Chief Petty Officer Optimals
117 Optimals
(Result of the CPO Needs Assessment)

The desired end state is described as the "Optimal Chief." The Optimal Chief is the summation of this list of 117 desired elements grouped into 4 categories. These categories and elements are not prioritized or listed in any hierarchical manner.

1.0 – Professionalism

- DEMONSTRATE proper interpersonal communication skills (e.g., listening, feedback, non-verbal/verbal).
- DEFINE how to recognize and manage stress in self and others.
- COMPLETE a Stress Map.
- EXPLAIN the Role of the Chief.
- DEMONSTRATE the impact of consistent enforcement of rules and policies on others.
- EXPLAIN the importance of having a positive attitude and being proactive.
- DEFINE the CG Core Values and how they impact daily decision-making.
- DEMONSTRATE proper military appearance.
- DEMONSTRATE proper daily diet.
- DEVELOP a personal fitness program.
- ESTABLISH a personal education program.
- PARTICIPATE in discussions about CCTI and the Chief's Creed.
- PRESENT an informal briefing.
- INTRODUCE a speaker.
- APPLY the principles of military protocol and etiquette.
- PARTICIPATE in a question and answer session with the Commandant or Vice Commandant.
- PARTICIPATE in question and answer session with the Master Chief Petty Officer of the Coast Guard.
- EXPLAIN how trust in others (workplace, home, community, self) impacts ethical decisions.
- DISCRIMINATE between Right vs. Right and Right vs. Wrong decisions.
- DESCRIBE the impact and result your ethical decisions have on others.
- DESCRIBE how diversity issues influence ethical decision-making.
- EXPLAIN how critical thinking skills can be applied to resolve ethical dilemmas.

2.0 – Communications

- EXPLAIN the chain-of-command for correspondence.
- IDENTIFY intended audience for whom you are writing.
- PREPARE a CG-3307 to support a superior mark on the EPEF.
- PREPARE/EDIT an award recommendation.
- COMPLETE the Basic Aztec courseware in the following subject areas: reading, writing, vocabulary, spelling, punctuation, grammar, and proofreading.

- WRITE/EDIT a Coast Guard letter.
- DEMONSTRATE the basic skills in using SWIII Microsoft Word software.
- DEMONSTRATE how non-verbal language impacts facilitator efforts.
- DEMONSTRATE good active listening skills.
- EXPLAIN the importance of feedback and the characteristics of good feedback.
- IDENTIFY the different types of meetings and participants for each.
- EXPLAIN different types of decision-making methods.
- EXPLAIN importance of team leader/facilitator alignment.
- DEFINE stages of group development and how they impact facilitation efforts and group behavior.
- USE the correct tools for idea generation and paring/prioritizing.
- EXPLAIN when just-in-time training may be needed during the course of facilitation.
- EXPLAIN roles and responsibilities of the team leader and the facilitator.
- DEMONSTRATE proper meeting management behaviors and practices.
- EXPLAIN the importance of recognizing diversity in group settings.
- EXPLAIN the formal and informal roles exhibited during facilitation efforts

3.0 – Military Leadership

- COMPARE various leadership theories and models.
- DESCRIBE what is meant by the terms: delegation and empowerment.
- EXPLAIN how critical thinking concepts impact leadership models.
- DESCRIBE how Core Values impact leadership styles.
- PARTICIPATE in awareness workshops of leadership styles, philosophies, and issues of military leadership.
- DESCRIBE the impact your behaviors have on others.
- IDENTIFY personal strengths and areas for improvement.
- PARTICIPATE in a discussion regarding leadership vs. management.
- DEVELOP a team vision statement.
- DISCUSS principles of time management and stress management
- PARTICIPATE in a Myers-Briggs personality profile seminar.
- PARTICIPATE in a discussion about Situational Leadership.
- COMPLETE the Learning-Style Inventory self-scoring booklet.
- PARTICIPATE in discussions about the cycle and stages of learning.
- COMPLETE peer evaluations.
- IDENTIFY different facets of diversity and how to manage diversity within the workplace.
- PARTICIPATE in a discussion about the Interact Model.
- PREPARE a personal assessment on values and attitudes in accordance with Edge Learning Institute's "Increasing Human Effectiveness III."
- PARTICIPATE in a seminar regarding "diversity."
- EXPLAIN when, how and why to prioritize and delegate.
- COMPLETE a CG 5227.
- COMPLETE and SUBMIT an Educational/Work Experience Evaluation Form for school/training you have attended.
- DESCRIBE the purpose of the ACE guide and how it relates to you and others at your unit.

- PARTICIPATE in team building exercises.
- EXPLAIN impact of own behavior on others.
- DESCRIBE the officer and enlisted career development system.
- DESCRIBE technical training and educational opportunities available to CG personnel.
- DESCRIBE the assignment system for both officer and enlisted personnel.
- EXPLAIN the differences between traditional and non-traditional training/education.
- DESCRIBE EPES and OER systems.
- COMPLETE a tuition assistance form.
- ADVISE a member about CG Work-Life programs.
- DISCRIMINATE between formal/informal mentoring as outlined by Commandant Instruction.
- DESCRIBE the roles of the Command Master Chief, Career Development Advisor, and Chain of Command.
- DESCRIBE the assigned duties of the Education Services Officer.
- DESCRIBE the Service School Selection Process.
- DESCRIBE the OCS application procedure, and the CWO advancement selection/advancement process.
- DISCRIMINATE between formal and informal counseling sessions and identify when to use each.
- DEFINE various types and stages of counseling sessions.
- EXPLAIN how your attitude and behavior impact others during a counseling session.
- EXPLAIN how consistent enforcement of rules and policies impacts unit personnel.
- DEFINE timely as it relates to counseling sessions.
- EXPLAIN the limitations of counseling others (confidentiality, experience level, etc.).
- EXPLAIN what resources are available for referrals.
- EXPLAIN potential legal requirements for various counseling sessions.

4.0 – Systemic Thinker and Life Long Learner

- PARTICIPATE in discussion on work as a process using the SIPOC and New Language of Work models.
- EXPLAIN the Commandant's Criteria to Performance Excellence using the "Baldrige as a System" model.
- COMPLETE the Commandant's Criteria for Performance Excellence General Business Factors Worksheet for the unit currently stationed at.
- DEFINE the difference between partnership and networking.
- DESCRIBE the benefits to you, your unit, and the organization for having and maintaining networks.
- DEFINE formal and informal networks and the goals of each.
- DESCRIBE what you need to do to maintain a proper network.
- DEFINE the elements that affect performance.
- DEMONSTRATE how to use the Process Improvement Roadmap or the Problem-Solving Roadmap to improve performance of a process.
- EXPLAIN the concepts of Performance Measures.
- IDENTIFY data measurement models and tools.
- IDENTIFY ways to display and interpret the data.

- EXPLAIN why critical thinking is important to systems thinking.
- DESCRIBE how to calculate risks.
- DESCRIBE the importance of seeking alternatives to various problem resolutions.
- EXPLAIN what constitutes a system.
- EXPLAIN "Big Picture Thinking."
- EXPLAIN why strategic planning is important in relation to systems thinking.
- DEFINE what it means to start with "the end in mind."
- DESCRIBE the Oxford Mind Map and how it pertains to systems thinking.
- DESCRIBE what constitutes strategic planning and the various needed components.
- EXPLAIN how decisions impact other systems.
- EXPLAIN how a decision matrix can be used in exploring alternatives.
- MAP out a CG system.
- EXPLAIN how group dynamics impact change management.
- DISCRIMINATE between the various roles in the presented change management models.
- IDENTIFY the roles of the change agent.
- DEMONSTRATE empathetic listening skills.
- COMPLETE the Critical Thinking Aztec courseware.
- COMPLETE the Advanced Problem-Solving courseware.