

EFFECTIVE LEADERSHIP

OBJECTIVES

To successfully complete this module, you must study the text and master the following objectives:

- Be able to seek task-related input from another team member.
 - Describe how failure to regularly update the team on the mission's progress may contribute to a mishap.
 - Describe how failure to alert team members to potential work overload may contribute to a mishap.
 - Describe how to motivate an individual or team member through positive vs. demeaning statements.
 - Describe how to inform team members of an error in a positive manner.
 - Define Designated Leadership.
 - Define Functional Leadership.
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COAST GUARD LEADERSHIP GOAL

Coast Guard Goal One is to provide leadership and a working environment that enables all our people to reach their full potential and maximize Coast Guard mission success. We articulate our core values: Honor, Respect, and Devotion to Duty, values that frame the behaviors the Coast Guard expects from its people. Coast Guard people constantly face challenges in mission operations. To meet these challenges, leaders must exercise competent leadership in their daily activities.

BEHAVIORAL TRAITS

The impact of the leader on team performance is a function of three things: Personality, Ability, and Leadership Style. Stephen R. Covey, author of *Principle-Centered Leadership*, identified seven behavioral traits that effective leaders demonstrate. These principles apply to the broader concerns of command and set a strong foundation for affecting leadership of teams. The seven traits are:

1. Proactiveness.
 2. Imagination and Conscience.
 3. Willpower.
 4. Think Win/Win.
 5. Courage Balanced with Consideration.
 6. Synergy.
 7. Continuous Improvement or Self-Renewal.
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Proactiveness

Instill the belief in all members of the organization that “Quality begins with me, and I need to make my own decisions and be a stakeholder in the success of the organization.” Team members must also be responsible for the performance of the organization.

Imagination and Conscience

Publicize your vision for your department through the clear expression of your hopes and purpose for your time aboard the unit. Ensure your vision considers the social responsibility you have to the people and their families.

Willpower

Maintain a disciplined life that focuses heavily on highly important, but not necessarily urgent activities. Take positive measures to minimize crisis management and maintain high moral values in your professional and personal life.

Think Win/Win Share recognition and power by tapping the capabilities of all people in the department and routinely providing constructive feedback and praise. Attempt to reduce the friction, while recognizing that in an effective team, strength lies in diversity. Create an environment of trust.

Courage Balanced with Consideration Actively listen to subordinates to clearly understand their ideas. Show restraint and respect in dealing with subordinates to maintain two-way communication. Foster mutual respect and build a complementary team where each individual strength is made productive and each individual weakness is made irrelevant.

Synergy Permit solutions to be formulated through the open communication between respectful individuals. Problem-solve using information from those communications. Achieve creativity, improvement, and innovation beyond your own capability.

Continuous Improvement Avoid becoming closed to new ideas. Pursue innovation and refinement in yourself and the department. Broaden cross-functional cooperation and communication; expand trust and synergy within the whole department.

LEADERSHIP COMPETENCIES Leadership competencies are measurable patterns of behavior essential to leading. The Coast Guard has identified 21 competencies consistent with our missions, work force, and core values of Honor, Respect, and Devotion to Duty.

CATEGORIES The competencies generally fall into three broad categories: SELF, WORKING WITH OTHERS, and PERFORMANCE, although some competencies overlap categories. Together, these leadership competencies are keys to success.

Self Fundamental to successful development as a leader is an understanding of self and one's own abilities, including personality, values, preferences, and potential as a Coast Guard Member. Competencies in this area include:

- Accountability and Responsibility.
 - Aligning Values.
 - Followership.
 - Health and Well-Being.
 - Personal Conduct.
 - Self-Awareness and Learning.
 - Technical Proficiency.
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Working With Others

Leadership involves working with and influencing others to achieve common goals. Coast Guard people interact with others in many ways, whether as a supervisor, mentor, manager, team member, team leader, peer, or subordinate. Positive professional relationships provide a foundation for the success of our Service. Competencies in this area include:

- Influencing Others.
 - Respect for Others and Diversity Management.
 - Looking out for Others.
 - Effective Communication.
 - Group Dynamics.
 - Leadership Theory.
 - Mentoring.
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Performance Coast Guard people constantly face challenges in mission operations. To meet these challenges, leaders must apply leadership competencies in their daily duties. Because of their importance to effective team coordination, a description of the behaviors associated with these competencies is included.

COMPETENCY	BEHAVIORS
Vision Development and Implementation.	<ul style="list-style-type: none"> • Establish and clearly communicate objectives. • Initiate action and provide support and systems to achieve goals.
Customer Focus.	<ul style="list-style-type: none"> • Actively seek feedback and suggestions and encourage others to do the same. • Ensure internal and external customer's needs are met.
Decision-Making and Problem Solving.	<ul style="list-style-type: none"> • Learn to consider and assess risks and alternatives. • Involve others in decisions that affect them.
Conflict Management.	<ul style="list-style-type: none"> • Encourage open communication. • Confront conflict constructively to minimize impact to self, others, and the organization.
Performance Appraisal.	<ul style="list-style-type: none"> • Articulate performance expectations to subordinates. • Coach and provide feedback to subordinates.
Management and Process Improvement.	<ul style="list-style-type: none"> • Evaluate progress and outcomes of current processes. • Use goals, milestones, and control mechanisms to measure and manage performance.
Workforce Management Systems.	<ul style="list-style-type: none"> • Use formal reward systems to recognize positive performance. • Support personnel working on advancement and training.

**TEAM
LEADERSHIP
SKILLS**

Team leaders direct and guide the activities of other team members, stimulate personnel to work together as a team, and provide feedback to team members regarding their performance. Effective team leaders demonstrate the following behaviors:

- Specify tasks to be assigned.
- Coordinate the gathering of required information.
- Make positive statements to motivate individuals and teams.
- Ask for task related input.
- Inform other team members of errors in a positive manner.
- Focus the team's attention on task.
- Consider and assess risks and alternatives.
- Look out for others in the team.
- Ensure the team(s) are fully informed.
- Inform team members of mission progress.
- Alert others to their actual or potential work overloads.
- Provide feedback to the team on performance.
- Continually assess and reassess the situation.

**Translate
Objectives Into
Tasks**

The leader must clearly understand the mission goals and objectives and translate them into team tasks. *In assigning tasks, the leader seeks the best match between team resources and tasks.*

**Coordinate
Information
Gathering**

Ensure that information processing is not reduced. Safe operations depend upon timely information flow within the team. The leader should be alert to problems that affect information collection or the communication of information.

**Motivate
Individuals**

Team performance is dependent upon each individual. Acknowledging good performance cultivates effectiveness. This type of positive reinforcement also moderates the stress inherent in operational teams.

Promote Input

Actively solicit and accept input from other team members. Individuals may have relevant information that the leader does not have. The leader is seen as approachable by team members so that information relevant to decision-making is received in a timely manner.

**Trap Errors,
Not People**

The team has a shared responsibility for trapping errors. When someone detects a human error, that team member assumes a leadership role to reduce the impact of that error on the team. An effective leader points out error while not diminishing the respect for the team member who committed it.

**Keep
The Team
Focused**

Minimizes distraction, and takes action to terminate fixation or preoccupation. All team members share this responsibility and need to assume a functional leadership role to mitigate the impact of inattention on team performance.

**Assess Risk
and
Alternatives**

All activities carry an element of risk. Effective teams are constantly evaluating risk and looking for alternatives that will serve to manage or reduce that risk.

Look Out for Others

Effective leaders identify others' needs and abilities. They ensure fair and equitable treatment, project high expectations for subordinates and their teams, know their job, express confidence in their abilities, and use reward systems effectively. Leaders appropriately support and assist in professional and personal situations and use formal and informal processes to resolve situations.

Ensure The Team(s) Are Fully Informed

Often this occurs for members and related as part of the briefing process. The key is to have all team members and their reliefs present, as well as leaders from the related teams. Members also must be made aware of key tasks and how to communicate during those tasks.

Example: Aboard a cutter the bridge, deck, and engineering teams need to be briefed to facilitate mooring operations. Otherwise, an individual not fully prepared could jeopardize a perfect approach.

At a Group, a training hoist evolution may require briefing the OPCEN watch, the helo, the standby boat, watch tower personnel, as well as the boat team performing a drill.

Update The Team On Mission Progress

When the leader tells the team what his/her understanding of the current state of the mission is, it allows the team to make internal alignment checks. This ensures that all team members share the same mental model. When differences in understanding exist, the effective team resolves the conflict.

**Prevent
Work
Overload**

The workload level for the typical Coast Guard mission is constantly changing. To help maintain an effective team, the leader monitors, recognizes, and adjusts for workload imbalances among team members. This helps reduce the potential for human error.

**Provide
Feedback**

Feedback is part of the leader's routine. Effective leaders take time at lulls in the mission and at the debrief to provide constructive critiques. This includes explaining some of the leader's actions so the team can better understand and anticipate the leader's point of view. It is important to provide both positive and negative feedback.

- **Positive Feedback:** Focuses on what an individual or team does well. Positive feedback lets the person know what they should continue to do.
 - **Negative Feedback:** Focuses on problems that one or more team members perceive. Negative feedback lets the person know what they should start or stop doing, or change. Negative feedback is not punishment it is constructive criticism.
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**Continually
Assess the
Situation**

Plans must be continually updated as new information becomes available. Effective leaders are alert for change and revise the operations plan based on changes in the situation.

**HOW TO GIVE
EFFECTIVE
FEEDBACK**

Feedback does not happen by accident; it is the result of a deliberate, on-going questioning process engaged in by the sender. Feedback must be given so that a person receiving it can hear it in the most objective and least distorted way possible. To make team members open to **TIMELY** feedback, the feedback must have the following characteristics:

- Descriptive, **not** Evaluative.
 - Well Intended, **not** Hurtful.
 - Specific, **not** General.
 - Well timed, **not** Delayed.
 - Balanced, **not** One-Sided.
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**Describe the
behavior,
Don't evaluate
the individual.**

Feedback has more meaning when it is descriptive. Behavior or performance should be compared to successful performance or an objective standard. What success looks like and how it can be achieved should be stated. This will emphasize actions leading to a desired course of action. Avoiding evaluative language reduces the need for a defensive response.

**Focus on the
behavior,
Not the worth
of the person.**

It is difficult for anyone to respond without being defensive to highly charged comments like "That was stupid" or "You're an idiot." When giving feedback, focus on the performance, not the personality of the individual. People may sometimes act stupid or behave in an insensitive way, but that does not mean they are a stupid or an insensitive person. Evaluating a person rather than their behaviors casts you in the role of judge and makes the other person respond defensively. Provide feedback on the specific behavior that you observed.

Make specific comments, Avoid generalities.

When feedback is specific, it leaves little doubt exactly what the sender is referring to or what behavior is desired for the receiver to change.

Example: To be told “I want more information about the bottom” will probably not be as useful as “I want you to call out the soundings every...”

Give Immediate and Well-Timed Feedback

Timing feedback is important. Consider the significance of the situation and the person's readiness to deal with feedback.

When feedback is given immediately after an event, the event is fresh in everyone's mind. When feedback is given immediately, behavior is easier to recall and feedback is not confused with subsequent events or behavior.

Providing negative feedback in public may be perceived as punishment. That is why it is important that all negative feedback be constructive.

**Balanced,
Not
One-Sided**

Feedback is most effective when it highlights what was done well AND what to be improved upon. To ensure clear communication, have the receiver rephrase your feedback to see if it corresponds to what you had in mind. Use the following steps:

1. Start with what went well;
2. Identify what needs to be improved;
3. Summarize by indicating how the operation went overall.

During post-mission briefs, it is often valuable to have junior personnel assess their own performance first.

Example: After a 6-hour Person-In-The-Water (PIW) search, the PIW was found floating face down. Initial thoughts were that the PIW had expired. The EMT at the scene decided to treat the person as a “cold water drowning.” The person was successfully revived.

Upon debriefing the case, the consequences of either attempting or not attempting victim revival were discussed. This heightened Group-wide awareness of the method and the potential for success in similar circumstances. It changed many people’s attitudes in how to treat PIW rescues.

**Continually
Assess the
Situation**

Effective leaders are proactive. They continually monitor the plan by assessing and reassessing the situation and updating the plan based on their assessment. As a part of this process, they communicate changes to ensure that everyone shares the same expectations and has the same information.

**TYPES OF
TEAM LEADERS**

Team leadership comes from either a Designated Leader or a Functional Leader. You do not have to be designated as a team leader to demonstrate leadership. *Some leadership behaviors are characteristics of all effective team members.* They need to be cultivated and rewarded in case the situation requires control of the team to be temporarily transferred within it.

**Designated
Leadership**

This is the person assigned by Watch, Quarter, and Station Bill to be the team's leader. An important role of the leader is to ensure that the team maintains Situational Awareness. *The effective team leader ensures that he/she, or a designated "safety" observer, maintains some distance from the team's activities in order to monitor behavior.* Continuous monitoring of team activities is critical for detecting errors and recognizing poor judgments.

**Functional
Leadership**

This leadership is based on knowledge or expertise. *Functional Leadership* has the following characteristics:

- It is situational and temporary, not a change in command.
 - A team member with specific knowledge or expertise may assume a leadership role when this information becomes critical.
 - The *Designated Leader* may or may not acknowledge the change. In teams composed of a small number of individuals with a lot of experience, this change may occur automatically.
 - When the situation/challenge is resolved, *Functional Leadership* is discontinued.
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**Advantages
Of Promoting
Functional
Leadership**

To gain maximum advantage from *Functional Leaders* requires an atmosphere that encourages team members to voice opinions, provide information, and take the lead when necessary. Since the *Designated Leader* cannot be everywhere at the same time, it makes good sense to cultivate Functional Leadership among team members. Doing so has a number of advantages, such as:

- It allows for diversity in leadership to meet situational demands.
 - It allows the most qualified (by knowledge or expertise) individual to take charge of the situation.
 - It enhances teamwork in complex; fast-moving situations by allowing the team to collectively accomplish the mission.
 - It is an effective way to groom junior officer and enlisted personnel for increased responsibility.
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SELF-QUIZ #1

1. Match the seven effective leaders' behavioral traits in column A with their characteristics in column B.

Column A	Column B
_____ 1. Proactiveness	a. Publicize your vision for the organization through the clear your vision considers the expression of your hopes and purpose for your time aboard the unit. Ensure social responsibility you have to your crew.
_____ 2. Imagination And Conscience	b. Permit solutions to be formulated through the open communication between respectful individuals.
_____ 3. Willpower	c. Actively listen to subordinates to clearly understand their ideas. Show restraint and respect in dealing with subordinates to maintain tow-way communication
_____ 4. Think Win/Win	d. Instill the belief in all members of the organization that "Quality begins with me, and I need to make my own decisions and be a stockholder in the success of the organization".
_____ 5. Courage Balanced With Consideration	e. Maintain a highly disciplined life that focuses heavily on Highly important, but not necessarily urgent activities. Take positive measures to minimize crisis management and have high moral values in your life.
_____ 6. Synergy	f. Avoid becoming closed to new ideas. Pursue innovation and refinement in yourself and the organization.
_____ 7. Continuous Improvement	g. Share recognition and power by tapping the capabilities of all people in the organization and routinely providing constructive feedback and praise.

SELF-QUIZ #1 (continued)

2. List the behaviors that are demonstrated by effective team leaders

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____
- g. _____
- h. _____
- i. _____
- j. _____

3. Define Designated Leader and give an example?

4. Define Functional Leader and give an example?

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ANSWERS TO SELF QUIZ #1

Question	Answer	Reference
1.	1. d 2. a 3. e 4. g 5. c 6. b 7. f	2-2 thru 2-3
2.	a. Translate objectives into tasks. b. Coordinate information gathering. c. Motivate individuals. d. Promote input. e. Trap errors, not people. f. Keep the team focused. g. Assess risk and alternatives. h. Look out for others. i. Ensure the team(s) are fully informed. j. Update the team on mission progress. k. Prevent work overload. l. Provide feedback. m. Continually assess the situation.	2-6 2-6 2-7 2-7 2-7 2-7 2-7 2-8 2-8 2-6 2-9 2-9 2-9
3.	This is the person assigned by the Watch, Quarter and Station Bill to be the team's leader.	2-13
4.	This leadership is based on knowledge or experience.	2-13

Student Notes

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