

# The Leadership News

A quarterly newsletter on leadership issues in the Coast Guard

www.uscg.mil/leadership

Issue 32 March 2007

## Remembering Alexander Hamilton on his 250th Birthday Father of the Coast Guard's Influence Remains Vibrant by PA2 Judy Silverstein, Coast Guard Headquarters (G-AND)

*"A few armed vessels, judiciously stationed at the entrances to our ports, might at a small expense be made useful sentinels of our laws."* — Alexander Hamilton, Federalist Paper No. 12, Nov. 27, 1787

Jan. 11 marked the 250th birthday of Alexander Hamilton, the father of the Revenue Cutter Service, precursor to the modern day Coast Guard. Even now, he remains a brilliant, influ-



ential and controversial figure, and his profound influence on our country's governance and philosophy — and the Coast Guard of today — is both impressive and indisputable.

Hamilton's formidable influence extended from political philosophy to banking and policy. His writings largely shaped thinking in his era and also within the America we live in today. "Hamilton felt that part of his mission was not only to do, but to speak and to write and to explain," said Ron Chernow, a Hamil-

ton biographer. Hamilton was a prolific writer, churning out some 22,000 pages, now housed in the Columbia University Press collection.

Born of humble beginnings, he was an illegitimate child born on Nevis in the West Indies, and orphaned early in his life. Working as a clerk for an export-import company, he familiarized himself with the inner workings of commerce and

ports, in a move that was to have a profound influence on his later work on revenue collection and America's debt management. When a hurricane barreled through the Caribbean in August 1772, Hamilton's graphic account published in the local newspaper earned him both attention and accolades. His stirring essay prompted those from higher status to successfully establish a college fund for the budding writer to attend King's College (now Columbia University). Through perseverance, focused

study and hard work, Hamilton started as an unknown and rose to become the first Secretary of the Treasury in 1789.

Hamilton sought to impose vigorous economic principles. Playing a critical role in the Continental Congress, Hamilton wielded

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considerable influence in both the Federalist Party and George Washington's cabinet. He worked feverishly to attack the national debt, taxing whiskey and creating a central bank. A proponent of modernization, Hamilton authored the Report on Manufactures in an era when farming was commonplace and technology was eyed with suspicion, arguing somewhat prophetically that both industry and technology would be essential to the economic health of America.

"It's been said that Hamilton was the greatest American never to be elected President," said ADM Thad Allen, Commandant of the Coast Guard. "The ideals and principles he put forward to protect the nation and serve its citizens are as relevant today as they were then," said Allen. Creating "a few armed vessels, judiciously stationed at the entrances to our ports," Hamilton established our strong legacy of guarding the coast and protecting the homeland.

Along with John Jay and James Madison, Hamilton wrote The Federalist Papers, initially intended as a series of newspaper pieces written to defend the newly minted Constitution of the United States. However, the writings quickly became accepted as government doctrine. In Federalist Paper No. 1, Hamilton wrote, "... it seems to have been reserved to the people of this country, by their conduct and example, to decide this important question: whether societies of men are really

capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force." The Federalist Papers have been cited more than 300 times in Supreme Court opinions.

While often considered an elitist, Hamilton's roots may have actually made him more empathetic toward those from more humble beginnings. "There are strong minds in every walk of life that will rise superior to the disadvantages of situation and will command the tribute due to their merit, not only from the classes to which they particularly belong, but from the society in general. The door ought to be equally open to all," Hamilton wrote.

In his letter of instructions to the commanding officers of the revenue cutters in 1791, Hamilton set forth principles of decisive leadership and professional behavior for those standing the watch. "I recommend in the strongest terms to the respective officers, activity, vigilance and firmness, I feel no less solicitude, that their deportment may be marked with prudence, moderation and good temper." "As the father of the Coast Guard," said Allen of Hamilton, "I continue to look to Hamilton as I navigate the Coast Guard through the many challenges we face each and every day in keeping America safe and secure."

Indeed, Hamilton's legacy remains vibrant. "A tolerable expertness in military movements is a business that requires time and

practice," he wrote. "It is not a day, or even a week, that will suffice for the attainment of it."

That's sage advice for a military, maritime, multi-mission service. ❖

*Ron Chernow's book, "Alexander Hamilton," is the Commandant's Choice for professional reading from the 2006-7 Coast Guard Reading List (see [www.uscg.mil/leadership](http://www.uscg.mil/leadership)).*

*Leadership competencies addressed: "Effective Communications," "Influencing Others," "Vision Development and Implementation" and "Strategic Thinking."*

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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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## What is EPME and Who Comes up with the Requirements?

by MKC Robert Taylor, Sector San Francisco

**H**ave you wondered who comes up with the Enlisted Professional Military Education (EPME) requirements? Have you asked whom do I have to pay off to create easier requirements? Do the people at headquarters even know what the people in the field do? And my favorite question: what does EPME even mean?

According to the program manager, EPME is a continuum of leadership training that provides enlisted members with a solid foundation for a successful Coast Guard career. The EPME has three parts: (1) Performance requirements (sign-off sheets), (2) an end-of-course test (EOCT), and (3) a study guide that prepares members for the performance requirements and EOCT as well as the servicewide exam. Emphasis is placed on developing leadership capabilities and preparing members for increased responsibility. EPME is part of the enlisted advancement process.

### The EPME Change Process

**N**ow let me fill you in on an eye-opening experience I had in January. I was part of a 12-person task force that was asked to look at all the EPME requirements for the pay grades of E-2, E-3 and E-4. It started because the system mandates periodic reviews of EPME requirements. The first step was to establish a task force to review the current EPME requirements and create a survey to gather data from the field. The sur-

vey was open for eight weeks in the fall, and more than 5,700 Coast Guard members completed it. The next step is where I got to participate. I was part of the EPME study group, tasked with evaluating the data from the survey and the current EPME requirements and compiling recommendations for a new set of EPME requirements for the E-2, E-3 and E-4 levels. These new sets will be forwarded to headquarters for approval and eventually become the updated requirements.

Among the people on the task force were the MK rating force master chief, the MK "A" School chief, the BM "A" School chief, a DCC Specialist, two civilian personnel, and a YN1 and FS1, both with company commander experience. I was the Reserve representative on the task force. We met at Cape May for a week and started by reviewing the survey results along with all current qualifications. Next we started eliminating or keeping individual requirements. Then we decided on a pay grade for each requirement.

### Recommended Changes

**W**e recommended that some requirements be eliminated, some remain and some be added. Every member on the task force had a voice in this process and it was majority rule. Here are some examples of the 200-plus requirements that the group pondered. We suggested removing the performance require-

ments of preparing a surface for painting and applying paint to a surface. These two requirements were removed because of all the additional safety training involved with painting. We suggested adding that new members coming out of basic training be assigned sponsors at their next duty stations. The task force recommended removing the performance requirement of participating as a member of a damage control repair team. This requirement is covered as part of the performance qualifications for shipboard firefighting.

This was my first exposure to this system. I felt it was a valuable process. I think the requirements we established are in line with where the Coast Guard is heading in the future. So if you ever find yourself wondering how the Coast Guard comes up with their requirements, you now understand the process. ❖

*MKC Taylor is the silver badge command chief for the Sector San Francisco Reserve.*

*For more information on EPME, see COMDTINST M1510.2, Enlisted Professional Military Education.*

*Leadership competencies addressed: "Management and Process Improvement," "Decision Making and Problem Solving," "Human Resource Management" and "Strategic Thinking."*

## Leadership Case Studies from Coast Guard Historians

## HISTORY LESSONS

## The Battle of Cardenas Bay and the Importance of Honor and Teamwork

by William Thiesen, Coast Guard Atlantic Area, Portsmouth, Va.

The War with Spain in 1898 was a very brief engagement as most wars go, but it proved another reminder of the U.S. Revenue Service's ability to serve its nation honorably. A predecessor service to today's Coast Guard, the Revenue Service fought proudly in both Atlantic and Pacific theaters of this war, also known as the Spanish-American War. While numerous revenue cutters served honorably throughout the hostilities, few distinguished themselves as much as the Revenue Cutter Hudson.

In March 1898, after the United States declared war with Spain, an executive order placed the Hudson and all other revenue cutters under the direction of the U.S. Navy. After a short time, this small cutter received an armament of two six-pound rapid-fire guns and a Colt automatic "machine" gun. Designed to serve harbor patrol duties on the East Coast, the new 95-foot Hudson was technologically advanced for its time with all-steel plating and a triple-expansion reciprocating steam engine.

Despite its special features, Hudson's crew really set the cutter apart from the rest of the fleet. The crew of twenty included First Lieutenant J. H. Scott, Third Lieutenant Ernest Mead, First Assistant Engineer N.

E. Cutchin, Second Assistant Engineer T. G. Lewton, Steward's Mate H. Savage and Cook Moses Jones. Hudson's captain, LT Frank Newcomb, had served in the Civil War and would later serve as a Coast Guard officer in World War I. Newcomb was the only crew member

tween Matanzas and Cardenas, Cuba. During the early days of that month, three Spanish gunboats had sortied from Cardenas to harass the American squadron. Due to the threat posed by these enemy vessels, squadron leader CDR John Merry (USN) decided to destroy the gun-



*This painting by Dean Ellis depicts the Revenue Cutter Hudson rescuing the Torpedo Boat Winslow. Reproduced with permission from the artist.*

that had served in wartime, but he would later write in an after-action report that each of his crewmen performed "in a cool and efficient manner" under fire.

By May 1898, the Hudson had been attached to the naval squadron blockading Spanish shipping be-

boats while they sat moored in Cardenas harbor. On May 11, the torpedo boat USS Winslow spearheaded the attack with the slower Hudson following behind. As soon as the Winslow entered the harbor, Spanish shore batteries and gunboats opened fire on the torpedo

boat, disabling it and killing or wounding many aboard.

During the battle, the Hudson crew served with honor as they manned guns and worked on deck without any protection from enemy fire. Commanded by LTs Scott and Mead, the gun crews kept up a steady covering fire at close range as the Hudson moved in to rescue the crippled Winslow and its surviving crew members. At the height of the action the Hudson kept up a hot covering fire of 135 rounds in the span of twenty minutes. According to Mead, each one of the rounds “shook Hudson from stem to stern.” As the Hudson drew nearer to the Winslow, enemy rounds landed all around, and one of them felled a group of the Winslow’s crew members trying to receive the towline. After 30 minutes under constant fire, the crew of the Hudson managed to secure a line to the Winslow and tow the boat out of range of Spanish guns. The day’s action had resulted in the destruction of two Spanish gunboats, but it cost the lives of several crewmembers aboard the Winslow, including the only naval officer lost during the war. The Hudson had been spared serious damage and departed that evening carrying dispatches and the Winslow’s dead and wounded crewmen to Key West.

Many men served with honor that day at Cardenas. Congress awarded three Winslow crewmembers the Medal of Honor. On special recommendation by President McKinley, Congress honored the Hudson’s crew with specially mint-

ed medals for their valor. A joint resolution provided LT Newcomb with the war’s only gold medal awarded by Congress and silver medals to his officers. Congress awarded bronze medals to the crew, including Steward’s Mate Savage and Cook Jones, who had each fed ammunition to their respective six-pound gun mounts. This is likely the first time in Coast Guard history that African-Americans received such recognition for action against an enemy on the high seas.

The crew of the Hudson performed honorably in the face of in-

tense enemy fire. In a letter written to the Treasury Department a month after the enemy action at Cardenas, Newcomb reported, “Each and every member of the crew ... did his whole duty cheerfully and without the least hesitation.” The honor and discipline demonstrated by Hudson’s officers and enlisted men allowed the crew to work as a team to fulfill the vessel’s mission in spite of the odds against their success. ❖

*Core value addressed: Honor.*

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## LAMS: One of the Most Powerful Leadership Development Tools in the Coast Guard

by PA2 Judy Silverstein, Coast Guard Headquarters (G-AND)

To reach optimal performance, an array of tools exists to help arm Coasties with professional leadership skills. One of the most popular is the five-day Leadership and Management School (LAMS). Intended primarily for E-5s, classes are sometimes a blend of junior officers, civilians, auxiliarists and occasional senior enlisted and senior officers.

“The class changed my life,” said LT Alessandra Penswater of Sector Jacksonville. Now a reservist, she has also served as an enlisted active duty quartermaster. “It is the reason I went and got my master’s in organizational management,” she said. LAMS is “solution oriented but encourages critical thinking skills, essential for the expanding missions we have today,” said Penswater.

“The class was by far the best training I’ve ever had in my life,” said another student. “I’ve already seen changes in the personnel that work for me. They’re more motivated and even excited to come to work.”

LT Tami Floodine, chief of the Leadership and Management School in New London, Conn., and other instructors share that enthusiasm. “The class is especially appropriate right now since it teaches us how to deal with change,” Floodine said. “It offers a model for leadership in our service.”

“LAMS is a great course,” said CAPT David Brimblecom, director of the Leadership Development Center in New London, Conn.

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“Targeted at E-5 and new officer accession levels, it has great impact on our newest supervisors as they learn many useful tools and techniques. It also has the additional benefit of exposing these students

to what a good leader looks like ... and that keeps *their* supervisors on their toes as well.”

Floodine adds that leadership is a skill crossing all rate and rank levels within the Coast Guard. “It’s a com-

monality — a common language we can all share and all speak,” she said.

“Today’s E-5s are tomorrow’s senior leaders,” said Floodine. That makes LAMS a critical piece in the development and training of Coast Guard personnel. Classes offer students a chance to listen to lectures and participate in hands-on exercises stretching them beyond the usual comfort zone. The course uses on-the-job experiences and provides unusual tools and tool kits to enhance leadership skills. LAMS courses are taught on-site at the Leadership Development Center at the Coast Guard Academy, and at Training Centers Yorktown, Va., and Petaluma, Calif. An array of so-called “road shows” offers classes at regional locations to maximize attendance from remote stations. Recently, courses were offered to Coasties serving in Guantanamo Bay, Cuba. One attendee was an enthusiastic ENS Isabella Dunklin. “I found the instructors to be extremely knowledgeable, and they interacted with all the students, allowing each of them to develop their maximum skill level,” she said. Dunklin also said that the invaluable skills she learned will not only help in Coast Guard leadership but in her personal life as well.

That’s exactly what instructors hope for. ❖

*Leadership competencies addressed: “Self Awareness and Learning” and “Team Building.”*

### LAMS Schedule

The scheduled start dates and locations for upcoming Leadership and Management School (LAMS) courses are listed below.

- 3/5/07: Sector Baltimore
- 3/5/07: ISC Seattle
- 3/5/07: ISC Miami
- 3/5/07: ISC New Orleans
- 3/12/07: AirSta Cape Cod
- 3/12/07: TraCen Petaluma (local course)
- 3/12/07: Sector Key West
- 3/19/07: ISC Portsmouth
- 3/26/07: CG Academy (resident course)
- 3/26/07: SFO Moriches
- 3/26/07: JTTF Guantanamo Bay, Cuba
- 4/2/07: JTTF Guantanamo Bay, Cuba
- 4/2/07: Sector New York
- 4/9/07: CGC Dallas, Charleston
- 4/9/07: TraCen Yorktown (local course)
- 4/9/07: CGC Dauntless, Galveston, Texas
- 4/9/07: Sector New Orleans
- 4/9/07: Sector Jacksonville
- 4/16/07: Sector Corpus Christi
- 4/16/07: Miami

- 4/16/07: ISC Alameda
- 4/16/07: Sector San Diego
- 4/23/07: MSU Wilmington, N.C.
- 4/23/07: TraCen Cape May
- 4/23/07: TraCen Petaluma (resident course)
- 4/23/07: ISC Kodiak
- 4/30/07: ISC Kodiak
- 4/30/07: ATC Mobile
- 4/30/07: Group Astoria
- 5/7/07: Elizabeth City
- 5/7/07: ISC San Pedro
- 5/14/07: TraCen Yorktown (local course)
- 5/21/07: Headquarters
- 5/21/07: CGC Mackinaw, Cheboygan, Mich.
- 5/21/07: Station Oregon Inlet
- 5/21/07: MSU Port Arthur

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.

## We've Got Mentors ... Now We Need Mentees

by Darlene Murphy, Coast Guard  
Headquarters (CG-133)

**T**he Coast Guard's Web-based Mentoring Program has a database that allows users to sign up and search for or become a mentor. Currently, nearly 800 people are signed up as mentors, but most of them have never been contacted by potential mentees.

The Web-based program supports mentors and mentees by providing a mentoring agreement, just-in-time instructions and automated notifications for key activities. The system also contains mentor and mentee guides, e-learning modules, self-assessments, a mentoring process overview, an activity timeline, and frequently asked questions.

Why not sign up and see which mentors are ready and waiting to help you achieve your career goals? Go to [www.uscg.mil/leadership](http://www.uscg.mil/leadership) and click on "Mentoring." You will need to enter 790806 in the "Mentee Group Code" field.

**Coming Soon:** Mentor profiles will be spotlighted in this newsletter. ❖

Free e-learning courses are available through SkillSoft. The catalog has expanded to include leadership, management, personal development, communication, and many other topics. Go to <http://learning.uscg.mil>. Once inside SkillSoft, click on "Catalog," then "Business Skills Curricula."

## What Leadership Books are Senior Leaders Reading?

**T**he annual Coast Guard Reading List was released in August 2006. 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.

Several CG exchanges have selected books for sale from the reading list. The books are also available from the Coast Guard Exchange System Web site, [www.shopcoastguard.com](http://www.shopcoastguard.com).

The reading list is available from [www.uscg.mil/leadership](http://www.uscg.mil/leadership). ❖

### Coast Guard-wide IDP Completion Rates as of 25 January 2007\* (for mandatory IDPs only)

It is required that all first-termers (enlisted and officer) receive IDP counseling sessions twice a year (per Commandant Instruction 5357.1A, Coast Guard Individual Development Plan).

How are we doing? As shown on the below table, the Coast Guard is making progress, but we have room for improvement. What is your unit doing to implement IDPs for its first-termers?

Member Type	Number of Members with IDPs Required	Number of IDPs Completed	Percent Complete of Mandatory IDPs
<b>Active Enlisted</b>	11,619	6,013	52%
<b>Active Officer</b>	472	154	33%
<b>Reserve Enlisted</b>	2,082	611	29%
<b>Reserve Officer</b>	148	32	22%
<b>Total</b>	14,321	6,810	48%

\*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.).

## Diversity: An Important Key to Innovation and Mission Success

by LTJG Antonio Donis, Coast Guard Headquarters (CG-12B)

### What is Diversity?

**D**iversity is more than a word used to describe race and gender. Diversity is about everything that makes us unique — our values, beliefs, childhood, experiences and even perceptions.

### Why is Diversity so Important?

**D**iversity is about people. In the Coast Guard, managing diversity has never been more important.

Take Hurricane Katrina for example. In the aftermath of this devastating national tragedy, the Coast Guard saved more than 24,000 people and evacuated nearly 9,500 hospital patients to safety. In addition, the Coast Guard responded to more than 3,800 marine pollution cases and in most areas, re-opened affected waterways to resume commerce in less than a week.

How did the Coast Guard accomplish so much, in such little time?

The answer is simple: by leveraging the power of its diverse workforce. At the height of operations, more than 5,500 members of Team Coast Guard were performing rescue and recovery operations. These responders came from different locations and backgrounds, with different job descriptions and varying levels of ex-

perience and leadership. Yet they all came together. And together, they saved lives.

Leveraging the power of your workforce is about understanding your people's differences, valuing them and bringing them together to achieve a common goal.

### Making Diversity a Top Priority

**C**reating an environment that enables everyone to reach their full potential is absolutely critical, especially in an emergency such as Hurricane Katrina. However, understanding how to utilize the talent of your workforce in an emergency will only get an organization so far. In order to be successful long term, organizations

environment where the differences of all of our people are recognized, understood and valued so that all can achieve their full potential and maximize their contributions to Coast Guard missions.”

Since its implementation, diversity strategy has been a Coast Guard stronghold. It reminds leaders to maintain a constant commitment to diversity because in the end, the success of our diversity mission will affect the success of all missions. To emphasize the importance of diversity, each new commandant publishes a diversity policy statement that is sent to all Coast Guard units. “Diversity sparks innovation and incorporates fresh approaches,” said ADM Thad Allen, Coast Guard Commandant. “It provides well-rounded perspectives in problem solving that let us identify better ways of performing the duties entrusted to us by our government and fellow citizens.”

### Diversity Critical To Mission Success

**T**he need for a diverse workforce has never been more closely linked to mission success. In the last six years, the Coast Guard has responded to many unprecedented challenges. Our response to the attacks on 9-11, the call for service after Hurricanes Rita and Katrina and our commitment to perform a principle role in the war on terror illustrate the effectiveness and efficiency of a diverse workforce. While the Coast Guard

#### Diversity Celebrations by Month

**February:** African-American History Month

**March:** National Women's History Month

**May:** Asian Pacific American Heritage Month

**September:** National Hispanic-Latino Heritage Month (Sept. 15-Oct. 15)

**November:** National American Indian Heritage Month

must make diversity a mission in itself. In an effort to make diversity a top priority for the Coast Guard, its leaders have developed a diversity policy strategy, which emphasizes the following:

“The Coast Guard is committed to creating and ensuring a positive



demonstrates its excellence in each one of these diverse mission areas, its leaders know that in order to be fully mission capable in the future, the Coast Guard needs to continue to attract and retain the best talent America has to offer.

Some organizations ask their employees to bring certain parts of themselves to work, while leaving

other parts at the home. When an organization does this, people disengage. When people disengage, everyone loses. If the Coast Guard wants to live up to its motto of "Always Ready," its leaders must do everything they can to keep diversity on center stage. To celebrate diversity and gain strength from differences, the whole person must be valued. ❖

*The diversity policy statement and other information is available at [www.uscg.mil/diversity](http://www.uscg.mil/diversity).*

*Leadership competencies addressed: "Respect for Others and Diversity Management," "Creativity and Innovation" and "Vision Development and Implementation."*

## Upcoming Professional Development Conferences

**M**ark your calendars for these conferences, which offer the opportunity for professional development and networking. Coast Guard headquarters (CG-12B) has historically had some funding available for these events, and they expect to have limited funding available again this year. Watch for ALCOASTs announcing the events and funding availability.

### **Association of Naval Services Officers (ANSO)**

March 20-24, 2007

San Diego

[www.ansomil.org](http://www.ansomil.org)

See ALCOAST 036/07

ANSO's mission is to assist the sea services in attracting Hispanic candidates for their officer programs and to raise the quality of Hispanic sea services personnel through mentoring, networking, and education so that they can compete successfully, as individuals, throughout their military careers. The theme for this year's conference is "Hispanic Americans: Strong and Colorful Threads in the American Fabric."

### **National Naval Officers Association (NNOA)**

July 16-20, 2007

San Diego

[www.nnoa.org](http://www.nnoa.org)

NNOA is an organization composed of active duty, reserve and retired officers; midshipmen and cadets; and interested civilians. The annual national conference includes many hours of educational and professional development workshops, seminars and exhibits designed to enhance the pro-

fessional knowledge of attendees. NNOA actively supports the sea services in the development of a diverse officer corps through recruitment, retention and career development.

### **Sea Services Leadership Association (SSLA)/Coast Guard Women's Leadership Association (CGWLA)**

Summer 2007 (dates to be determined)

Washington, D.C.

[www.sealeader.org](http://www.sealeader.org) or [www.cgwla.org](http://www.cgwla.org)

SSLA supports the professional development of its members and serves as a forum of information about the sea services. SSLA's goals are to foster and encourage education and development, provide a forum for discussion of common issues and concerns affecting all military career fields, promote career planning, provide educational materials concerning matters of interest, and provide networking opportunities.

### **AcademyWomen**

Oct. 26-28, 2007 (tentative)

Washington, D.C.

[www.academywomen.org](http://www.academywomen.org)

AcademyWomen's mission is to support, inspire and enable women to achieve unimagined possibilities and reach their full potential as leaders. Its goals are to formalize a mentorship program and communication network; provide a Web site for women to discover and benefit from resources and services; build a forum for information gathering, research, advocacy and policy analysis for women's issues; and sponsor an annual symposium for women.

## Leadership

## VIEWPOINT

## ULDP: Not Just Another Survey

by LT Jason Smith, Air Station Houston

Nothing generates fear in a Coastie's heart like a mandatory survey or an order to implement a new program. The resistance is immediate and fierce. Ask us to venture into the unknown on a dark and stormy night, risking life and limb for our fellow citizens, and we will not hesitate. However, a headquarters-directed initiative causes us to cower in the corner.

Despite the intent of its creators, the Unit Leadership Development Program (ULDP) has not changed this response. However, this article will curb your anxiety, and illustrate the potential of the ULDP as a means to train junior leaders.

The ULDP was implemented in February 2005, via ALCOAST 057/05, with a mandatory implementation date of July 1, 2005 for all units. The program was created to fill the shortfall identified in leadership training for junior leaders. Coast Guard leadership courses, such as Leadership and Management School, the CPO Academy, the CWO Professional Development Course, and the Senior Leadership Principles and Skills course, provide valuable training, but the need for continued training that could be exported to units was ac-

knowledged. The ULDP was judged the best fit.

Unfortunately, the survey associated with the ULDP has turned into its defining purpose. This should not be the case, nor should completion of the survey become the unit's end goal. The ULDP is exactly what its name implies, a unit leadership *program*, vital to the future of our service. Although sometimes perceived as a survey to assess a unit's leadership training needs, the survey is just one of many tools available within the ULDP. Part of the reason for this misunderstanding is the push for all units to complete the survey. Rather, the focus should be on training leaders and developing potential.

### Tailoring a Unit Program

The 36-question survey actually helps units get started by identifying leadership needs, which the program's designers believe is vital to successful training and implementation. It offers an opportunity to work on

those issues the unit has identified as important, with training aids already in place that are either free or at a low cost to the unit. Tools available to assist units are accessible on the ULDP Web site (<http://learning.uscg.mil/uldp>) and include exportable training packages, proven practices, instructions

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**"Units can be creative in developing a leadership training program tailored to their specific requirements."**

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for creating Individual Development Plans, access to ULDP coaches, and action plans.

Units can be creative in developing a leadership training program tailored to their specific requirements. A unit may choose a training plan as complex and extensive as holding weekly round table meetings about leadership issues. Another unit may decide to hold quarterly guided meetings focusing on a single leadership topic.

These parts of the ULDP are mandatory and must be completed every six to nine months:

- Command assessment (the survey)
- A formal review of each assessment with the unit leadership cadre and the entire crew
- Identification of leadership competency gaps and strengths
- Preparation of a unit action plan describing the command's direction and anticipated interventions to bridge unit leadership competency gaps

Although these areas are mandatory, once implemented, most units will find them useful enhancements to training versus just another requirement.

The best tactic would be to view the ULDP as a valuable tool, rather than a punishment. The survey results are anonymous for individuals — answers given are never attached to any name or other identifying information. Unit results are confidential — all units have exclusive rights to their unit results. The survey offers a tool that helps in creating a robust training environment to foster greater leadership skills. These skills will provide immediate benefits to the unit, as well as for the Coast Guard by developing competent leaders. ❖

*The ULDP Web site is <http://learning.uscg.mil/uldp>.*

*Leadership competencies addressed: "Self Awareness and Learning," "Team Building" and "Management and Process Improvement."*

## Adventures in a Coast Guard of One

by EMCM Richard Wiles, CGC Polar Star, Seattle

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

I dislike writing. I never liked to do it in high school and like it even less the millionth time that my supervisors and their supervisors send a memo back to me for just one more revision. Adding to the dilemma of writing is explaining what the paper covers to the chain of command. At the U.S. Army Sergeants Major Academy (USASMA) two things are certain: you will write papers covering various styles and subjects, and then you will present those papers to the class or even the sergeant major of the Army. To beat the dead horse, I dislike writing; however, as a leader I embrace the power of the literary word and the challenge to wield it.

As a student at USASMA, you are taught to write to a standard. It is not a hard standard to meet, but it is the Army standard. After learning the Army style, the school then precedes to test by application each student's ability to meet that standard. The following is a list of papers that I wrote during my nine-month tenure: leadership development essay, 5-7 page NCO history paper, 2-3 page ethics paper, command philosophy (which can stretch 5-plus pages for the soldiers; mine was 1), staff study, country brief on a foreign country, decision paper, information paper, command briefing, speaker introduc-

tion, and finally, the Haines paper (15 -25 page research paper written with three or four battle buddies). Along with each of these papers is the presentation portion and "death by PowerPoint." The presentations can range from giving a tableside brief to your instructor all the way to presenting in front of your peers, all 650 of them, plus various dignitaries. Speaking times can range from 1-2 minutes for a speaker introduction to 45-plus minutes covering the staff studies and Haines papers. Standing in front of 650 peers and remaining smooth under the lights is a daunting task, even by veteran speakers' standards. I introduced OSCM John Niece (a USASMA graduate) from the CPO Academy, who gave a two-hour presentation to the entire class on the roles and missions of the Coast Guard. He made it look simple, but that is because before he stepped on the stage he had it written and rehearsed. Preparation is 80 percent of the battle — "Always Ready."

I appreciate writing as an essential and vital tool to being a leader and providing communication within any command structure. As leaders we must get our point across. Bad writing equates to bad communication. We as leaders must hold our subordinates to a high standard when it comes to writing. Raise of hands from senior positions — how many times have we seen EER support sheets with an-

*(continued on next page)*

*(continued from page 11)*

swers like: Safety (“I am always safe.”), Responsibility (“I am Responsible.”), Working with Others (“I work well with others.”), etc? Now keep them up if you have answered questions that way and couldn’t figure out why that mark wasn’t as high as you expected. Leaders need to mentor their members on the *art* of selling themselves.

Leaders — past, present and future — do not live in a Coast Guard vacuum. Occasionally, we venture into the civilian realm where our every action is viewed as the Coast Guard’s action. Writing articles, talking to reporters or just communicating in general with the public can create either a positive or a negative image of the Coast Guard. The better we communicate and get the point across, the less likely that a misquote will create a bad morning the next day. Preparing ahead of time keeps us “Always Ready.”

Recapping, I dislike writing, but I enjoy communicating. ❖

*In the next issue: The Battlefield with Graphics and Overlays (more writing).*

*USASMA is open to members above the cut for E-8 through E-9, with less than 26 years of service. The program manager is MSTCM Diane LaCumsky, phone 202-475-5519, e-mail Diane.M.Lacumsky@uscg.mil.*

*Leadership competencies addressed: “Self Awareness and Learning,” “Effective Communications,” “Influencing Others” and “Mentoring.”*

### Joint Service Professional Military Education (PME) Training Opportunity for E-8s and E-9s

Are you looking for training that will enable you to serve your best as a senior enlisted leader? “In six weeks, the Navy Senior Enlisted Academy (NSEA) will provide you with one of the most rewarding training opportunities in your military career,” said ETCM David Belisle of TISCOM, who attended the course in 2005. The Coast Guard has one seat in each NSEA course at Naval Station Newport, R.I. The course prepares senior enlisted leaders to fulfill their expanded leadership and management responsibilities. It also provides a rare opportunity for joint service PME.

Upcoming course dates in 2007 are:

April 16 - May 25	July 30 - Sept. 7
June 11 - July 20	Sept. 17 - Oct. 26

If you are interested in attending the course, contact MSTCM Diane LaCumsky, e-mail Diane.M.Lacumsky@uscg.mil, phone 202-475-5519.

To hear from a Coast Guard graduate of NSEA, contact ETCM David Belisle, e-mail David.P.Belisle@uscg.mil, phone 703-313-5611.

## Contest — Leadership Jeopardy Game

Category: Leadership Competencies

**M**s. Jones demonstrates this leadership competency when she sets up a voluntary cooking class at lunch that focuses on quick, low-fat meal preparation. (*Submitted by Susan Hiner, Aircraft Repair and Supply Center.*)

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 prize.

### From the Last Issue:

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

### Correct response: “What is mentoring?”

Congratulations to ...

**Susan Hiner**, Aircraft Repair and Supply Center (first correct response, Web version)

**AMTCM Mark Thomas**, Training Center Petaluma (first correct response, print version)

And thanks to the 31 people who played the game last time.