Shark, Everett, Wash.

Effective communications are undoubtedly necessary for successful interpersonal relationships, whether it be between co-workers, family members or friends. That is why it is no surprise that effective communications is one of the Coast Guard's 28 leadership competencies. Active listening is a technique that, when used properly, can help a listener overcome a common communications shortfall: not listening attentively. By following a few common practices you can make active listening a part of your daily life.

The University of Colorado's Conflict Research Consortium states that common hindrances to communication such as distractions, daydreaming or mentally preparing a response while the speaker is still talking can be eliminated by focusing attention on the speaker through active listening. Focusing attention on the speaker is the goal of active listening.

To give the speaker your full attention you must first remove all distractions. How many times have you been talking on the phone at your desk when a new e-mail arrives and you open and read it? How often do

you talk on your cell phone while driving your car? Dividing your concentration between multiple tasks violates the basic premise behind active listening and can have unanticipated, adverse effects on your personal and professional life.

Opening your e-mail while on the phone could result in a momentary "zoning out" episode just as your colleague passes critical budget figures for the report you are working on, resulting in a faulty report and a visit from the executive officer. Driving your car and talking on your cell phone, even with a hands-free device, could result in the same problem, or even worse, an accident. Recently, I was out fishing and talking to my girlfriend on my cell phone. We were having a nice conversation up until I caught a fish. I was reeling it in and trying to listen to what my girlfriend and the guy standing next to me were saying at the same time. My girlfriend sensed I was not engaged in the conversation and asked, "Am I boring you?" I was not bored, but I will admit I was not paying attention and issued the obligatory, "uh huh, yes," a common phrase used when trying to sound like you are paying attention. In this

case, it backfired on me. Needless to say, my girlfriend was not happy, and I got a first-hand lesson on the benefits of active listening.

Once distractions have been removed, mentally repeating and verbally paraphrasing what the other person has said are two techniques you can use to focus your attention on the speaker. Mentally repeating exactly what the speaker has said

New Contest - Leadership Jeopardy Game

Category: Leadership Competencies

Petty Officer Smith demonstrates this leadership competency when she meets with junior enlisted members at her unit to discuss their current and future goals.

Phrase your response in the form of a question. The first person to e-mail the editor, Lynne Donahue (Lynne.M.Donahue@uscg.mil), with the correct response will win a fantastic prize.

will help prevent other thoughts from entering your mind and will help you prepare your paraphrased response. Paraphrasing means taking what the speaker has said and repeating it back to them in your own words. This enables the speaker to confirm whether they are, or are not, getting their point across and gives the speaker the opportunity to clarify what they said if you did not understand.

The second key component of active listening is being emotionally involved and empathetic. According to Stephen Covey, author of "Principle-Centered Leadership," the language of emotion "is far more motivational and powerful" than the language of logic and it is "important to listen primarily with our eyes and heart and secondarily with our ears." Your body language and non-verbal forms of communication let the speaker know whether you are actively listening, even more so than simply verbally restating or paraphrasing. For telephone conversations it is important to be emotionally involved in the discussion because body language and other non-verbal forms of communication are obviously no longer factors. Understanding the speaker's emotional reaction to an issue can help you appeal to the speaker's emotions when paraphrasing. Doing so lets the speaker know you not only understood what was said, but also understood the speaker's psychological response to it, thereby tapping into Covey's aforementioned "language of emotion." Successfully interpreting the speaker's emotions demonstrates a higher level

of attentiveness and understanding than simple paraphrasing.

Showing the speaker empathy can take your emotional involvement in the conversation to the next level and reap further benefits. Empathy is understanding how a person feels based on how that person perceives the world. Demonstrating the ability to empathize will help establish an emotional connection with the speaker, break emotional barriers and make the speaker more comfortable and open to sharing thoughts and feelings. From my personal active listening lesson above, I understood my girlfriend was emotionally displeased with my response and the fact I was not paying attention. Thankfully, keeping her emotions in mind, I gave her an apology stating she was never boring, I was sorry for being

inattentive and I would call back when I could devote my full attention to our conversation. While my apology certainly did not make up for my blunder, it did keep the situation from getting worse.

Giving a speaker your full attention and actively listening will help avoid misunderstandings, remove emotional barriers and make the speaker a more active participant in your conversations — results that can greatly improve your communication skills and interpersonal relationships. ❖

Other research used for this article included Kellie Fowler's article, "Active Listening: Hear What People are Really Saying," from Mindtools.com.

Leadership competency addressed: "Effective Communications."

Praise for the Civilian Orientation Online Course

"The Civilian Orientation online course was outstanding, and I can't say enough good things about it. I plan on using it to familiarize our Help Desk contractors with different aspects of the Coast Guard and to help them attain a better understanding of our service and customer base. It is truly an easily accessible wealth of information. Having served more than 21 years on active duty in the Coast Guard, this is the best compilation of overall Coast Guard information I have ever reviewed or used. I will definitely be sharing it with other members of the ESU command — active, Reserve, civilian and contractors." — *Jay MacKenzie, Help Desk Manager, Electronic Systems Support Unit Cleveland*

The Civilian Orientation Online Course is available at <http://learning.uscg.mil/CivOrientation>.

Commandant Instruction 12410.12, Coast Guard Civilian Orientation Training, provides additional information on the program.

2006 Coast Guard Environmental Award Winners Offer Best Practices for Use at Other Coast Guard Units

by Dr. Ken Malmberg, Coast Guard Headquarters (CG-443)

The units that submitted these environmental best practices received Coast Guard environmental awards in 2006. These practices are so beneficial, with no appreciable cost, that we suggest all units use all the practices below that are applicable.

- **Integrated Support Command Seattle's Shop Towel Program** eliminates sending oily rags to the local landfill as non-regulated waste, resulting in significant annual disposal cost savings. At a cost of seven cents per towel, a vendor supplies and picks up shop towels, which are then cleaned and reused. The environmental benefits are exceeded only by the program's simplicity and ease of operation, enabling the unit to post recurring savings annually while eliminating one of their larger waste streams of oil and paint rags. The effort represents an extraordinary level of cooperation among the units serviced by the ISC.
- The facilities engineering department at **Air Station Borinquen** has initiated a community-wide energy reduction program resulting in significant reductions in electricity use in housing and elsewhere on the property. A local award program integrates the morale program with community energy awareness, resulting in significant energy reductions and a steady contribution of new and

innovative ideas for further reductions. Improvements so far include: (1) widespread use of low wattage compact fluorescent bulbs, (2) testing of in-line/on-demand water heaters in housing, (3) waterless urinals that save thousands of gallons of water annually, and (4) bio-based solvent use in the aviation and facilities engineering departments. Another innovative practice includes the purchase of a refrigerant recycling machine, which removes used refrigerant from their waste generation stream.

- **ISC Portsmouth** has eliminated a hazardous waste stream by converting the clinic to digital X-rays. The unit also: (1) shifted to a recyclable toner cartridge program where the vendor provides all shipping and packaging services, (2) avoided Defense Reutilization and Marketing Office (DRMO) disposal fees by using a local company that takes recyclable batteries off the base with no packing or shipping charges, and (3) with an overgrown waterfront area, placed easily readable signs on all outfalls on the base to improve environmental awareness.
- **ISC Miami** minimizes petroleum use in transportation by extensive use of electric vehicles, procurement of alternative fuel vehicle replacements and operation of two commuter buses that stop at other Coast Guard units in the

area, thereby reducing emissions, fuel usage and congestion.

- **WLR Support Detachment Hickman** directly assists CGC Chena (in Hickman, Ky.) with guidance on waste disposal and hazardous materials disposal, allowing for more environmentally friendly operation and maintenance of a busy working vessel.
- **Marine Safety Detachment Port Canaveral** has partnered with state and local clean water programs via a memorandum of understanding, participates in training for preventing pollution and educates local industry and communities about the importance of waste stream compliance.
- A process improvement team at **ISC Honolulu** reduced the use of anecdotal information that was contributing to large discrepancies in their hazardous material program. The team gathered information through interviews, inspections, process mapping and focus groups and met their goal of reducing the average monthly HazMat discrepancy rate by 25% per quarter until it was under control. The team's systematic approach revealed some root causes of discrepancies that were not initially known. ❖

Leadership competencies addressed: "Accountability and Responsibility" and "Stewardship."

The Big Deal About Using the Word "But"

by HS1 Mark Jadofsky, Leadership Development Center, New London, Conn.

So what is the big deal about using the word "but" in a sentence when talking to your superiors, direct-reports and peers? When you use the word "but" in a sentence it may send a negative message. Try these sentences on for size: "BM3 Hawser, you and your crew painted that bulkhead perfectly, *but* it took six days to do it," or "HS2 Pain, you did a great job entering that health record into MRS, *but* it took you three hours to do that record alone." If you continually use the word "but," like it was used in the sentences above, what do you think will happen when you approach your people to talk to them? Do you think they will start to expect only negative things from you?

If you or a shipmate would like to obtain some tools on how to address people in a positive manner, then attend a Leadership and Management School (LAMS) course.

The scheduled start dates and locations for LAMS courses through December 2006 are listed below.

9/25/06: Sector Humboldt Bay
 9/25/06: Activities/Detachment Sandy Hook
 9/25/06: Sector Tampa-St. Petersburg
 9/25/06: Station Eatons Neck, N.Y.
 10/02/06: CGC Venturous at St. Petersburg
 10/02/06: ISC San Pedro
 10/16/06: Miami
 10/16/06: TraCen Petaluma (local course)
 10/16/06: Guantanamo Bay, Cuba
 10/23/06: Guantanamo Bay, Cuba
 10/23/06: Sector San Diego

10/23/06: Group Astoria
 10/23/06: Sector New York
 10/30/06: TraCen Yorktown (local course)
 10/30/06: MSU Duluth
 10/30/06: CG Academy (resident course)
 11/13/06: ISC Boston
 11/13/06: ISC St. Louis
 11/13/06: Sector Buffalo
 11/27/06: Elizabeth City
 11/27/06: TraCen Cape May
 11/27/06: CGC Sherman, Alameda
 11/27/06: ISC Honolulu
 12/4/06: ISC Honolulu
 12/4/06: Atlantic Strike Team, Fort Dix, N.J.
 12/4/06: CGC Confidence, Patrick AFB, Fla.
 12/4/06: CG Academy (local course)
 12/11/06: CG Academy (local course)
 12/11/06: CAMSLANT, Chesapeake
 12/11/06: TraCen Petaluma

LAMS is a five-day course. The target audience is E5 to O3, GS-7 to GS-11 and Auxiliary members. E5 members have top priority when requesting to attend the class.

If you are interested in attending any of these classes, contact your local education services officer or training officer. For more information, contact HS1 Mark Jadofsky, tel. 860-701-6694, e-mail Mark.S.Jadofsky@uscg.mil. ❖

Leadership competencies addressed: "Self Awareness and Learning" and "Taking Care of People."

Adventures in a Coast Guard of One

by EMCM Richard Wiles, CGC Polar Star, Seattle

Installment two of a four-part series chronicling EMCM Wiles' nine-month experience at the U.S. Army Sergeants Major Academy in El Paso, Texas.

The U.S. Army Sergeants Major Academy (USASMA) is divided into four phases of learning: core, leadership, resource and management, and military operations. The core phase consists of basic knowledge, group dynamics and team building, what I would consider closely related to our Chief Petty Officer Academy. Along with core comes morning physical training under the watchful eye of a certified Army master trainer, a bootcamp for 40-year-olds. Every morning from 0600 to 0700, each base group (class of 16) meets with their respective instructor and conducts physical training that includes cardio, strength and flexibility exercises. Ability groups (fast with fast, slow with slow) are formed for the running portion. This is the part of Army leadership training where the philosophy "lead from the front" really takes on its meaning.

Lead from the front ... I thought I knew what that meant — be out front in everything you do and your people will imitate your actions. It seemed more of an abstract concept than an actual act. Lead from the front to me has been synonymous with "lead by example," get out front and set the example. The Army often uses the tactic in its simplistic meaning, as shown by the following observation. I was

running a canyon road and an Army company passed by with an old sergeant in the lead. This man had braces on both knees and still led the pack. I knew that there was no way he was going to let any of those 18- and 19-year-old "hooahs" pass him up the hill, no matter how painful his knees were.

Army physical training is a way of life, one that marks the hierarchy within the group. I have seen old and tired sergeant majors performing at levels 20 years younger whenever junior members were present. I also have noticed that the example lends itself to some basic theories: as that sergeant led those kids up the hill, more than a couple of them lagged excessively behind. Being in the front seems to be detrimental to seeing the action in the back. Of course, the obvious solution presented itself directly; a staff sergeant was nipping at the rear like a sheep dog, keeping any hopefuls from indulging in their laziness. I decided that the course taught me that "lead from the front" needs at least two individuals to work effectively, the one in front and the one with a "boot" in back.

So where does that leave me, an individual chief in the vast sea of leadership styles? I always envisioned myself as an "in front" type of leader. But the more I thought about it, the more plausible answer was that we (Coasties) tend to "lead alongside" our shipmates rather than in front. This lead alongside

concept seems to make more sense. It allows for a tri-leadership mentoring concept, as called for by whatever situation is taking place:

1. "Leading at the bow" allows us to give our shipmates someone to follow and learn from to reach an obtainable goal.

2. "Leading alongside" allows us to mentor our charges and help them along the path of increased responsibility and advancement.

3. "Leading at the stern" gives us the ability to let our wards run with their newfound confidence and, of course, still leaves us the "boot" option, if needed.

So if you're a leader or see a fellow Coastie in need, come alongside and throw them a line. ❖

In the next issue: Lectures and writings at the academy

USASMA is open to members above the cut for E-8 through E-9, with less than 26 years of service, as of 1 June 2006. See ALCGENL 110/06, Resolicitation for Candidates to Attend USASMA, for application requirements. Applications are due to CGPC (epm-1) by October 6, 2006. The program manager is MSTCM Diane LaCumsky, e-mail, Diane.M.Lacumsky@uscg.mil, phone 202-475-5519.

Leadership competencies addressed: "Self Awareness and Learning," "Influencing Others" and "Mentoring."