

# The Leadership News

A quarterly newsletter on leadership issues in the Coast Guard

www.uscg.mil/leadership

Issue 29 April 2006

## Becoming a Player in the Leadership System

by LCDR Tess Neumann, Sector Guam

In December, I attended my third meeting as a member of the Commandant's Leadership Advisory Council (LAC) in Arlington, Va. The LAC typically meets twice a year for three days at a time.

Some current LAC members in attendance were Leadership Development Center (LDC) Director CAPT David Brimblecom; MCPO-CG Frank Welch; Reserve Force MCPO Jeff Smith; Coast Guard Academy staff members LCDR Kevin Lopes and SCPO Ed Lewis; LT Adam Chamie, commanding officer of the CGC Monomoy, currently deployed to the Persian Gulf; LT Warren Judge of ESU New Orleans; and COMO Carol Urgola, with the Coast Guard Auxiliary.

People can become members of the LAC in two ways. The first is to hold a position within the Coast Guard that entitles you to participate. These positions include the commanding officer of one of the three Coast Guard training centers, the director of the Leadership Development Center, the chief of the Office of Leadership and Professional Development (CG-133) at headquarters, the MCPO-CG, the Reserve Force MCPO, a senior member of the Coast Guard Auxiliary, and, of course, the Director of

Reserve and Training (CG-13) at headquarters, who chairs the LAC. The second method is to apply to become one of 10 rotating members. A mix of military (active duty and Reserve) and civilian personnel from all different backgrounds and experiences are selected as members. I was selected as a rotating member in the summer of 2004.

The LAC's purpose is to provide the commandant with feedback from the field on the Coast Guard leadership program – how it's working, how it can be improved and the direction for the future. The work at LAC meetings revolves around one thing: briefing the commandant. Typically, the vice commandant, chief of staff and director of human resources all attend and participate in the briefing, as well.

The LAC has three committees that work on different leadership issues. At the meeting, each group created a recommendation based on their work. One committee's focus is leadership content and measures. The group recommended making Individual Development Plans mandatory for all first-term junior officers (O-1 to O-3). Another committee reviews the overall leadership development program. With the increasing number of ini-

tiatives over the past 10-20 years, the Commandant Instructions were not keeping pace. The group recommended combining all leadership and professional development Commandant Instructions into a leadership manual. I am a member of the third group, looking at five-year planning, or as the commandant likes to put it, "where the Coast Guard should spend its next leadership dollar." Our group has identified leadership training gaps at the mid-level supervisory

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level for officers and civilians. We recommended that, first, a needs assessment be conducted and, second, a resource proposal be crafted to address this gap.

The final presentation for the commandant was well received. He agreed with all of the recommendations in theory and pushed back to the LAC to determine feasibility and priority, based on current resources. This gave us our focus for the next meeting.

As a LAC member, I have learned quite a bit about the Coast Guard leadership program. It is conceptually more robust than I had originally thought, having known only pieces of the whole while stationed in the field. I never realized that the leadership program enjoys such support from high levels within the Coast Guard. However, I also learned that the program is challenged by competing for scarce resources.

In the summer, an ALCOAST message will seek members from throughout the Coast Guard to apply for two-year terms as LAC members. Keep your eyes open for the message and be ready to put your name forward so that you can become a player in the leadership system. ❖

*Leadership competencies addressed: "Influencing Others," "Team Building," "Management and Process Improvement" and "Decision Making and Problem Solving."*

## To Recommend or Not To Recommend Advancement? A Question to Consider on Enlisted Performance Evaluations

by BMCS Dennis Endicott, CGC Ouachita, Chattanooga, Tenn.

**T**here has been a significant amount of debate over the "recommended" and "not recommended" advancement blocks of the enlisted performance evaluation. Specifically, the argument centers on the factors on which we should base our recommendation.

Here is the wording from the enlisted performance evaluation:

**Not Recommended:** The individual is not capable of satisfactorily performing the duties and responsibilities of the next higher paygrade.

**Recommended:** The individual is fully capable of satisfactorily performing the duties and responsibilities of the next higher paygrade. Recommended may be chosen irrespective of the individual's qualification of eligibility for advancement. If all eligibility requirements have been met, the selection constitutes an official recommendation for advancement.

When recommending advancement, the definition in that box clearly states that the recommendation may be given "irrespective of the individual's qualification of eligibility for advancement" as long as you believe that the individual is "fully capable of satisfactorily performing the duties and responsibilities of the next higher paygrade." In

other words, a positive recommendation can be given even if the individual *has not* completed practical factors, the necessary time in grade, etc. And, conversely, a negative recommendation may be given even if the individual *has* completed practical factors, time-in-grade, time-in-service, etc.

One may logically infer then, that the command recommendation is not simply a final review of the other advancement criteria. It is a consideration independent of those criteria and subject to something less tangible. But what is this less tangible consideration?

I call it "the spark." It is that *almost* indefinable quality that we see in most of our employees that leads us to believe that the Coast Guard's future is in good hands. It includes characteristics such as enthusiasm, pride, intelligence, ambition and sacrifice. In a word, it is potential.

However, potential is a delicate and fragile quality. If not nurtured properly, it can mutate into apathy and/or despair. We nurture potential by setting up our employees for success. We place them into positions where they are challenged, but not overwhelmed. When considering advancements, we must recognize "the spark" and then decide, independent of the other advancement criteria, whether this individual and the service are better served

by promotion or continued experience at the current paygrade. In my experience, however, we rarely check the "not recommended" block, even when we probably should. Why not?

There are a number of factors that lead to this reluctance. First, there are service needs for specific rates and pay grades. As marking/approving officials, we are encouraged to provide an atmosphere conducive to advancements. I've seen many end-of-tour awards cite the number of crew advanced during an OIC's or CO's tenure. I've never seen an award commend a unit commander for withholding advancements because it was in the best interest of the individual. Service needs are influencing our decision-making process for advancement recommendations in a detrimental way.

Another negative factor is assumption. Our employees assume that we would not make the recommendation if they were not worthy; we assume that our employees would not compete if they did not feel qualified; and our senior leadership assumes that our advancement policies provide clear guidance and require no further involvement. Those assumptions place the responsibility of the advancement decision upon someone else and allow us to

sidestep both our responsibility and accountability to the individual and the service. We check off the "recommended" block simply as a matter of default. Nobody has objected, so it must be OK. "How did that guy make first-class?" a young petty officer will ask incredulously. "It wasn't my decision!" answers the section chief. Sound familiar?

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subject to scrutiny and criticism. If you place yourself in the position to challenge the advancement of others, you'd best be prepared to withstand the same challenge. Most of us are not as secure with our own performance and/or reputation as we would like to be.

And, finally, whether consciously or sub-consciously, we make our recommendations based on past performance and not future potential. It is quite possible to be a stellar performer in your current paygrade but not be demonstrating the potential for success in the next higher paygrade. Opportunity should be considered as strongly as intent when evaluating the poten-

Yet another factor is our natural reluctance to confront each other on a personal level. It is a difficult thing to tell your employees that they are not ready for advancement. It will make you unpopular and

tial of an employee. If he/she is not in a position that can clearly demonstrate the abilities of that next higher paygrade, then perhaps another assignment would be prudent before positive advancement recommendations are made.

A negative recommendation for advancement does not require that the individual have disciplinary problems, a poor work ethic or character flaws. The only thing you need ask and answer in your own mind is, "Do I believe this person can perform adequately in the next higher paygrade?"

I have a suggested modification to the current evaluation system that would provide a more productive and realistic practice regarding the recommendation blocks. My suggestion is to require that supervisors/marketing officials/approving officials check the "not recommended" block when the individual has not met the other requirements. Doing so will not alter the member's eligibility for advancement (he/she is already ineligible) and it will accustom all of us to seeing the "not recommended" block being used more often. If we can eliminate the stigma of not being recommended for advancement, we may be able to begin using that very important last step in the advancement system in the way it was meant. ❖

*Leadership competencies addressed: "Accountability and Responsibility," "Taking Care of People," "Decision Making and Problem Solving" and "Human Resource Management."*

## The Art of Growing Leaders: Amazing Stories of Leadership

### Lessons from Tidewater Virginia's 2005 Leadership Symposium

by LCDR Dana Reid, Sector Field Office Eastern Shore, Chincoteague, Va., and RADM Sally Brice-O'Hara, Coast Guard Headquarters (CG-13)

If you were challenged to become a better leader, where would you start? Most of us have some sense of what makes a great leader truly great and a poor leader ineffective. After all, we work for and observe leaders in the Coast Guard every day. We emulate the characteristics we see as successful and vow never to use practices that we dislike. In fact, while we are observing and making lists of things to do and not to do, someone is watching *us*, making his or her own notes and learning leadership from *our* successes and failures. The popular saying, "life is what happens while you're busy making plans" can be very appropriately applied to the notion of leadership. Leadership is what happens while you're busy figuring out what type of leader you want to be.

Whether you realize it or not, your role as a leader begins the day you report for duty and continues to evolve every day you serve. In the Coast Guard, opportunities to lead exist for everyone, at every level, in every mission area, everyday. No matter your grade, rank or job assignment, you can turn around and find someone walking along the same path behind you. From the petty officer on board an aids to navigation cutter, to the Auxiliary coxswain on patrol, to the civilian project team supervisor, to the chief at a station, to the lieutenant in a district office, to the commander at a sector; despite

very different job descriptions, every Coast Guard man and woman has at least one responsibility they share in common ... nurturing future leaders, leaving our organization better than when joined.

In 2005, more than 400 active duty, Reserve, Auxiliary and civilian members from Coast Guard commands in the Tidewater Virginia area reflected on that awesome responsibility. The Fifth District, in conjunction with Atlantic Area and the Maintenance and Logistics Command Atlantic, sponsored a two-day leadership symposium, "The Art of Growing Leaders: Amazing Stories of Leadership." The event provided for open discussion and contemplation of key leadership issues and illustrated the practical application of leadership styles using real life events.

The symposium included three main elements: a powerful and moving address by a Medal of Honor recipient, interactive panel discussions with everyday Coast Guard heroes recognized for exemplary leadership and a full screen theater showing of "The Voice of Gladdened Hearts," the inspirational story of the historic Pea Island Lifesaving Station and crew. The Coast Guard's leadership competencies, the new Unit Leadership Development Program (ULDP) and actual leadership examples were woven throughout the symposium.

During the symposium, participants were challenged to reflect on their individual roles and responsibilities with regard to leadership, contemplate how they could leave a legacy and ponder how to become a better leader. Most participants agreed that leading by example is the most basic and effective way to influence those around you. No matter who you are or what assignment you hold, realize that someone is looking to you for mentorship and guidance. Each of us bears the responsibility of nurturing the next generation of leaders.

The importance of leadership development as part of the Coast Guard mission was highlighted. Too frequently, leadership development is viewed as a collateral duty and takes a back seat to the urgency of day-to-day crises. Whether it's the search and rescue case, the oil spill response or the aid to navigation obstructing the channel, time is a precious commodity and successful completion of the mission is our primary objective. Therefore, we must work to incorporate leadership training into every daily activity. We must find creative ways to incorporate ongoing leadership training programs into the plan of the week and rotate the responsibility for developing and conducting training sessions among everyone in the crew; at some point, everyone must step forward and become a leader.

Honing leadership skills is an ongoing process, even for the most seasoned leaders, and the necessity of dedicated effort toward leadership development cannot be overstated.

Leadership is a discipline that can be taught to anyone – its essential components can be learned, practiced and incorporated into our personal style. “Natural born” leaders have an innate sense of what, when and how to use leadership tools that instill confidence and esprit de corps. Although it may come easy to some, other people must consciously review options and select an approach appropriate to the situation. Some find it easy; others, more difficult, but everyone can and must take time to learn and exercise leadership skills. Four essential things to remember when leading others are as follows:

**1. Understand and appreciate the scope and magnitude of what you are asking people to do.** Establish clear and reasonable expectations. Detail the desired outcome. Know people’s skills and abilities – you can assign challenging tasks that stretch their demonstrated abilities, but not to the point that they become demoralized before they begin.

**2. Provide people with adequate responsibility, tools and safeguards.** Give them the opportunity to succeed while insisting on compliance with regulations and standards of safe practice. Adequate training and knowledge of Coast Guard regulations are among the requisite tools needed to complete a job.

**3. Hold your team and yourself accountable for the results.** *“It’s good enough for government work”* is not an acceptable standard. Results are not acceptable unless they are the best possible, given the task and available resources. People do not have pride in their work if it is substandard, and shallow praise lowers standards and expectations. Recognize and acknowledge good results and effort, but do not praise people for nominal achievement or merely spending a lot of time on a task.

**4. Learn from the experience.** Get to know your shipmates better and evaluate what worked or did not work. Look at yourself.

The Coast Guard’s new Unit Leadership Development Program features a comprehensive Web site that includes a quick assessment tool for detecting leadership shortfalls and developing action plans tailored to specific unit needs. It also contains training plans and best practices that can be downloaded, modified and implemented at units of all sizes and types. Using the tools and resources avail-

able, units can identify and focus on real issues that, once addressed, will enhance the crew’s ability to safely and successfully complete the mission. Much like the importance we place on safety stand down evolutions, providing people an opportunity to direct focused attention on leadership and personal development is extremely valuable and sends the clear message that *leadership is a critical quality for all of our people, at every level, in every mission.* Without effective leaders, our potential for mission success is limited and the future of our organization in jeopardy; with good leadership, the Coast Guard can be *semper paratus*, no matter what the challenge. ❖

*LCDR Dana Reid was the project officer in 2005 for Tidewater Virginia’s annual leadership symposium. At the time, she and RADM Brice-O’Hara were stationed together at the Fifth District.*

*Leadership competencies addressed: “Self Awareness and Learning” and “Creativity and Innovation.”*

### High-performing E-7s Sought for Career Development Advisor Positions

We are seeking members interested in becoming Career Development Advisors (CDAs) in assignment year 2007. CDAs ensure that Team Coast Guard members are provided sufficient and timely information to make sound career decisions. CDAs assist commands in helping members set personal and career goals through unit training. CDA applicants must be role models with records of outstanding performance and leadership and have demonstrated exceptional public speaking skills. E-resume and applications are due by **June 16, 2006**. See ALCGENL 024/06 for more information.

## Chief Warrant Officer Professional Development Course: Is it Just a “Knife and Fork School”?

by LT Brian Caudle and Dr. Mark Patrick, Leadership Development Center, New London, Conn.

“I wish I had been given the opportunity to attend this course before my appointment to warrant officer.” This is a common sentiment expressed by graduates of the Chief Warrant Officer Professional Development (CWOPD) course in New London, Conn. It is just one of many positive responses we receive regularly from students of the course. These students may have attended the course because Coast Guard policy dictates that they do so, but they leave the course inspired by a rekindled sense of position and purpose.

Anybody considering attending the CWOPD course has heard the myths – that it’s a knife and fork school, that it’s a repeat of the CPO Academy, that they can’t get a seat, or that it isn’t necessary, since they’ve managed to get this far by figuring things out for themselves. And while it is true that military etiquette is a component of the

course, it represents only a small part of the curriculum (4.5 hours). Someone who has attended the course will likely tell you that it helps make a smooth transition between one’s former role as an enlisted member and one’s current role as a commissioned officer, a critical and potentially bewildering moment in one’s Coast Guard career. The course covers elements vital to the performance and success of a military officer. Topics include formal writing, public speaking, sword manual training and wardroom integration. Perhaps more importantly, the school provides an opportunity to understand the warrant officer’s place within the organization. Members accomplish this by networking and sharing and discussing common experiences and challenges unique to CWOs. Moreover, it provides perhaps the only opportunity in a warrant’s career to reflect upon one’s potential contributions to both the enlisted and the officer corps.

The history of the course attests to its value. It was the chief warrant officers who lobbied for the course some years ago when the only option for Coast Guard warrant officers was to attend a Navy training course. Warrant officers have played a vital role in the Coast Guard course since its inception in 1997. In essence, the course belongs to the warrant officer corps, and warrants are essential to both its evolution and its success. The continued viability of this course depends considerably on the presence and participation of those for whom (and by whom) it was developed.

It is no secret that warrant officers are required to attend the course – the Personnel Manual states that the course is mandatory for all newly appointed CWOs (see 5.B.3.a.2). However, since 2001, there has been a noted decline in student attendance. In fiscal 2005, of the 240 seats available, only 181 were filled – a 25% shortfall in student attendance. Seats are empty, and it is warrant officers attending the course who are asking why. Nobody is more convinced than they of the value of this opportunity. ❖

*For more information and application procedures, see [www.uscg.mil/leadership/training](http://www.uscg.mil/leadership/training).*

*Leadership competencies addressed: “Self Awareness and Learning” and “Influencing Others.”*

### Healthy Scoop Available

A new monthly health promotion newsletter, “The Healthy Scoop,” is available on the Web. Each issue provides colorful, interactive features of practical, reliable and timely health information. It is designed to educate, motivate and empower Coast Guard members to take charge of their health and lead a healthy lifestyle. In addition, one Coast Guard unit with outstanding health promotion activities is featured each month. To read the newsletter, go to [www.personalbest.com](http://www.personalbest.com), click the “log in” button on the left side, and then type “uscghealth” in the block.

*Leadership competencies addressed: “Health and Well-Being” and “Taking Care of People.”*

## New Web-Based Mentoring Program Helps People Find Mentors and Make the Most of Mentoring Partnerships

Reprinted from Flag Voice 277

**A** new Web-based mentoring program that facilitates the matching and monitoring of mentoring partnerships is now available. All Coast Guard personnel (military, civilian, reservists, Auxiliarists, and retirees) are eligible to participate. Our previous Web-based mentoring program under DOT has been taken off line.

Mentoring is a career development partnership between two people. A mentor helps the mentee clarify and achieve goals by sharing insights and knowledge gained through experience. The relationship provides tremendous value, yet requires a relatively small time commitment (approximately one to four hours a month). What are the benefits? Mentors find satisfaction in helping others to succeed, renew their own enthusiasm by taking on the role of advisor, and expand their networks. Mentees gain assistance in career planning and goal setting, have a sounding board, receive constructive feedback, and expand their personal networks. For the Coast Guard, mentoring helps improve retention, leadership development and succession management.

While all good supervisors mentor their people to some extent, we recommend also seeking mentors outside the chain of command for several reasons: time constraints on supervisors, for those situations when the supervisor is not a subject

matter expert in the mentee's area of interest and to gain a different perspective on career related issues.

The Web-based Mentoring Program contains a dynamic database in which people can sign up to be or search for mentors. This additional means of finding a mentor is especially valuable for individuals who cannot find someone within their workplace. Most likely, these mentoring partnerships will take place over telephone and e-mail. In addition to the database, the program supports mentors and mentees by creating a mentoring agreement and providing just-in-time instructions and automated notifications for key activities.

This Web site also contains a wealth of valuable resources, such as mentor and mentee guides, an e-learning module, assessments on characteristics and skills for mentors, assessments on characteristics and learning needs for mentees, a mentoring process overview, an activity timeline and frequently asked questions. These resources are available to everyone – you do not have to sign up as a mentor or mentee to use them.

Coast Guard people have always mentored others. Please consider signing up as a mentor and/or as a mentee and continue the tradition. Go to [www.uscg.mil/leadership](http://www.uscg.mil/leadership) (click on "Mentoring").

For questions or comments about the Web-based mentoring program, click on the "OM Support" link on the Web site entry page. For questions about Coast Guard mentoring practices and policy, contact Dr. Michael Doyle (CG-133), e-mail [MDoyle@comdt.uscg.mil](mailto:MDoyle@comdt.uscg.mil), phone 202-267-2461. ❖

*Leadership competencies addressed: "Self Awareness and Learning," "Effective Communications" and "Mentoring."*

**Chief,**  
**Office of Leadership and Professional Development**  
CAPT Gene Cunningham

**Deputy Chief,**  
**Office of Leadership and Professional Development**  
CDR Rob Kortus

**Editor**  
Lynne Donahue

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### Article Submissions

We need your articles on leadership issues and best practices. Article length should be 500 words or fewer.

Lynne Donahue, Editor  
Commandant (CG-133)  
U.S. Coast Guard Headquarters  
2100 Second St., S.W.  
Washington, DC 20593-0001

**Tel.** 202-267-2381

**E-mail:**  
[LDonahue@comdt.uscg.mil](mailto:LDonahue@comdt.uscg.mil)

**Web Site:**  
[www.uscg.mil/leadership](http://www.uscg.mil/leadership)

## A Senior Enlisted Professional Development Opportunity

by ETCM David Belisle, Electronic Systems Support Unit Seattle

“I made senior chief! Now what?” For senior and master chief petty officers, two optional senior enlisted academies are available to prepare them for their additional responsibilities: the Army Sergeants Major Academy at Fort Bliss, Texas, and the Navy Senior Enlisted Academy in Newport, R.I. I applied for the Navy program and became a member of class 121 in November 2005. For senior and master chiefs, here are four reasons to apply to the Navy’s program:

- In six weeks, the Navy Senior Enlisted Academy will provide you with one of the most rewarding training opportunities in your military career.
- Your education will enable you to serve at your best as a senior enlisted leader.
- You will develop a heightened sense of our common military heritage. In kind, you will have many opportunities to share our Coast Guard heritage with your class.
- You will become good friends with senior enlisted members from the other military services and our allies’ naval services.

The Navy Senior Enlisted Academy opened its doors in 1981 with a mission to meet the educational needs of senior and master chief petty officers in their expanded leadership roles. SKCM Guy Sommerdorf became the first Coast Guard member to graduate from the academy in 1990. Since then, 57 more Coast Guard senior and mas-

ter chiefs have joined the academy’s alumni. From deck to overhead, the academy displays the legacies and honors from each class, including a library devoted to military heritage. The building itself is named after Medal of Honor winner Chief Petty Officer Peter Tomich, who valiantly gave his life for others at Pearl Harbor.

Our curriculum included leadership and management, law, ethics, communications, national security affairs, military heritage and physical fitness. Our guest speakers included experts in a wide variety of relevant subjects. Some of their presentations were profoundly influential, such as one we received from former POW Porter Halyburton. Class 121’s diversity brought more to our learning environment than all of our books combined.

Our special events included a trip to the USS Constitution, a formal dining-in and our graduation ceremony. On graduation day, we presented our legacy gift to the academy: mounted crossed cutlasses that were actually used aboard the USS Constitution, with the quote, “Remember who fights the ship!”

This academy gave me a fresh perspective on our alliance with our sister services and a broader awareness of “joint” in the Coast Guard’s defense and security strategy for the 21<sup>st</sup> century. Simply stated, strengthened partnerships provide immediate options for our commander-in-chief and our nation when needed.

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Our heritage as a seagoing service is highly

valued at the academy. I received many compliments on our service’s response to Hurricane Katrina and other Coast Guard missions. I truly felt honored and privileged to represent the Coast Guard and join some of our nation’s finest sailors, soldiers and airmen, as well as a sailor from the New Zealand Navy. ❖

*For more information, see the academy’s Web site: <https://www.npdc.navy.mil/cnl/sea>. For application procedures, see ALCOAST 598/05.*

*Leadership competencies addressed: “Self Awareness and Learning,” “Effective Communications,” “Influencing Others” and “Respect for Others and Diversity Management.”*



## Leadership and Management School Coming to a Unit Near You

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

“**H**ey shipmate, can you spare 600 or 800 milligrams of Motrin?” Is this an ethical dilemma? If you want to know, come to a five-day Leadership and Management School (LAMS) course and find out.

The scheduled start dates and locations for LAMS classes for May through July 2006 are listed below. In addition, if your unit would like to host a LAMS class between May and September, contact CWO Mike Conroy at 860-701-6731.

5/1/06: TraCen Yorktown (local area)  
 5/15/06: Sector New York  
 5/15/06: Sector Seattle  
 5/15/06: ISC Honolulu  
 5/22/06: ISC Honolulu  
 5/22/06: CGC Hamilton  
 5/22/06: Sector Delaware Bay  
 6/5/06: CGC Willow  
 6/5/06: MSST Galveston  
 6/5/06: MSU Port Arthur  
 6/12/06: TraCen Yorktown (local area)  
 6/26/06: ISC Portsmouth  
 6/26/06: Coast Guard Headquarters (and local commands)

6/26/06: CGC Spencer  
 7/10/06: ELC Baltimore  
 7/10/06: TraCen Petaluma (resident course)  
 7/10/06: AirSta Miami  
 7/17/06: CG Academy (resident course)  
 7/17/06: Station Rockland  
 7/17/06: Training Quota Management Center  
 7/24/06: Sector Northern New England  
 7/24/06: Station Portsmouth  
 7/24/06: ISC Ketchikan  
 7/24/06: CG Yard  
 7/31/06: TraCen Yorktown (local area)  
 7/31/06: Sector Port Angeles

The target audience is E-5 to O-3, GS-7 to GS-11 and Auxiliary members. E-5 members have the 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.”*

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## The Warrior Leaders

How a Small Contingent of Coasties Are Learning the Skills to Answer Tomorrow’s Wartime Call

by LT Adam Chamie, CGC Monomoy

“**S**ir, there’s a distress hail on channel 16 about pirates in the deep water anchorage. They’re waving machine guns and I heard something about a hostage,” said LTJG Brandon Fisher, the officer of the day and operations officer on the CGC Monomoy. “I don’t know who they’ll send,” he continued, “since

the Brits are still doing their replenishment at sea and the Aussies have dual SAC.”

“They could send us,” interjected BM2 Dana Eubank, the quartermaster of the watch. “We’re closest, and the Baranof and the Iraqis could cover sectors.” After a few moments, sure enough, the Aussies re-

leased us to respond to the pirates. And just as we came up to speed, the Brits called and turned us back. Protecting the oil platforms trumped the pirate case, they said.

For the 21-person crew aboard our ship, from the seaman lookout

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to the LTJG executive officer, this conversation is standard routine. In a few short months, the crew has mastered the language and structure of the modern-day naval coalition.

Stabilizing a maritime environment like the North Arabian Gulf is a critical capability of today's Navy, and it is doubtful to change anytime soon. The Coast Guard is playing a significant role in the littoral missions of Operation Iraqi Freedom, and the old phrase, "The Coast Guard is the hard nucleus around which the Navy forms in time of war," still rings true today.

In the North Arabian Gulf, the primary operating area for six Coast Guard 110-foot patrol boats (CGCs Adak, Aquidneck, Baranof, Maui, Monomoy and Wrangell), our ships are the nucleus. Around the clock, every day of every month, our patrol boats protect Iraq's offshore oil terminals, securing the infrastructure that provides more than 80 percent of Iraq's gross domestic product. Surrounding the patrol boats and U.S. Navy coastal patrol craft, you'll find coalition ships from Australia, the United Kingdom and Iraq.

The mission is clearly important, primarily for the government and people of Iraq, but on a more micro scale, to maintain the Coast Guard's capability as a wartime service. The Coast Guard's role will likely be in high demand for many years to come. The conflict and tactics facing today's coalition, known

### Academy's Tyler Institute Announces New Leadership Model

A new leadership model has been developed for the Coast Guard Academy's Tyler Institute by retired ADM James Loy and author Donald Phillips. The model includes Eisenhower's key leadership elements: (1) Each person has some *innate* leadership ability, (2) Each leader needs several *acquired skills*, and (3) A good leader needs to be prepared for when *opportunity* presents itself. Most of the Coast Guard's 28 leadership competencies relate to the innate abilities and acquired skills components of the Tyler Institute Leadership Model. The model is more generic than the Coast Guard's leadership framework because it is designed for potential adaptation beyond the Coast Guard to other organizations.

as fourth-generation warfare, require Coast Guard assets and its leaders to succeed.

The leaders who will answer tomorrow's call are the junior officers and petty officers from Patrol Forces Southwest Asia – the men and women who have served in the Persian Gulf for the past several years. A decade from now, while they may not serve on the front lines, they will play crucial roles in strategic planning, policy creation and mid-level leadership.

Serving in Operation Iraqi Freedom is a magnifying glass for leadership development and a catalyst for decision-making skills. I've watched first-hand as inexperienced petty officers and junior officers have transformed into major contributors in the coalition effort. These petty officers and lieutenants junior grade now fluently speak a language of multi-national operations, task forces and naval warfare tactics. From months of operating alongside partners from world navies and coast guards, and in con-

stant search for terrorists, smugglers and pirates, all the while in sight of Iranian forces, they have developed a skill set that will serve the Coast Guard, Navy and world throughout their military careers.

In addition to the more tangible skills, they are learning to lead under tough operating conditions halfway around the globe. They understand these challenges and know how to motivate and care for each other in the most stressful conditions.

The Coast Guard may not always have a presence in the Persian Gulf. But eventually, whether it is the horn of Africa, the straits of Malacca or a threat we have yet to imagine, a new call will come. And when it does, the men and women with coalition experience – the warrior leaders – will be ready. ❖

*Leadership competencies addressed: "Technical Proficiency," "Decision Making and Problem Solving," "Conflict Management" and "Partnering."*

## Civilian Orientation Course Brings New Employees Quickly Up To Speed

by Cora McVey, Coast Guard Headquarters (CG-133)

**T**he Coast Guard has a new computer-based civilian orientation course that ensures *every* new civilian employee – regardless of position, grade, wage schedule or location – receives this key training when they begin employment. Prior to this e-learning course, the only option was a resident training course available to just 60 new employees a year. The electronic course covers such topics as history, organization, roles and missions, vessels and aircraft, ranks and ratings, leadership, and work-life programs and takes approximately five hours to complete. This saves supervisors and coworkers from having to provide an overview of the many facets of working for the Coast Guard; instead, they can concentrate on job-specific information with their new employees.

Last fall, the Office of Leadership and Professional Development (CG-133) sent a survey to all new employees hired between mid-June and mid-September 2005 (275 people). The purpose of the survey was to find out if employees had received the course on a CD-ROM, if they found it useful and if they had any problems using it. Overwhelmingly, the majority of new employees found the training useful and had very positive comments about the course. “I was enlightened and amazed by the information,” said one new employee. “I appreciated the preview very much; it was a very helpful part of me getting oriented to the Coast Guard.”

However, we also found that we need to do a better job of getting the training to *every* new employee,

as required by Commandant Instruction 12410.12, Coast Guard Civilian Orientation Training. New employees also told us that we need to expand the information within the topic on civilian personnel procedures and policies. An update to the course is planned for this year.

For those new employees who did not receive this training or longstanding employees who simply want to learn more, the civilian orientation course is also available through the Coast Guard’s Internet learning portal at <http://learning.uscg.mil>. ❖

*Leadership competencies addressed: “Self Awareness and Learning” and “Taking Care of People.”*

## New Individual Development Plans Published

**A** revised Commandant Instruction on Individual Development Plans (IDPs) was signed on Feb 2, 2006. The IDP is a valuable performance enhancement and career development tool. It is a personally tailored action plan that the supervisor and individual use to identify short and long-term personal and career goals. It outlines the training and developmental experiences to achieve those goals, for the benefit of the individual, unit and Coast Guard.

IDPs **are mandatory** for first-term enlisted members and junior officers, both active duty and reservists, assigned to a permanent duty station, and are optional, but highly encouraged, for other military, civilians and Auxiliarists.

See COMDTINST 5357.1A of Feb. 2, 2006, available at [www.uscg.mil/leadership](http://www.uscg.mil/leadership).

*Leadership competencies addressed: “Self Awareness and Learning,” “Personal Conduct” and “Technical Proficiency.”*

## What's New With the Coast Guard's Mentoring Program?

### Web-based Mentoring Program

This program contains a dynamic database in which people can sign up to be mentors and people can search for mentors. In addition to the database, the program supports mentors and mentees by creating a mentoring agreement and providing just-in-time instructions and automated notifications for key activities. The site also contains a wealth of valuable resources, such as:

- Mentor guide
- Mentee guide
- E-learning module
- Assessments on characteristics and skills for mentors
- Assessments on characteristics and learning needs for mentees
- Mentoring process overview
- Activity timeline
- Frequently asked questions

These resources are available to everyone – you do not have to sign up as a mentor or mentee to use them.

### Mentoring Training Online Course

- Presents an overview of the concept of mentoring
- Describes the skills needed to become a mentor
- Gives tips to the potential mentee

Commandant Instruction 5350.24C, Coast Guard Mentoring Program,  
signed on March 14, 2006

*To participate or learn more:*  
**[www.uscg.mil/leadership](http://www.uscg.mil/leadership)** (click on "Mentoring")