

# The Leadership News

A quarterly newsletter on leadership and diversity in the Coast Guard

Issue 15 Fall 2000

## Coast Guard to Break All the Rules?

by Lynne Donahue, Coast Guard Headquarters (G-WTL)

A Leadership Forum will be held in October at the Coast Guard Academy in New London, Conn., to plan how to introduce Coast Guard leaders to the concept of building an organization based on the strengths of each person.

Rear Adm. Fred Ames, assistant commandant for Human

Resources, decided to hold the forum after learning about the Gallup organization's extensive research on what makes a great manager and successful workplace. Two researchers for Gallup, Marcus Buckingham and Curt Coffman, published their findings in the book, "First, Break All the Rules." They found, said Ames, that "great managers spend more time with their best performers than with their less productive counterparts, they fit people into the right roles and hire for talent rather than experience, they focus on strengths rather than weaknesses, and they clearly define the right results as opposed to the right steps."

The authors developed a 12-question employee satisfaction survey to help supervisors see how they're doing and where they need to improve. "The more that employees answer that they 'strongly agree' with the questions," said Ames, "the more likely the business unit will have measurable higher profitability, productivity, employee retention and customer satisfaction."

Here's what the authors say about the survey: "Measuring the strength of a workplace can be simplified to 12 questions. These 12 questions don't capture everything you want to know about your workplace, but they do capture the most information and the most important information. They measure the core elements needed to attract, focus and keep the most talented employees."

A group of 200 Coast Guard participants will attend the forum October 16-17 to see how to apply the Gallup concepts to the Coast

Guard. Participants will include command master chiefs, quality performance consultants, career development advisors and personnel from training centers, the Academy and the Leadership Development Center. Presenters and facilitators from Gallup will help guide the process.

### For more information

**Book:** "First, Break All the Rules," by Marcus Buckingham and Curt Coffman

**Web site:** [www.gallup.com/poll/managing/grtwrkplc.asp](http://www.gallup.com/poll/managing/grtwrkplc.asp)

(see "The 12 Questions" on next page)

---

**"Great managers ... focus on strengths rather than weaknesses, and they clearly define the right results as opposed to the right steps."**

---

## Inside

Use Local College Courses for Retention	2
Making New Personnel Feel Welcome	3
My First Salute Opened a Door	5
Silence Feeds Hatred	6
Do the Job Yourself or Train Someone Else?	7
Emotional Competence and Leadership	8
Business Lessons from Three Military Leaders	9
Something Old, Something New	11



(continued from page 1)

## The 12 Questions

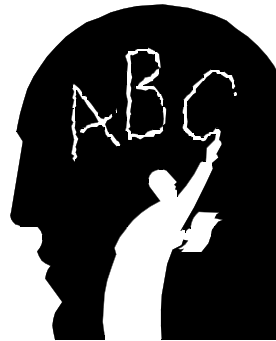
1. Do I know what is expected of me at work?
2. Do I have the materials and equipment I need to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for doing good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. Is there someone at work who encourages my development?
7. At work, do my opinions seem to count?
8. Does the mission/purpose of my company make me feel my job is important?
9. Are my co-workers committed to doing quality work?
10. Do I have a best friend at work?
11. In the last six months, has someone at work talked to me about my progress?
12. This last year, have I had opportunities at work to learn and grow?

Copyright © 2000 by The Gallup Organization

## Use Local College Courses for Professional Development ... and Retention

from ISC San Pedro

Supervisors at ISC San Pedro strongly encourage their people to take local college courses for both mission-critical training and off-duty education. This semester, military and civilian members of our crew are meeting our training needs and their off-duty education goals in local college classes that include welding, math, English, chemistry, electrical installations, computer applications and fire science. Several of our people who were nearing separation dates decided to extend or reenlist because of our new unit training and education policy and their better understanding of available education benefits.



ISC San Pedro Instruction 1500.1A highlights the availability of local college courses for the professional development of both military members and civilian employees. It also discusses the procedures and proper funding – unit “30” money, Coast Guard Tuition Assistance, Coast Guard Foundation grants, and Coast Guard Mutual Assistance grants – for making full use of these college resources. Our unit instruction charges supervisors with:

- Ensuring that all military members and civilian employees are familiar with the avail-

ability of local college courses, many of which are heavily subsidized by the state of California, for both mission-critical training and off-duty education

- Taking advantage of the increased training opportunity that is presented by the member’s present assignment to shore duty (for military members in rates with heavy ship/shore rotations)
- Attempting to structure workplace hours and projects so that mission-critical training accomplished through college courses is treated as part of the workday

- Providing military members and civilian employees with “flextime” opportunities to attend off-duty education classes, so that they may choose from the broader selection of courses that most colleges offer during the daytime

Our career development advisor, TCCS Coughlin, is available at 310-732-7582 if you have questions about our program that are not answered by accessing our unit instruction on the Web at [www.uscg.mil/hq/g-w/g-wt/g-wtl/news/fall00/instr.htm](http://www.uscg.mil/hq/g-w/g-wt/g-wtl/news/fall00/instr.htm) ☒

## First Impressions: Making Newly Reported Personnel Feel Welcome

The effective integration of members of Team Coast Guard, whether new to the Coast Guard or newly reported to a unit, is critical to the success of today's Coast Guard. Newly reported personnel must be made to



feel a part of the team and included in all aspects of unit life. Additionally, enlisted personnel and junior officers who have not yet selected a career path must be exposed to a broad variety of job opportunities and not channeled to a particular rating or career path based on stereotypes. This article discusses ways units can harness the enthusiasm and excitement new members bring aboard.

### General Information

- Jokes that belittle others should not be tolerated. Even ones concerning the different communities in the Coast Guard, which may seem innocuous, can be harmful.
- First impressions are lasting impressions and are very influential in setting the tone for the entire tour.
- Demeaning traditions must be eliminated.

- Ninety percent of new enlisted accessions are sent to an operational assignment, unlike the other services where 90% go to follow-on training.

### Best Practices at Coast Guard Units

Here are some of the best practices used by Coast Guard units:

- Using the unit ombudsman to help orient new families
- Sending out an e-mail message announcing new people to the command. These messages tell something about the new people and where they'll work and encourage others to stop by and say hello.
- Making sure sponsors understand their job/responsibilities and giving them time to do them
- Asking people about the effectiveness of their sponsor during the check-in process
- Assigning two sponsors – one military and one civilian – to incoming personnel
- Including reservists and auxiliaries in sponsor programs. This also builds Team Coast Guard.
- Using the "First Impressions: The First 72 Hours" video as a training tool
- Immediately assigning each new person with a mentor who will guide him/her through the qualification process
- Personalizing the welcome process to the individual and/or family needs
- Including the biographies of all unit personnel on the unit Intranet site
- Letting E-3s spend part of their day working with petty officers in other departments or at other co-located units. They do this for a week or two, sometimes with homework, and then rotate to another department. This introduces E-3s to ratings they may not normally consider and improves morale and retention.
- At one time, each of us was a "boot." Think back and ask what would have made you feel more valued/welcome. Use those experiences to update unit "Welcome Aboard Packages" and procedures.

Source: Coast Guard Diversity Summit Proceedings (on the Intranet at [cgweb.comdt.uscg.mil/g-wtl/divcen/cginfo/summit/index.htm](http://cgweb.comdt.uscg.mil/g-wtl/divcen/cginfo/summit/index.htm)) ☒

## Leadership Development Center Courses Can Earn You College Credits

Earlier this year, the American Council on Education visited the Leadership Development Center in New London, Conn., to evaluate their courses for college credit.

ACE determined that the following courses earn college credits:

- **Chief Petty Officer Academy:** 9 semester hour credits
- **Chief Warrant Officer Indoctrination:** 7 credits for the three-week course, 5 credits for the two-week course
- **Leadership and Management School:** 3 credits
- **Officer-in-Charge/Executive Petty Officer School:** 3 credits
- **Direct Commission Officer Indoctrination:** 2 credits
- **Reserve Officer Candidate Indoctrination:** 3 credits
- **Officer Candidate School:** 7 credits

For more information on how to receive college credit for these courses, see ALCOAST 309/00. ☒

## Refresh Your Mentoring Skills on the Web

Do you consider yourself a mentor or coach? Would you like to become a mentor or find a mentor? You don't need to attend a training class to become more skilled in this area. While much of mentoring is "common sense," it can help to review guidelines on how to most effectively mentor someone. A guide, in the

## Enlisted Coast Guard Training and Experience Now Count for Even More

The Coast Guard has joined with the Navy and Marines to offer its enlisted personnel participation in the Unites Services Military Apprenticeship Program, under the guidelines of the Department of Labor. To be eligible, members must be on active duty, be in a rating that qualifies (there are 107 approved trades) and meet the requirements for journeyman rating.

Benefits to enlisted personnel include:

- Credit for work experience and technical training ("A" and "C" schools)
- Certification in a designated trade
- College credit toward an associate of applied science degree by some colleges
- Incentive to advance within their occupational specialties
- Certificate of completion of apprenticeship from the Department of Labor
- Consideration as one of the most highly skilled craftsmen in industry
- Improved job opportunities upon leaving the Coast Guard

Eligible members can apply for the program through their educational services officer, career development advisor or command chief. See the USMAP Web site, [www.cnet.navy.mil/nnaps/index.htm](http://www.cnet.navy.mil/nnaps/index.htm), or ALCOAST 277/00 for more information. ☒

form of a PowerPoint presentation, is now available on the Web for you to read from your computer or even present to a group at your unit. The guide offers eight steps to effective mentoring partnerships. You can find the guide at [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm) (click on "Mentoring"). ☒

## New Leadership Course Offered for Civilians

A new training course, Leadership Principles and Skills, has been developed for civilians at the GS-12 to GS-14 levels

(and Wage Grade and NAF equivalent). The first course took place September 11-15 at the Leadership Development Center in New London, Conn., and is planned to be offered at least once annually. The goal of the course is to build leadership knowledge, skills and abilities of the students. Course topics include leadership skills, effective communication, managing conflict, ethics, coaching, mentoring, team building and followership. For a course description, go to [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm) (click on "Training"). ☒

## LEADERSHIP ESSAY

**My First Salute Opened a Door**

by LTJG Paul Fawcett, USCGR, Group Grand Haven, Mich.

I was standing in front of Officer Candidate School barracks at then-Reserve Training Center Yorktown waiting for my ride home. I'd been an ensign for approximately an hour and had a silver dollar burning a hole in my pocket for my first salute. Down Lincoln Hall steps came the leanest, most weathered chief I had ever seen. He would have probably preferred to avoid the brand new butter bars, but he rendered the appropriate salute and greeting. I called him over and handed him the silver dollar. "Chief, you gave my first salute," I said. The chief explained that in his 19 years in the Coast Guard he'd never been given a silver dollar. He thanked me enthusiastically and went on his way.

A few minutes later, he was back. He told me when I got to my duty station to look up the command chief and tell him another chief said to help me out, and that I'd be well taken care of. I didn't know it yet, but I'd just entered the chief's network.

I began to meet chiefs, active and Reserve, at my first drill a few weeks later. They took it upon themselves to help the new ensign get acclimated to military life. They gave me a wealth of knowledge, arranged for training, helped me learn how to interact with enlisted members and offered an amazing amount of encouragement.

Undoubtedly, I learned a great deal from officers as well. An outstanding commanding officer, executive officer and some great junior officers mentored me. But the chiefs helped in ways they couldn't. Chiefs allowed me to make some mistakes without fear of my evaluation. They had knowledge of the interaction with

the troops that officers didn't. There were times that I had questions that I'd rather not ask my supervisor for fear of looking stupid. Chief might give a chuckle, but usually said something to the effect of, "That's OK, sir. You're not the first JO to ask that question, and you won't be the last."

Our service is in great need of leaders. We have many young members who need leadership.

Our junior officers are no exception. Chiefs, we need your experience. Offer the benefits of your knowledge to our new members. Junior officers, be open minded and receptive to the experience that senior enlisted personnel possess.

It hasn't changed much for me. I still get advice from the chiefs. It's a fair trade: experience for the occasional good laugh. If you're still out there, Chief, that silver dollar was the best I ever spent. ❖

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



## Silence Feeds Hatred

### Lessons from the Holocaust Still Apply Today

by Cadet 2/C Jennifer M. Runion, Coast Guard Academy

*"No man is an island, entire of itself; every man is a piece of the continent, a part of the main. ... Any man's death diminishes me, because I am involved in mankind; and therefore never send to know for whom the bell tolls; it tolls for thee." - John Donne*

John Donne wrote those words long before the Holocaust, and yet they are as true today as they were then. What obligations do we as Americans, as human beings, have toward each other? One of the most tragic mysteries of the Holocaust is how the premeditated, systematic murder of millions of people could occur at the hands of a seemingly advanced society. There is no answer to this, only more questions. It is easy to blame the orchestrators; it is harder to blame those who said nothing, though they felt it was wrong. But if we are to learn from the Holocaust, we must place some of the blame on their shoulders as well. Although those willing to use their hatred to achieve their goals are

few, if no one stands against them, they appear the majority. If there is one thing we must learn from the Holocaust, it is that silence is the worst enemy of justice. One voice, speaking in anger, is given power by the indifference of those around him.

---

---

**"How far will we allow others to go before we speak up? How far will we allow ourselves to go?"**

---

---

If we are to learn from the mistakes of the past, we cannot dismiss the Holocaust as history; we cannot look at the Nazis and see only evil, though it was present. If we are to personalize the Holocaust, we must identify with the perpetrators, to some extent, as well as with the victims. The Holocaust did not begin at Auschwitz or in the ghettos. It began long before, in the hearts of those who sat in silence and allowed hatred that was bred in ignorance to grow, to reach their

children, to reach themselves. The Holocaust began with the first person that did not speak up, for their silence condoned the actions of a few, making them appear accepted.

If no voices are risen for good, they cannot drown out the few who will scream in anger. We must be responsible for ourselves, and we must be responsible for letting others know our minds, for we are all, as John Donne said, involved in mankind. The bell John Donne spoke of is not just for the victims of the Holocaust, or the survivors, it is for us as well, for we must live with the realization that human beings allowed other human beings to commit crimes beyond the imagination. If we separate ourselves from what happened, to the victims, to the bystanders, and in the hearts of the perpetrators, we create a surreal aura around it – we make it fiction, a tragic story from a different time.

We cannot commit the Holocaust to the history books; we must take its lessons to heart and compare its beginnings with our own actions. How far will we allow others to go before we speak up? How far will we allow ourselves to go? We cannot change the past, so what we are left with, in the end, is a knowledge of the wrongs human beings can inflict upon each other, and a hope that we can learn from what we have done. ❖

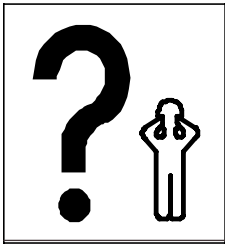
***"Nearly all men can stand adversity, but if you want to test a man's character, give him power."***

**– Abraham Lincoln**



## Leadership Challenge: Do the Job Yourself or Train Someone Else?

by LT Mike Dolan, MSO Hampton Roads



It's a dilemma we all face. Do you complete a small task yourself, or teach someone else?

You know you can do the job, but it will eat into your busy schedule. Giving it to a subordinate will require training. Which way to go?

In this situation, it's easy to list the decision criteria. There are pros and cons for doing it yourself and pros and cons for training someone else. There are parameters such as deadlines and quality of the work. Sometimes a deadline or other factor will preclude that you do it yourself. But if you have the option, make sure you factor in all of the leadership opportunities available when training a shipmate:

- Situational leadership
- Training/skill building
- Interaction with the trainee

If you have a specific task for which the trainee doesn't have a high competency level, it is an excellent opportunity to exercise situational leadership. Situational leadership, as taught in the Leadership and Management School (LAMS), is a process of providing a considered combination of direction and support to the individual as they work on a task. The end goal is developing a highly competent, highly committed worker. It is a deliberate process that takes time

and effort, but the result far exceeds the initial cost.

The most obvious and direct benefit of training someone is that he or she learns that skill. It's the old maxim, "Give a man a fish and he eats for a day; teach a man to fish and he eats for a lifetime." Often we decide against the time and effort to teach someone a skill if we think it will only be used once. I suggest that this is a short-sighted and selfish view. All skill building exercises, whether a one-time event or not, build confidence and organizational and communication skills. And in a professional career, it is probable that the skill in question will indeed be used again, whether we predict it or not. Consider how often we find we possess the skills to work on a new task because of a project we worked on years ago.

With our heavy workload, we want to seek the easiest path to completing a task. But doing a quick task yourself may deny the opportunity to interact with your subordinates in a professional environment. Working with subordinates to develop skills is, of course, an inherent responsibility. Certainly completing tasks quickly and independently is good, but investing time and effort with our subordinates is better!

Choosing to train someone takes courage. It takes more effort, will probably take longer, and may even

have an end-product quality cost. But remember that a supervisor's success is directly related to the competence and commitment of his or her subordinates.

So the next time you face this dilemma, make sure you fully consider the leadership opportunities available in training someone. It will be well worth the effort. ❏

**Chief,**  
**Office of Leadership and Diversity**  
CAPT Curt Odom  
**Editor**  
Lynne Donahue

*The Leadership News* is published quarterly by Commandant (G-WTL). Contents are unofficial and not authority for action. Views and opinions expressed do not necessarily reflect those of the Department of Transportation or the Coast Guard.

### Article Submissions

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

Lynne Donahue, Editor  
Commandant (G-WTL-2)  
U.S. Coast Guard Headquarters  
2100 Second St., S.W.  
Washington, DC 20593-0001

**Tel.** 202-267-2381  
**Fax** 202-267-4610

**E-mail:**  
LDonahue@comdt.uscg.mil or  
LDonahue@comdt.uscg.mil/maillant  
from CGSWII

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

## Emotional Competence and Leadership

by LT Greg Stump, Graduate Student, Leadership Studies, University of San Diego

In the last decade, shrinking budgets, technological advances, globalization and increased competition have forced revolutionary changes in the way we lead. In order to stay competitive and be perceived as valuable by the American public and congress, we, as individuals, should reevaluate the competencies we consider essential for effective leadership. In many organizations, IQ and technical competence are no longer the benchmarks for successful leadership within the ranks of middle and upper management.

Leadership experts have written volumes about emotional competence since the early 1990s. Emotional competence, also referred to as "emotional intelligence," "emotional quotient" and "successful intelligence," determines our ability to effectively and successfully lead our teams.

### Qualities and Traits

What are the qualities that make up emotional competence? The Goleman emotional intelligence model is comprised of the five components listed below, each followed by associated traits. The first three relate to self-management; the last two determine how effective we are in relationships.

1. **Self-awareness:** accurate self-assessment, emotional awareness and self-confidence

2. **Self-regulation:** innovation, adaptability, conscientiousness, trustworthiness and self-control

3. **Motivation:** optimism, commitment, initiative and achievement drive

4. **Empathy:** developing others, service orientation, political awareness, diversity, active listening and understanding others

5. **Social skills:** communication, influence, conflict management, leadership, bond building, collaboration, cooperation and team capabilities

Experts say that the ratio of importance between emotional and technical competence is approximately two to one. That is not to say that technical expertise is unimportant. However, our junior officers and enlisted personnel are often the technical experts. These specialists conduct boat operations, keep our infrastructure operational, and complete many of the day-to-day tasks that require specialized training. As we climb the organizational ladder, we become more responsible for leading, motivating, internal and external collaboration,

and team building. Consequently, emphasis is placed on interdependent rather than singular action.

### Coast Guard Culture

Does the Coast Guard culture promote emotional competence?

---

**“As we climb the organizational ladder, we become more responsible for leading, motivating, internal and external collaboration, and team building.”**

---

For officers, it appears to do so. The officer evaluation report consists of 18 performance items. If we place each performance item into one of two categories: emotional competence or technical com-

petence, 12 items fall into the former category, and five into the latter. One performance item, results/effectiveness, could be included in both. It appears that the OER confirms an emotional to technical competence ratio of more than two to one.

What is the significance of emotional competence to the Coast Guard? Coast Guard employees wishing to climb the organizational ladder will have a greater chance of success if they hone their emotional competencies. Individual success, based on emotional competence, will then help increase effectiveness for the Coast Guard as a whole. ☒



## Character and Caring: Business Lessons from Three Military Leaders

by Aneesha Capur, Wharton MBA Student, and Mukul Pandya, Editor, "Knowledge@Wharton"

**M**ilitary metaphors abound in the world of business. Companies rarely enter new markets; they usually "invade" them. When businesses ponder geographic expansion, they make "forays" into new territories. Consultants no longer speak of assignments for clients – the preferred term is "engagements." All this martial lingo serves a purpose: At a time when global business rivalries are intensifying, competition often resembles combat. This fact was forcefully borne home to the CEO of a high-tech company who recently sold his start-up to Microsoft. Speaking to the Wall Street Journal about his reaction when the Seattle-based giant let 50 of his 100 employees go, he said, "Though I felt that we had won, some got killed, [and] some got wounded."

Such parallels between warfare and business formed the theme of a recent seminar at Wharton. Titled "From the Battlefield to the Boardroom: Applying Military Leadership to the Corporate World," it featured three former military officers who spoke about their experience in the armed services and how it prepared them for their present roles in corporate America. What they said might surprise those who may have expected to hear about guerrilla strategies or take-no-prisoners tactics. Their fundamental message: Character counts, leadership means caring for your troops and those who accept the status quo will probably die.

### Character Counts

**G**en. Charles Krulak, a former Marine Corps commandant who once led troops in Vietnam, is now senior vice chairman of MBNA Bank, an independent credit-card issuer that manages more than \$70 billion in loans. He spoke about character as the most important trait of a leader. "It doesn't make a difference whether you are in the boardroom or the battlefield," Krulak says. "Many people are brilliant, articulate, charismatic, innovative and tough. But if they lack character, they will not succeed as leaders."

But are there not instances of leaders – including presidents of countries – who seem to succeed despite their apparent lack of character? True, admits Krulak, but their power is fleeting because success without character rarely stands the test of time. "It doesn't serve to inspire anyone – and as leaders, you are in the inspiration business," he says. Unlike talents such as intelligence, which is a "God-given gift, character is a choice," says Krulak. "And it's not an easy choice like whether you should have Pop Tarts for breakfast – it's the kind of choice where your

palms get clammy, sweat pops out on your brow, your guts begin to turn, and you know that the decision you are about to make will have an impact that people will not want to hear. But it is the right decision." When people learn to make right decisions over and over again, no matter how difficult they are, that process helps build character.

### Take Care of Your Troops

**I**f character matters, caring is character put into action, according to Gen. Thomas Draude, former assistant commander of the First Marine Division in Desert Storm, who is now senior vice president of USAA, a \$40 billion financial services company. "Early on, marine officers are taught to do two things: Accomplish your mission and take care of your troops," he says. How does an officer take care of troops? By showing that he or she cares about them

---

**"Many people are brilliant, articulate, charismatic, innovative and tough. But if they lack character, they will not succeed as leaders."**

---

– which involves knowing their names, their backgrounds and even what makes them tick. Quoting Sun Tzu, author of the Chinese classic, "The Art of War," Draude says, "Regard your soldiers as your own children, and they will follow

*(continued on next page)*

(continued from page 9)

you into the deepest valleys. Treat them as your own beloved sons, and they will be with you even unto death."

Does corporate life lend itself much to caring? Draude believes it does. "The attitude of caring is important because, first, it is the right thing to do," he says. "Your character is demonstrated by the way you care about those for whom you are responsible. Caring cannot be delegated ... it is not an HR requirement." Secondly, as the U.S. economy changes from one that was dominated by manufacturing to one that is driven by services, a caring, nurturing environment is crucial to engage the minds and hearts of all employees. "How can managers expect employees to care for customers unless they feel cared for?" he asks. "You can't become a leader unless you care for your troops. You can't fake it."

### Question the Status Quo

Col. Robert E. Lee, former commanding officer of the Marine Corps's officer basic school, is now an advisor to the secretary of the Navy. He points out that business is changing so rapidly that all leaders need to ask why they are doing things the way they are. "If you accept the status quo, you will die," he says. "When you ask why something is being done in a certain way, you are not belittling tradition or the past – you are learning something new." Asking such questions helps create agile organizations that can respond quickly to changes in the market.

Following the nostrums that Krulak, Draude and Lee prescribe may not necessarily bring V-Day to all business executives. It could help them, however, avoid the most destructive land mines.

Source: "Wharton Leadership Digest" ❖

### Leadership Advisory Council Revamped

The Leadership Advisory Council is changing its focus and membership. In the past, the group consisted of members based upon their role in the organization, such as the master chief petty officer of the Coast Guard, the director of the Leadership Development Center, etc. Now, in addition to those members, LAC membership is open to everyone in the Coast Guard.

An ALCOAST was sent out in July to solicit for members, and ALCOAST 356/00, released in September, announced the 15 members selected. The first meeting of the new group will take place October 18-20 at the Coast Guard Academy in New London, Conn. LAC members serve two-year terms and are responsible for gathering leadership development concerns, evaluating the Coast Guard Leadership Development Program and conveying information to the field. ❖

### "Career Central" Web Site Provides One Place for Coast Guard Career Information

by Lynne Donahue, Coast Guard Headquarters (G-WTL)

Have you ever looked on the Web for information on Coast Guard career opportunities, ratings, evaluations, training courses or tuition assistance and found that you have to use a search engine over and over to find the information? And to make matters worse, the information is located on different Web sites all over the Coast Guard. Now there's just one Web site you need to go to – it's called "Coast Guard

Career Central" and the address is [www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm) (click on "Career Central"). This site is a directory of links to all the Coast Guard sites that contain career and professional development information. Make the most of your benefits and your training, educational and professional development opportunities. Go to the site now, add it to your "favorites," and you'll never have to go on a wild goose chase again. ❖

# Something Old, Something New, Something Borrowed, Working Blue

by CWO Mary Ward, Station Honolulu

As leaders, we should take time periodically to examine leadership styles, tools and techniques that have been used in the past and are available now to help us continually hone our leadership skills.

## Something Old or, "This flogging is going to hurt you more that it hurts me."

Traditional leadership methods of the Coast Guard are well illustrated by Captain Mike Healy. "Hell Roaring Mike," as he was known, is perhaps the best example of someone who used a firm hand and swift justice. His leadership methods served as a constant reminder to his crews of who was in charge and where each man stood. Many of us experienced boot camp in the early '80s. Even then, direction came from "hell roaring" company commanders brandishing the staff of discipline. What was accepted as sound guidance then is no longer acceptable as the standard way to achieve compliance. The Coast Guard has evolved. In our efforts to value each member, we have balanced our methods with the cultural norm.

## Something New or, "You can teach old dogs new tricks."

In the recent past, many Coast Guard managers have applied the management model – Plan, Do, Study, Integrate – in the workplace. Accidents happen in our

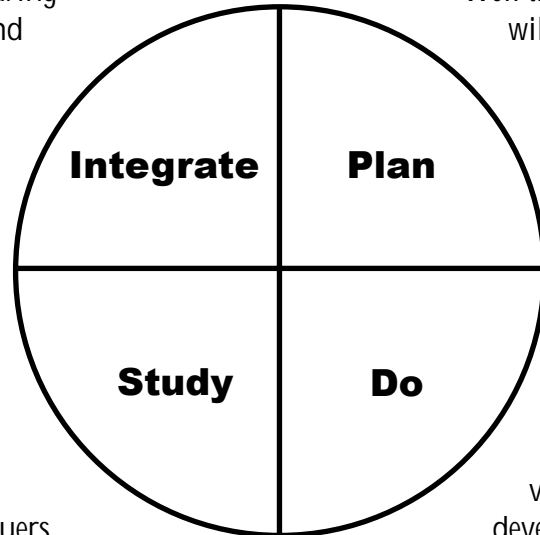
inherently dangerous environment. Using the "study" and "integrate" steps, sharing information, and adopting new techniques and equipment serve to minimize mishap recurrences. This is the essence of managers being "leaders of learning" rather than "issuers of edicts."

## Something Borrowed or, "The wheel has been created."

One great tool for Coast Guard managers is the "Process Improvement Guide" (available on the Leadership Development Center's Web site at [www.cga.edu/ldc/LQI/pubs.htm](http://www.cga.edu/ldc/LQI/pubs.htm)). It was borrowed from the Air Force and adapted for Coast Guard use. Its methods apply to all Coast Guard teams – operational or support – and depend on everyone having input and involvement. From major league baseball to AT&T, all great teams work that way. Because they can be fast and easy to implement, the solution-oriented methods in the "Process Improvement Guide" can be used in most situations. Of course, sometimes problem-solving discussions with everyone involved can't take place,

as in urgent search and rescue and law enforcement situations.

Well-trained followers will understand that their leaders must sometimes make quick decisions. Extreme situations aside, the "Process Improvement Guide" provides methods of developing best solutions.



## Working Blue or, "The finest lifesavers money can buy"

Today we are bombarded with greater tasking to be accomplished with a far less experienced workforce. None of us can do it all. We must allow our wonderfully diverse and better-educated workforce to own their processes. Each voice should be considered valuable and important. We should foster a working environment where nobody is afraid to speak out. We should listen, and in so doing, lead by example. When each person has a stake in the outcome, the best results can be achieved. ✘

***"We must become the change we want to see."***

**–Mahatma Gandhi**

Your first stop for career information ...



[www.uscg.mil/leadership.htm](http://www.uscg.mil/leadership.htm)  
click on "Career Central"

See page 10 for more information.

COMMANDANT (G-WTL)  
US COAST GUARD HEADQUARTERS  
2100 SECOND ST SW  
WASHINGTON DC 20593-0001

**12 Questions are  
Key to Great  
Workplace –  
pages 1-2**

**Refresh Your  
Mentoring Skills  
on the Web –  
page 4**

