

# The Leadership News



A quarterly magazine on leadership issues in the Coast Guard • Spring 2010 • Issue 41

## Leading Change

**EXCLUSIVE**

ADM Robert Papp Interview, pg. 4 !!

**Plus:  
Understanding Change &  
Humility and Leadership**

## The Leadership News

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### On the cover

PORT-AU-PRINCE, Haiti - Petty Officer 2nd Class William Poertner carries a 5-year-old girl to a small boat for transfer to a medical station at Killick Point, Haiti. Poertner is a reservist assigned to Port Security Unit 307. USCG photo by PA1 Adam Eggers

This publication is *yours!* We seek articles on leadership issues and best practices and your feedback on news content. Please contact Veronique. Freeman@uscg.mil or 202-475-5514 for more info and details.

The Leadership News is published quarterly. Contents are unofficial and not authority for action. Views and opinions expressed do not necessarily reflect those of the Department of Homeland Security or the Coast Guard.

# Captain's View



My consistent goals for this publication are to help stimulate meaningful (even if controversial) leadership discussions throughout the Coast Guard, to advertise and encourage the sharing of leadership best practices, and to make our entire workforce aware of the many leadership development resources available to them. I believe that our Leadership News editor, Veronique Freeman, and our new Editorial Board have done an especially great job of meeting these goals in this Spring edition! In order to maximize the value of this publication, however, we need your contributions. Please forward us your article proposals, ideas, and desires for this publication. We can assist you in crafting articles or building upon your leadership ideas.

Finally, we would like to welcome RDML Stosz to her new assignment as Director of Reserve and Leadership and sincerely thank RDML May for all of his help, assistance, and advocacy as he transitions to his new assignment as Commander of the Coast Guard Personnel Services Center.

Semper Paratus!

## Help for Haiti

“Exactly one week ago today, a little before 1700 EST, a violent earthquake devastated Port Au Prince, Haiti. Without waiting for tasking, Coast Guard men and women from all over the country made immediate preparations to assist the beleaguered Haitian people. The next morning, Haitians witnessed President Obama’s pledge – “You will not be forsaken and you will not be forgotten” - become reality when the cutter FORWARD arrived with the rising sun as the first American asset on-scene. Amidst the devastation, FORWARD delivered damage assessments, critical command and control capabilities, and most importantly – hope.

I am incredibly proud of the performance of all our personnel during this challenging period and like you, my heart goes out to the Haitian people who have suffered so greatly. Coast Guard units were the first on-scene in Port Au Prince and have been working around the clock with our interagency partners to provide humanitarian assistance, evacuate U.S. citizens, and help the most seriously wounded.”

-ADM Thad Allen

Commandant, U.S. Coast Guard, excerpt All Hands message (10 Jan 2010)

## VIEW FROM THE BRIDGE

**Fellow Leaders and Followers:**

**On April 28th, I relieved RDML Dan May as your Director of Reserve and Leadership. I heartily thank him for his dedication to the Leadership program over the past two and one-half years. I am honored to have the privilege of serving you and enthusiastically embrace the opportunity to help develop leaders of character who live the Coast Guard core values.**

**I chose the salutation of this letter carefully. The word “fellow” emphasizes that leadership is an inclusive, collaborative effort for which we are all responsible, and the words “leaders and followers” embraces the duality of the responsibilities of leadership.**

**Regardless of our seniority, we are all both leaders and followers. We cannot be one without also being the other. It takes strong leadership and followership to succeed both as individuals, professionally and personally, and as a world class maritime organization. From the first handshake at our accession source to the last handshake at retirement, we must progress along a leadership continuum that addresses the tenets of both leadership and followership.**

**My perspective on leadership is shaped by my 12 years as a cutterman, during which I served in six ships, commanding two of them. Nowhere is leadership more important at all levels, from the deckplates up, than at a unit in the field or fleet. The command climate set by the commanding officer or commander is key to optimizing performance of the workforce and ultimately, mission execution.**

**In preparing for my new duties, I reviewed the last issues of “The Leadership News,” and was impressed with the quality of this publication. Remember, this is your magazine – your opportunity to share your perspective on leadership and followership. I encourage you all to use this extraordinary resource as a learning and teaching tool.**

**Finally, I urge you as leaders and followers to contemplate a key tenant of the Guardian Ethos: As Guardians, we are shipmates taking care of shipmates - respecting each other and honoring our profession.**

**Fair winds,**

**RDML Sandy Stosz**



**Hello Sir, thank you for the opportunity today to speak with you. What leadership experiences, good and bad, prepared you for becoming Commandant?**

*My leadership experience is formed by my personal experience which includes serving 14 years at sea, including 10 years as a Commanding Officer of 4 cutters. The shipboard environment is very structured. You live and work in close-quarters with your officers and crew. This proximity causes you to always think first about people when you think about leadership. Indeed, you develop an innate “people first” leadership sense. My leadership experience is also informed by my upbringing. Both my father and mother were outstanding role models. Additionally, being the youngest of 4 children taught me how to accomplish objectives! I was also always involved with a lot of volunteer activities – Boy Scouts, YMCA, church youth groups, etc. Somehow I seemed to always be thrust into serving in leadership positions. Working with volunteers really taught me how to deal with people -- learning how to inspire people over whom you have no control is a real challenge! It’s much different than leading as a Commanding Officer!*

*As a Commanding Officer, I have had both good and bad leadership experiences. My first command was one of the best experiences. I realized I had limitations. I depended on the Warrant Officers, Chief’s Mess and First Class Petty Officers to overcome these limitations. Indeed, I was a very Junior Officer while some of the CWO’s had over 20 years of experience. The ability to draw on the experience of willing and talented crewmembers who genuinely want to help you succeed was simply invaluable. In my second command, I had a somewhat inauspicious start. I was a little arrogant. I wanted to make some changes on the ship. But I attempted to make these changes by using my position power as Commanding Officer, instead of turning to my CWOs, Chief’s Mess and Senior Enlisted leaders. The initial result of striking out on my own was that I really struck out!*

**Oh wow, amazing, and did you realize your initial missteps on your own, or did someone point them out to you?**

*No – no one pointed them out to me. I was driving the ship hard to make changes and the ship was otherwise working hard too when we started to have some personnel problems, and some family problems. While we were at sea, some of the crew’s spouses reached out to my wife, Linda, for assistance. Linda was also a relatively new Coast Guard spouse and did not then have a lot of experience in this capacity – (she has since become very experienced). On one particular issue, I was called down to the District Commander’s office in Miami – then Rear Admiral Thorson. I realized that the District Commander was looking into things that would normally be within the Commanding Officer’s purview. This was a wake-up call. I left the meeting intact—but I realized my initial mistake and recovered. More importantly, I learned a life-long lesson -- to this day I always use my Chief’s Mess! I try to pass these lessons on to future Coast Guard leaders. Indeed, 4 years ago I took on a personal obligation to spend time with and speak to every Prospective Commanding Officer/Prospective Executive Officer*



**COMMANDANT, U.S. COAST GUARD,  
ADMIRAL ROBERT PAPP**

*(PCO/PXO) before these leaders go out to their afloat assignments. I am very blunt with them. I tell them about the mistakes I made – and that, if left unattended, such mistakes have the potential to develop into error chains – error chains that can harm your shipmates. As an example, you may recall the tragedy aboard the Cutter HEALY. As Chief of Staff, I reviewed the HEALY investigation. I saw an error chain that led to the unnecessary death of two shipmates. Going forward, I made it my goal to not let a similar situation occur again. I have since spoken to nearly every PCO/PXO class.*

**I’m sure you’ve heard plenty, but what is your personal definition of leadership?**

*As I intimated earlier, to me every bit of leadership is a people function – a leader needs to take people assigned to them and do three things: 1) organize them; 2) direct them; and, 3) inspire them! Most leaders can organize people – and most leaders can direct people – but few achieve the final step of inspiring people. The way I have learned to inspire people is to let them know that you care about them – their families – and their professional development. When people understand that you have their interests foremost in mind, they are inspired to accomplish your objectives. One example of an inspirational leader is my wife Linda. She raised three girls while I was at sea for 14 years while simultaneously pursuing her own career as a teacher. In many ways, she dealt with problems much more difficult than I had to at sea! She has since retired from her teaching career which gives her the opportunity to travel with me. In our travels, Linda visits with spouses, tours housing and day care centers and listens to the concerns of our Coast Guard families. She has an innate ability to interact with spouses of members of Congress and VIPs – but she is just as at ease speaking with spouses of our junior enlisted shipmates. Linda is a real extrovert – I am an introvert. Every year that goes by she inspires me more – I love her more – and she makes me prouder to be her partner.*

*I’d like to share with you a leadership story of mine. After completing my first four years of commissioned service in various afloat assignments, I returned to the Coast Guard Academy to serve as a Tactics Officer. A Tactics Officer – or Tac-Officer –*

is in charge of a company of one-hundred or so cadets and is responsible for instilling leadership, good order and discipline in the cadets. Not being too far out of the Academy, I thought I would be able to easily develop a rapport with the cadets and pass along some leadership lessons. However, I found this was easier said than done – every time I started walking towards a group of cadets they would scatter! Yet, I also observed that the cadets seemed to have the opposite reaction when the Commanding Officer of the EAGLE – then-Captain Welling approached. (he later became Vice Admiral Welling). Captain Welling always seemed to be surrounded by cadets. I said to myself, what does Captain Welling have that I don't? So I decided to ask him. You know what he told me? He said, "cadets don't gather around me -- every time I see cadets I walk straight into the biggest group of them that I can!" So, from that day forward, I decided to make Captain Welling's practice my practice. And, not just for cadets – but for all junior people. And, you know what? It works! You can learn a lot about what's going on in an organization when you take the time to speak with junior people. Sometime later, when I returned to the Academy as the Commanding Officer of EAGLE, one of my classmates who was then-serving as Commandant of Cadets said to me: "I could not help but notice that wherever you go, cadets seem to surround you – how do you do that?" So I told him the story...

### Do the Coast Guard's current leadership programs adequately prepare tomorrow's leaders?

The Coast Guard's current leadership development programs are doing the best they can with what they have. In past years, we never received enough resources – we had to resource such programs at various levels. Certain programs, like the Chief Petty Officer's (CPO) Academy, give us the most bang for our buck. Virtually every one of our new Chiefs has attended the CPO Academy since its inception. Our Leadership and Management Seminar (LAMS) has also been a great success. Many Junior Officers, Senior Enlisted members, and some civilians have had the opportunity to attend either exportable or classroom LAMS training. It would be ideal if we could obtain sufficient resources to allow even greater numbers of our personnel to attend LAMS. The value of LAMS, the CPO Academy, and other formalized courses is that they provide a consistent backdrop against which leadership can be discussed as well as a consistent vernacular to discuss it with. I recall attending one of the first LAMS courses. It was just after the Vietnam War. Our service was being impacted by the same challenges that were impacting our country– a negative connotation to military service causing many experienced people to depart– a permissive attitude to illegal drug use – and civil rights challenges. LAMS was formed to minimize the impact of these challenges. The value of LAMS was the shared experience it provided to combat these challenges – both LAMS and the CPO Academy continue to do this for us today. There remains a need for additional civilian and mid-grade officer leadership courses. Again, a lack of resources is an impediment to launching such program. But, before we bemoan the lack of resources – there is a second part to my answer. When I came into the Coast Guard we had none of these leadership courses. Instead, the burden was on leaders to develop these qualities in their people – today this is called mentorship (mentorship was not a term in use back then).

Let me give you an example. When Ensign Papp made a mistake aboard his first cutter, he was called into the Chief's mess. The assembled Chiefs told him that they wanted him to be successful. The Chiefs wanted me to be comfortable enough to come to the Chief's mess and ask for guidance. You see, these Chiefs knew that if I was successful, then their ship would be successful – and their service would be successful. My point is we should not sell ourselves short. We have good leaders. These leaders can mentor their subordinates – as my Chiefs mentored me – and provide a benefit similar to that offered by formal training courses. When leaders make time to mentor their personnel -- when they take the time to teach them how to organize, direct and inspire people – they instill leadership values in junior people, putting them on course to success. Formal leadership schools offer the benefit of common experience – but Coast Guard leaders have the ability to instill these same values.

### As I'm sure everyone wants to know, what are the major challenges you see confronting you as Commandant?

We will never have control over external elements that drive the demand for our services – so our challenge is to build a Coast Guard that is ready to respond to oil spills, natural disasters, mass migrations or whatever the challenge of the day is. To do this, we need an organization that everybody fully understands. We have been through 8 years of continuous organizational change – the stand-up of Sectors–and the implementation of modernization. We need to get these initiatives completed. We need to steady the ship...we need to steady the service. My goal is to chart a course that "Steadies the Service" by completing these initiatives – by building a comprehensible organization – an organization everyone knows. Everyone ought to know what their job is, what their authorities are to do their job, who they work for, and what they will be held accountable for. I sum this up as responsibility – authority – accountability.

I am reminded of a quote by Winston Churchill. He was at the time the British War Minister – a British city had been suddenly and unexpectedly sacked by the Germans and parliament was considering a vote of no confidence in Churchill's continued service. Addressing parliament, Churchill said "I am your servant...You have the right to dismiss me, if you please. What you have no right to do is to ask me to bear responsibility without powers of effective action." Churchill understood first and foremost that he was a servant. He also was telling Parliament to give him the tools to get the job done. After this speech, Churchill not only received an overwhelming vote of confidence, he received an ovation. To me, every leader ought to understand, as Churchill did, that they are a servant – as a leader you serve – you are a servant leader. And every leader needs the tools to get the job done.

This is why steadying the service is so very important to me -- what we can do is based on the resources we are provided – the tools we are given to get the job done. My greatest challenge will be to determine how to sustain mission excellence with the resources we are given.

Interview By:  
Veronique Freeman, Editor

By LCDR Stephen Bird  
SFLC Baltimore

# Humility & Leadership



People often confuse leadership with power, positions of authority, or someone's ability to push an agenda ahead of others. I'll argue instead, that the greatest attribute of a leader is humility. This is not some new corporate buzzword or leadership trend -- our founding fathers, George Washington and Alexander Hamilton, both closed their written correspondence with "Your Humble Servant", or sometimes even "Your most obedient and humble servant." But somehow I get the impression that over time, many have started confusing humility with being lukewarm, avoiding risk, or simply an outward sign of weakness. There's an age old adage that goes "the older I get, the less I know." This is obviously not reality, but it accurately portrays what often is true -- that as we become wiser, we realize how little we actually know in relation to all that we don't. With a humble attitude, we can approach situations with a better understanding of our personal roles, the potential outcomes of our decisions, respect for other's thoughts, as well as things over which we have no control. Knowing what we cannot control, allows us to better focus on the things can. Furthermore, pretending to know about things we actually don't creates a false sense of situational awareness, putting

ourselves and others in harm's way. Abraham Lincoln owed much of his success to humility. He had an unmatched ability to remain humble even in the face of adversity. Human nature and selfish pride can make remaining humble extremely difficult, so it is often the road less travelled. It takes tons of practice, and is never done perfectly. Is it coincidence that the words human and humble both start with the same three letters? Being human means we will make mistakes, and a big part of being humble means accepting that. What Lincoln's opposition perceived as weakness, was actually a strength so great that it gave him the patience and ability to see past immediate insult in order to obtain future goals that would benefit the greater good of others.



Selflessness is synonymous with humility. By definition, selflessness cannot involve inflating our own ego; therefore helping to keep us humble. The only motivation for a selfless act is to help others. Selfishness is blatantly obvious when we put our own career or personal interests ahead of service or others. By working to present a good image to those above us, at the expense of others, we will at best succeed in the short term. The self-serving leader quickly becomes the topic of discussion within the ranks, contagiously

losing respect. People may obey a selfish leader, but rarely do they follow. So what about our families? If they are relying on our professional success, isn't thinking about our own career also thinking about them? Actually no, because the loss of respect that self-centeredness brings from our peers and subordinates will likely send our career spiraling downward, thus hurting our family. By consistently applying selflessness, the success of those around us becomes our own. Ironically, a selfless leader gets as much if not more pleasure out of helping others, as do those receiving the help. So it makes sense that the world's happiest and most successful people are also the world's most selfless people. Humility should not be confused with weakness, but instead a sign of selflessness, wisdom, and strength. True

leadership means having the innate ability to focus on those around you, and prove through your actions that you honestly think less about yourself than you do of others. A few common ways this is practiced is empowerment, delegation, giving credit to others, and accepting the blame whenever possible. A selfless and humble leader truly breeds honor, respect, and devotion to duty. 🎯

**Leadership Competencies Addressed:** *Influencing Others, Self Awareness and Learning, Decision Making and Problem Solving*

## ANNOUNCEMENTS



### LEADERSHIP AND MANAGEMENT SCHOOL (LAMS)

Leadership and Management School (LAMS) is a unique five day course which develops leadership and management skills for first-line supervisors through experience based curriculum. The majority of LAMS is delivered through non-resident training (Exportable) at various regional locations. For those who are unable to attend an exportable LAMS class, resident LAMS courses are taught on-site at the Leadership and Development Center (LDC) and at Training Centers Yorktown, VA and Petaluma, CA. LAMS resident and exportable schedules are available on the TQC Website at <http://www2.tracenpetaluma.com/tqc/cscool.asp>.

When assigning seats in a class, the following priority order applies:

- All (Active AND Reserve) E-5's (target),
- E-6's who have not completed LAMS (target),
- O-2's (eligible),
- E-4's in a supervisory role (eligible), and
- GS 9-11/NAFA, O-1's, WL (all) and AUX (FC, VFC, FSO)

Reserve members have the same requirement to attend LAMS, therefore, any unit hosting an exportable LAMS class is expected to reach out to reservists in the local area and facilitate their participation in the class.

The points of contact for LAMS are:

- Exportable Training: Ms. Juli Petruzzelli: [Juli.R.Petruzzelli@uscg.mil](mailto:Juli.R.Petruzzelli@uscg.mil) and
- Resident Training: Ms. Renee Arnold: [Renee.Arnold@uscg.mil](mailto:Renee.Arnold@uscg.mil).
- The LAMS School Chief: LT Megan Drewniak: [Megan.L.Drewniak@uscg.mil](mailto:Megan.L.Drewniak@uscg.mil).

### LEADERSHIP ADVISORY COUNCIL (LAC)

The Commandant's Leadership Advisory Council (LAC) held a joint meeting with the Diversity Advisory Council (DAC) on the 19th and 20th of April before the Coast Guard Diversity Summit in Washington, DC. The LAC is a group of hand-selected individuals from all ranks, specialties, and components. The group meets twice a year to discuss leadership issues and brief the Commandant on leadership issues from the field. The LAC will be soliciting via AL-COAST for several new members this year. You can read past LAC reports to the Commandant online at [www.uscg.mil/leadership/lac](http://www.uscg.mil/leadership/lac)

### NEXT UP!

Get your articles in! Submissions can include: personal experiences, stories, and general perspectives. The theme for the next edition of TLN is:

#### ENTREPRENEURSHIP

DUE to Editor NLT 10 Jul 2010!



By CAPT William Kelly  
Leadership Development Center  
CG Academy, New London, CT

# UNDER

As we prepare to enter into the summer PCS season and shipmates are contemplating how to manage the move to their next duty station, the new school for the kids, or the challenges associated with their new job, the Coast Guard is also in a period of significant change. Some changes are obvious, like the selection and confirmation of our new Commandant; some changes have been underway for a period of time, like the effort to modernize the Service; and some are yet to occur.

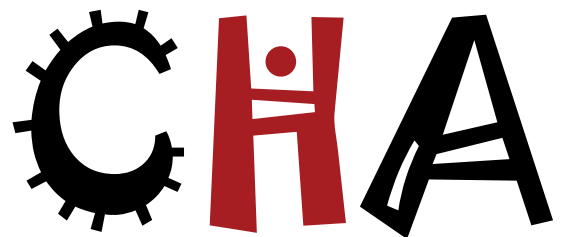
As leaders, it is imperative that we are cognizant of the challenges associated with change management. A key concept important to establishing an understanding of change management is “Adaptation.” Adaptation was first introduced by Jean Piaget in 1952. His research on Adaptation found that an organism (individual Guardian) develops a schema

(process for completing a task) that enables it to survive within its environment (Coast Guard). He conducted research on the important attributes associated with change and came up with two key concepts. The first was “Assimilation”, which he defined as the ability of an individual to take new information and process it to accomplish the task according to those things they already know. The second concept was “Accommodation”, which is that when exposed to new information, an individual develops a new approach or a new understanding. With accommodation the ways an individual used to do something no longer can be applied as a new schema must be developed.

An understanding of the concepts of assimilation and accommodation are critical to our success as leaders as we strive to help our shipmates get settled, deal with change, and most importantly ensure their

success so they can contribute to mission accomplishment. When considering assimilation and accommodation, neither one is more significant than the other. What is critical is to identify where a particular member is in the change process or, in some cases, where the entire unit may be at with regards to adapting to the change that is impacting a unit. As a wise Chief once told me; “Sir even if the change is good...it’s still change!”

Consider the following change and need to understand assimilation. A new BMC receives orders to return to a WMEC for the first time in ten years and she begins to ponder what changes she will face. Gone are the RHI’s and MSB’s she learned to operate and in their place are new RHI’s and the extremely capable over the horizon (OTH) boat. The BMC will use her ability to assimilate as she adapts and applies skills





## The ability of the individual Guardian to deal with change


# STANDING

she already has as a coxswain and now she has to assimilate to the new OTH which is a much different boat than the old RHI she once drove, or the MSB she first rode in as a SN. She knows how to drive a small boat; she just has to learn how to assimilate to the new boats she will operate on board the WMEC. It is critical that we provide the proper environment for our shipmates to learn, grow, and succeed. Just saying we need to provide more training is not the answer. Yes, there is a training component in most assimilation cases, but allowing Guardians to assess and reflect, and providing them the time to assimilate and adapt to their new environments and equipment, will ensure success.

When it comes to accommodation, the challenges associated with change management are different. Accommodation usually comes into play when

a new structure or component is introduced into the environment that is foreign to the member. This is happening throughout our Service as we modernize and redesign business line functions. As Guardians transfer and arrive at new duty stations this summer, accommodation will be an important component of successful mission accomplishment. As leaders we can assist members as they work to manage the change in their lives by providing clear job descriptions, policies, procedures, and expectations. Training isn't going to fix issues of accommodation, but expectation management and open lines of communication will greatly assist.

As a leader it is imperative that you work with your crews to identify where they are at in the change process. Developing our personnel and inspiring them is the essence

of leadership. Guardians are committed to doing their very best, but sometimes they need to take the time to assimilate (utilize previous talents to accomplish new tasks) or in some cases accommodate (develop new ways of doing things) to ensure long term mission success. We need to be attentive to our shipmates as they learn, grow, and adapt. Guardians are an adaptive bunch; they will work to overcome change and will always strive to be successful. It is our job as leaders to ensure that success. 

**Leadership Competencies Addressed:** *Self-Awareness and Learning, Team Building, Taking Care of People, Management & Process Improvement*

# NGE



By LTJG Virginia Hudgins  
USCG Headquarters

# Total Workforce Commitment to...

The 2010 Coast Guard Diversity Leadership Summit was held April 20-22 at the Westin Hotel in Alexandria, VA. The theme, “Total Workforce Commitment to Diversity Leadership” was at the forefront of every presentation during this momentous occasion. The Summit was a professional development and training opportunity directly aligned to and supporting goal five (5) of the Commandant’s Diversity Strategic Plan: “optimize training and education to underscore the value of workforce diversity”. The over 200 Coast Guard representatives and Summit attendees engaged internationally recognized leaders in diversity management during panel discussions and hands-on diversity training sessions. The action-packed agenda addressed both internal organizational diversity issues and external multicultural concerns that affect the Coast Guard as a partner in the international maritime operating environment.



Representatives from our senior Coast Guard Leadership Council, Leadership Advisory Council, and Diversity Advisory Council concurrently participated in plenary sessions.. These members represent every Coast Guard community, including



Active Duty, Reserve, Auxiliary, and Civilian workforces; and are the finger on the pulse of workplace climates that span every level of leadership and

every geograph-area and district. The attendance of these Councils ensured requisite emphasis was placed on topics explored during the Summit and provided an additional avenue to communicate the Summit experience to the field.



This historic event began with a warm welcome from Admiral Allen and immediately kicked off with an interactive survey, in which participants saw questions posted on a screen, answered with the click of a button, and instantly observed the responses of the crowd. This technology allowed participants to view an immediate and transparent representation of Coast Guard climate. Some questions considered by the participants included “Which of the diversity dimensions



represents the biggest challenge for the UCSG?” with answer options including gender, ethnicity, disability, religion, and age; “How prepared do you feel to be an advocate for diversity issues at your unit?”; and “The Coast Guard’s Diversity Strategic Plan rolled out in September 2009. Over the past year, have you experienced more dialogue concerning diversity at your units?”.



Following the survey, the Summit featured an impressive array of guest speakers, trainers, performers, and panelists including Her Excellency Ambas-





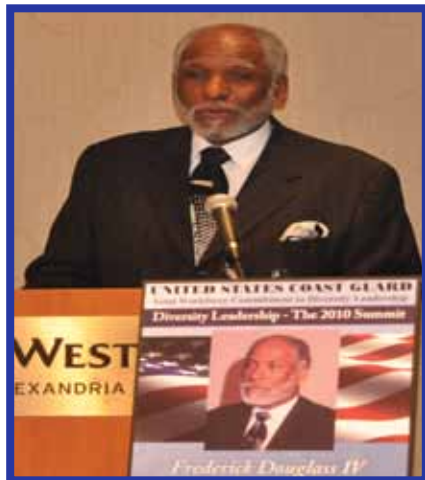
sador Houda Ezra Nonoo, Kingdom of Bahrain; His Excellency Ambassador Raymond Alcide Joseph, Embassy of Haiti; Ms. Peggy O'Neill; Colonel Ondra L. Berry; Mr. Frederick Douglass IV; Dr. Michael Eric

Dyson; Reverend Marcia L. Dyson, Sister Jenna; and award-winning journalist Leon Harris, just to name a few! With such varied talent, the Summit proved an invaluable experience and a yet unmatched training opportunity for Coast Guard representatives and guests. Discussion topics included a panel "Dialogue on Multiculturalism, Diversity, and Inclusion" and presentations on "Unleashing the Power of a Diverse Workforce" and "The Media and Diversity" among others. Of special value during the Summit, though, were the training sessions. Each day, the



major theme of the training, was introduced with a quote from Alvin Toffler, American writer and futurist, in which he stated "The illiterate of the 21st century will not be those who cannot read or write, but it will be those who cannot learn, unlearn, and relearn." While the Coast Guard must continue to improve our workplace climate, we have made great strides in diversity management and multicultural inclusion. In working to continue and increase our level of success, events like the Summit and the participation of senior leadership at such events are imperative! Special Thanks to all who participated in ensuring this event was a success!

**Leadership Competencies Addressed:**  
*Influencing Others, Vision Development and Implementation, Taking Care of People*



participants broke up into smaller training groups, in which they worked through programs illustrating the importance of diversity as well as methods of introducing organizational change. Embracing change, a



## Diversity Leadership



# GOLDEN OPPORTUNITIES



## DURING LEADERSHIP SUCCESSION

By CDR Rick Gay, LDC  
and  
Cadet Mike Gay, Radford ROTC

This summer the Coast Guard is once again experiencing a change in leadership at the senior most levels as ADM Papp takes command of the Coast Guard. As a result, there may be some changes that occur across the Coast Guard. Are you prepared to lead and manage the implication of the leadership succession? A change in command cadre may provide leadership opportunities that leaders at every level of the Coast Guard should be prepared to leverage. Below, we will outline just a few of the situations you may see as a new senior leadership team engages.

The new Commandant will assemble his leadership team quickly; just by the very nature of being selected from within, the new team may affect changes in the relationships at many levels. As senior officer transfers occur, a new bevy of Command Master Chiefs and Aides will assume their duties and the incumbents will move on. This will have a trickle down affect on the officer promotion pyramid and enlisted promotion cuts. This will include retirements in lieu of orders or retirements submitted by eligible Guardians. The new relationships, both within the staff and with external stakeholders, will require time and effort as the assigned workforce learn their new roles and responsibilities and forge bonds with their peers and colleagues.

Besides the changes occurring amongst the staff there may be fluctuations in employee morale as Guardians adapt or assimilate to the new leadership. As an organization, the Coast Guard has been changing rapidly since 9/11 and has not had the opportunity to experience a “basin of stability”. Essentially, basins of stability are those times when an organization is allowed to normalize after undergoing significant change. The basins of stability permit an organization to study the effects of any previous changes

to see if the changes achieved their goals. Without time for normalizing, the challenges caused by shifting organizational vision and strategy may create isolated instances of conflict, which may be demonstrated through aggression, apathy, or an increase in reported health problems. As leadership changes, the opportunity for changes in policy, programs, or processes dramatically increases. Each leader has organizational challenges and priorities that must be addressed and which may potentially impact resource allocation as the new Commandant exercises his leadership model. The practice of leadership succession requires challenging the process – that is, find a process that you believe needs to be improved the most and then act on it; advancing the Coast Guard towards optimal performance while maintaining the efficiencies already realized.

Yes, a change in senior leadership is occurring. That doesn't mean drastic changes are imminent, but, as a former Commandant taught us: “Preparation Equals Performance”. This short missive only touches on a few of the many impacts a change in command leadership may invoke. Leaders at every level of the Coast Guard should reflect and be prepared to leverage these opportunities by employing their inherent character and the effective leadership tools with which they have been empowered with. – Semper Paratus!

**Leadership Competencies Addressed:** Followership, Influencing Others, Taking Care of People



Refreshing is an understatement in describing the energy I felt during my first visit to the Coast Guard Academy in New London, CT. Above being greeted with a lifetime supply of “Good Morning (Afternoon or Evening) Ma’am (s)”, which made me feel entirely beyond my years, I was instantly appreciative of the excitement, drive, and dedication I sensed from every cadet and officer candidate I came across. Call it newness, call it mission-driven, call it whatever you want, but something was clearly embedded in each of these individuals that screamed CG pride and leadership! While it is expected that every Ensign hold steady to their sense of pride throughout their career, it is evident, and normal, that some lose that sense of satisfaction along the way. If you are one of those people, and started your journey off in New London, take a moment to remember the reasons, remember the commitment, remember the times...

By Veronique Freeman  
Office of Leadership and Professional Development

By CDR Rick Gay  
Leadership Development Center

# Are You Ready for the End of Don't Ask, Don't Tell?

During his campaign speeches, President Barack Obama promised to bring an end to the 1993 law commonly called “Don't Ask, Don't Tell”. He has reaffirmed his commitment to allowing gay, lesbian, bi-sexual and transgender (GLBT) people to openly serve in the U.S. military several times during his presidency. Other initiatives, including the Honest and Open Testimony Act (Hastings, D-FL) or the Pentagon's efforts to find a more “humane way to implement policy”, indicate that a change to current policy is imminent. This article does not question the social or moral issues surrounding the question – should the policy change? But rather it seeks to open a dialog concerning actions if the policy does change. As with any leadership challenge, the Leadership Competencies provide an excellent framework upon which to base our discussion, starting with Leading Self and ending with Leading Change within the Coast Guard.

Facts and information are vital in any dialog and, as background, I provide a few key points of information. First, the United States is actually in the minority for NATO forces with our current policy on GLBT service men and women. Currently 20 of 26 NATO services permit open GLBT soldiers to openly serve with honor. Note, I said openly. The current U.S. policy is to allow GLBT people to serve in the military – just not disclose their sexual preferences. The Coast Guard currently has GLBT sailors deployed and ashore, performing their missions without flaw. Some of our closest allies, the United Kingdom, Australia, and Canada, permit GLBT service people. The United Kingdom even has Joint Service GLBT

conferences to provide support and bridge understanding gaps within the service. Some of the more aggressive services, like the Israeli Defense Force, permit open ser-



vice. At least two academic reports have seriously looked at the impact of including GLBT soldiers within the ranks and have found that there is essentially no impact on the military by allowing GLBT service people to be open in their sexual preferences.

In reality, we have been through policy changes that have affected the social fiber of the Coast Guard before. Positive and strong leadership from every level was required to support those changes and will be needed if current policy is altered. Do we really expect to see significant changes in professional behavior from GLBT service personnel? Many are already serving, but remaining secret. Will the change in policy result in increased promiscuity? Probably not, for as with any element of diversity, professional behavior is expected from all-hands and there are policies that address shortfalls in expected behavior, like section 8.H for inappropriate conduct between service personnel. The most pressing question the author cannot

answer is berthing. If we keep men and women separate now because of expected sexual preference, what should we do when we know of sexual preference being same sex? Do we separate men and women so we end up with four, five, or even six types of berthing areas? Do we shift to private berthing for everyone? Is it really about the berthing area or is it about the shower facilities? While open berthing areas may be an option, individual showers may offer the privacy necessary. Those questions will have to be answered with insight into human behavior and financial restrictions by the policy makers at Headquarters and ForceCom.

With this information in hand, and an understanding of the questions that remain, you must first prepare to lead yourself with self-reflection. The facts of the issue will be instrumental in preparing you and your subordinates for any change in policy. Get a piece of paper and a pencil, and then examine your view of the GLBT life style by writing down answers to self-reflecting questions like: Do you condone the GLBT life style? Abhor the life style or fall somewhere in between? What is your view based on? Does your view of the GLBT life style come from your religion, family, or personal experiences? Is your view of the GLBT life style based on fact or assumptions? What do you actually know for certain, vice understand from mess deck rumors or slanted media outlets? How many GLBT people do you know, and what has been your interaction with them? Do you have specific issues that may bother you? Where do your issues come from? I know that I

have very strong barriers based on years of relentless teasing during elementary, junior, and high school and I approached my last name with humor, but the teasing still left scars and prejudice on my psyche. Once you understand what your perceptions and perspectives are, then you need to examine your feelings about the potential change in policy. What are your perceptions on how the change in policy will impact you (answer WIFM for you and your folks)? Are those perceptions based on fact or assumptions? What other experiences do you foresee in policy changes of this magnitude? I know I personally experienced the integration of women into the work force at the boat docks at TRACEN Cape May. In retrospect, I learned how not to handle a policy change of this type. Although the Senior Chief and Chief had the best of intentions, they were too sensitive to the change, as compared to the non-rates who actually had to live with the change. As non-rates we were just happy to have more hands to sand and paint the boats. We didn't care if they were men or women. We still had to teach the new non-rates skills they may not have acquired at home and still learned from those that had superior skills to our own. You also need to examine other issues that you may not currently agree with, yet, despite your disagreement, you continue to serve in the Coast Guard. For example, I know many folks do not agree with our weight or physical readiness policies. They desire mandatory fitness testing or less restrictive policy for weight. If you disagree with the policy, can you still live with it? Can you come to terms with a compromise since it will be a condition of employment? Once you have looked inward and are prepared to lead yourself, you must now help your peers and subordinates to do the same – you must lead others and lead change. Just as you examined yourself, help your folks to ask those same questions. For the past 18 months I have been leading discussions with many of my


junior shipmates, both at CAMSLANT and the LDC. It's amazing how many of those conversations, both at an individual level and at group brown-bag luncheons,



start at a militant negative atmosphere and advance to an open and productive conversation amongst military professionals. The conversation helps to overcome fears and misconceptions and permits discourse on individual concerns. It also allows you to identify potential areas (and people) that could cause tribulations with any change in policy. With early identification, these issues can be addressed before they become problems. In many cases the issues will be policy related (e.g. berthing areas). Most issues will require positive leadership and vision. Ensure you articulate the vision for all-hands, and then identify your hub personalities and task them with resolving key issues. Hub personalities are those folks who, regardless of their rank, are the movers and shakers of the command. They are well connected and well loved. They are at almost every morale event, and everyone knows their name and their family. These are the folks who will assist you in leading others because others look to them for leadership. Similar to diversity, this policy change acknowledges people are different and that we have to acknowledge those differences continuously. Although I've not personally experienced personality problems that will require a member's release from active duty, I'm sure there will be a few across the Coast Guard. However, no provisions exist for enlisted

personnel to be discharged because of a change in policy. They either must serve out their contract and then RELAD, or be processed for administrative discharge.

Finally, you must help to lead the Coast Guard. As you encounter issues that may be far-reaching or not resolvable at your level, advance those issues up your chain of command and to the appropriate office within the Coast Guard to ensure the enterprise wide human resource and financial issues are addressed globally. With your external awareness, you are already beginning to address this issue. Now reach out and partner with other stakeholders or with special interest groups to understand how this change may affect you, your people, your unit and your Coast Guard. Engage early and solve issues strategically vice tactically when you may be busy with the core missions at hand.

Whether you agree with the policy change or not, it appears that President Obama's administration, and Congress, are intent on changing the current policy on homosexuals serving in the military. As recently stated by, ADM Allen, the Coast Guard seeks diversity "because when you have people working with you from different religions, races and varying points of view, you have cognitive diversity. Better decisions can be made, and we welcome that." It's now time to follow our civilian and military leaders, which can be done with self reflection, and open the dialog with our peers and subordinates. Our Coast Guard has always been *Semper Paratus*. Now, let us stand the watch with vigilance and foresight. 

**Leadership Competencies Addressed:**  
*Self-Awareness and Learning, Personal Conduct, Influencing Others, Conflict Management, Taking Care of Others, Respect for Others & Diversity Management, Mentoring*

## QUENTIN R. WALSH: GUARDIAN, WORLD WAR II WARRIOR AND COAST GUARD OFFICER

*By William H. Thiesen, Ph.D.  
Atlantic Area Historian, United States Coast Guard*

Quentin R. Walsh experienced one of the most colorful careers in the history of the United States Coast Guard. Aggressive by nature, Walsh established himself as a leader while attending the Coast Guard Academy, where he was a standout boxer and co-captain of the Academy's boxing team. His tenacity would serve him well as a Coast Guard officer in a career that spanned Prohibition, World War II, and post-war modernization of the service.

From his Academy graduation to the outbreak of World War II, Walsh spent much of his career on sea duty or on foreign assignments. Beginning in May 1933, Walsh experienced the rigors of Prohibition enforcement on board the former navy "four stacker" destroyer HERNDON, which the Coast Guard used for offshore patrols between the Gulf of Maine and Cape Hatteras. In addition to rum-running patrols, HERNDON participated in naval operations out of Key West to protect United States citizens during the Cuban Revolution of 1933. In September 1934, Walsh transferred to the Cutter YAMACRA, homeported in Savannah, Georgia; and, as boarding officer, he played an important role in the capture of the notorious rumrunner PRONTO in January 1936. In May 1937, he boarded the whaling factory ship ULYSSES. By April of 1938, ULYSSES had steamed 30,000 miles, including the waters of Antarctica and the Indian Ocean; killed 3,665 whales; and, at one point, spent 132 straight days without seeing land.

Walsh's written report and first-hand knowledge of whaling practices would play a key role in the formulation of later American whaling policy. Later in 1938, he served on the CAYUGA, which survived the Great Hurricane when he ordered the use of towing hawsers to moor the cutter to its Boston dock. Walsh also served as navigator for the icebreaking cutter NORTHLAND in Richard Byrd's expedition to Antarctica; however, the expedition was cut short with the outbreak of war in Europe in 1939. In October 1939, Walsh transferred from NORTHLAND to the 327-foot cutter CAMP-

the spread of the war. In November 1941, he served on board the famous Coast Guard-manned troop transport JOSEPH T. DICKMAN, which ferried British troops from Halifax, Nova Scotia, to Bombay, India. The DICKMAN also supported amphibious training with U.S. Marines on the North Carolina coast and landed marines at Cuba, Puerto Rico, and Bermuda.

One of the many highlights of Walsh's career was his service in World War II. In May 1943, he

received orders to the staff of Commander, U.S. Naval Forces in Europe, located in London, England. As a member of the Naval Forces staff, Walsh gained full knowledge of Phase Neptune, Operation Overlord, the amphibious phase of the invasion of Normandy, France. This landing would prove the largest amphibious operation in world history and Walsh was tasked with formulating plans to restore operations in captured French ports, to re-supply advancing Allied armies by ship.

In addition to planning post D-Day port operations, Walsh received

orders to form a unit of volunteers to carry out his plans. Walsh's extensive naval background and leadership ability served him well as he formed U.S. Navy Task Unit 127.2.8 out of fifty Navy Sea Bees, so-called due the acronym designation ("CB") of their Construction Battalion units. Sea Bee personnel were the best possible choice for



BELL, which convoyed merchantmen across the North Atlantic as part of the American Neutrality Patrols and cruised to Greenland to show the flag and guard the strategically important cryolite mine located at Ivigtut. During this time, CAMPBELL also served on the Lisbon station to help protect U.S. citizens in Portugal threatened by



Walsh's mission, because they came equipped with combat training in addition to their expertise in construction, engineering, and heavy machinery operation. Walsh's band of combat construction workers would serve with VII Corps of General Omar Bradley's First Army.

After an initial postponement due to poor weather conditions, the D-Day invasion took place on June 6, 1944. Walsh's men landed on D+4, June 10, at Utah Beach and advanced westward toward the port of Cherbourg.

Walsh's mission was to secure the harbor and prepare the port facilities to receive shipments of troops and supplies as soon as possible. His unit entered the city on June 26 as part of the army's 79th Infantry Division and found pockets of enemy resistance and machine gun nests still defending German positions. By June 27, Walsh's men had fought their way through to Cherbourg's harbor. During this assault, Walsh moved his men quickly to occupy strategic parts of the port and control the harbor; however, his unit still experienced a twenty-five percent casualty rate. By the end of the day, Walsh's unit had advanced to the city's old naval arsenal, where he accepted the surrender of 400 German troops.

After capturing Cherbourg's port facilities, Walsh learned that the enemy held American prisoners in the city's old citadel at Fort du Homet. In the highlight of the Cherbourg operation, and likely his career, Walsh and one of his officers put themselves in harm's way to save the lives of the Americans. The two officers entered the fort under a flag of truce and met with the commanding officer of the German garrison. By greatly exaggerating the numeric strength of his small force of Sea Bees, Walsh convinced the German officer to surrender

the stronghold. With the surrender of Fort du Homet, Walsh and his men disarmed another 350 German troops and liberated over fifty American paratroopers captured by the enemy.



With Cherbourg secured, Commander Walsh began the business of preparing the port for operations. He established a naval operations center, surveyed the harbor and collected important local intelligence from German prisoners, Free French partisans and slave laborers that had worked around the port. With this information, Walsh mapped underwater obstructions, navigable channels and minefields in the harbor and its approaches. He passed this information to Allied minesweepers using wooden shallow-draft sailing vessels, which were relatively immune to underwater mines. By doing this, Walsh sped up use of the port by forwarding intelligence directly to the minesweepers rather than using slow-moving official channels.

Within a few short days of entering the city, Walsh's small unit had taken 750 German troops, liberated over fifty American prisoners, captured Cherbourg's port, and helped clear the harbor of enemy mines and obstructions. By Walsh's third day in Cherbourg, the Navy decommissioned his unit and designated him as Cherbourg's assistant port director. His unit had not only secured Cherbourg and saved American lives; it helped speed to the front thousands of troops and millions of tons of ammunition,

equipment, and war material. For his achievements and selfless devotion to duty, Walsh received the Navy Cross, the Navy's highest recognition beside the Medal of Honor.

Walsh's duties did not conclude with the successful capture and operation of Cherbourg's port. After only a month of successful shipping operations, the Navy assigned Walsh to lead a naval reconnaissance party of 400 men to examine the French ports of Brittany as far west as Brest. As part of VIII Corps of General George Patton's Third Army, Walsh's

men completed this mission by the end of August 1944. Next, Walsh's unit joined forces with the First Canadian Army to open the Port of Le Havre. His men came under enemy fire as soon as they entered the city, but completed the mission by mid-September.

After overcoming a severe case of viral pneumonia, Walsh returned to the States and reported for duty at Coast Guard Headquarters in October 1944. During the next year, he helped oversee the permanent transition of the Bureau of Marine Inspection and Navigation from the Commerce Department into the Coast Guard. Walsh retired as a Captain in 1960 and passed away in May of 2000. During his career, Captain Quentin R. Walsh played an important role in law enforcement, fisheries management, combat operations, port security, and organizational change. His record truly reflected the Coast Guard's core values of honor, respect and devotion to duty.

**Leadership Competency Addressed:** *Leading the Coast Guard, Team Building, Influencing Others*

**Q & A** A native of Juarez Mexico and raised in El Paso, Texas, Esteban Morales is passionate about leadership and well on his way toward fulfilling his desire of becoming a Senior Executive. Currently he serves as a Civilian recruiter for the USCG. When Mr.

Morales is not working diligently toward his dreams, he enjoys spending time with his wife, family, and friends, along with mentoring high school and college students.

**Q1. How do you feel the Coast Guard USDA Executive Potential Program has prepared you for your rotational assignment as White House Staffer?**

*When I first set out on this road, I honestly did not know where it would take me. I had always wanted to work at the White House but I did not know how to approach it, who to contact, where to turn to, and how I was going to get there. This program prepared me to serve the 47th Vice President of the United States for six memorable months. I could never leave out the endless guidance of my mentors, the outstanding support and motivation from the Vice President's Office and the Coast Guard Office of Leadership, a lot of dedication, and the support of an amazing wife. This experience has been one of a lifetime, and one, that I will cherish. In preparing me for the White House, the Graduate School Executive Potential Program allowed me to better understand the foundations of becoming an effective public servant in new work environments, in this case, a political environment. They demonstrated to me what leadership skills I had and where my developmental gaps were. It allowed me the opportunity to specifically focus on these developmental gaps and work on them during my detail assignments. This was not just any detail assignment, this assignment was one that I knew that I was not just representing myself, I was representing the Coast Guard as well.*

**Q2. What was your most memorable experience during this assignment?**

*This is really a tough question to answer. I cannot honestly give you just one. I guess a memorable moment that made me realize that I was officially part of the Vice President's staff was in the beginning of September when I first arrived, I was asked to assist in setting up the Vice President's first Hispanic Heritage Event at his residence. I spent about three weeks assisting with logistics, invites, remarks, and briefing material. Since this was his first Hispanic Heritage Event, the Vice President's Office wanted to make sure that the event not only made an impression, but that it also left a lasting one. The event went so smoothly and superbly that I was informed that the Vice President wanted to personally thank me for my efforts. As I shook his hand and took a picture with him, it really hit me, that I was working for the Vice President of the United States. Because of this event, the Vice President's Office tasked me with being one of their utility players, a staff member who wears different hats and helps out in different capacities. The different offices that I assisted were the Office of Dr. Jill Biden, the Office of Intergovernmental Affairs, the Office of Correspondence, the Vice Presidents Social Secretary, the Chief of Staff's Office, the Communications Office,*



*and specifically speaking, I was assigned as the Special Assistant to the White House Advisor on Violence Against Women. Other memorable experiences were attending and shaking the President's hand during his Holiday Reception in the East Wing, attending the Christmas Lighting, meeting the first and working for the second First Lady, meeting and working with countless very dedicated and motivated white house staffers. Working with and learning from*

**Q3. If you could supply a few 'words of wisdom' or lessons learned from your experience, what would they be?**

*One of my mentors imported these kind words of wisdom before I set out on this experience. "When you are aiming for the clouds, try to reach for the planets". These words honestly laid the foundation that drove me to reach farther and climb higher. It led me to understand that I would be the only individual that would and could make my goals a reality. I can tell you, that when I first began seeking out this opportunity within the White House, it was tough at first, but with a little dedication, determination, desire, discipline, and motivation, I was able to find that White House leader who said "let's give you a shot". Try not to be an ordinary person during these type of developmental experiences, be extraordinary!*

**Q4. This issue of TLN focuses on change in leadership; having gained in this experience, describe for us why leadership is so important?**

*Having gained this experience, I saw firsthand that leadership comes in different capacities. Some demonstrate their leadership by having vision, others demonstrate their leadership by being implementers, and finally and most importantly there are those leaders that work best behind the scenes and are never really seen. An organization cannot be effective without having these characteristics. Leadership is important because it honestly comes in different forms. Finding what those leadership strengths and developmental gaps are within an organization or individual is critical to being successful.*

**Leadership Competencies Addressed:** Followership, Self Awareness and Learning

**Interview By:** Veronique Freeman

# BUILDING

# THE

# BRIDGE

By ITCM Mark Jensen and  
LCDR Andrew Campen  
CAMSPAC

**B**uilding the bridge for today's airmen, tomorrow's NCO'S – that's the motto of the SGT Paul P. Ramoneda Airmen Leadership School (ALS) located at Travis AFB, CA. It is one of 72 Air Force leadership schools dedicated to developing E-4's over the course of 5 weeks to become both a successful supervisor and leader. ALS is a requirement to make E-5 in the Air Force and Travis AFB trains nearly 400 students annually. Similarly the Coast Guard requires that the 5-day Leadership and Management School (LAMS) be completed prior to making E-6, but personnel completing ALS meets the LAMS requirement. A 4 year old partnership between the Travis ALS and the Pacific Area Command Master Chief has paved the way for thirteen CAMSPAC Third Class Petty Officer's to benefit from this valuable training. In total, 50 PO's from the Bay Area have graduated from ALS and for these Guardians the motto could easily read: "Building the bridge for today's Petty Officers, tomorrow's Chiefs."

The ALS curriculum covers 4 core areas of leadership: military and professional development, combat leader (focusing on mission), supervisor of airmen, and supervisory communications. These core areas of development and the

assignments within each area directly translate into the four the categories of leadership that are covered in the Coast Guard's LAMS and the Chief Petty Officer's (CPO) Academy : Leading Self, Leading Others, Leading Performance and Change, and Leading the Coast Guard. Any CPO Academy graduate could look at the ALS curriculum and conclude that what the Air Force has determined to be mandatory for their E-4's is not too different from what was reinforced for them at he CPO Academy.

As with our own LAMS, ALS begins with having these would-be leaders getting to know themselves better through perspectives of aligning values and self awareness. The two courses of instruction then lead into the consideration others through various team exercises designed to cover influence, effective communications, and team building. Fifteen hours of the curriculum at ALS is dedicated to marks and evaluations training. The discussion focuses on how to fairly and accurately evaluate a subordinate without bias or favoritism. The students are then graded on their ability to mark a fictitious subordinate based on the bullets provided and then counsel a fellow airman playing that fictitious subordinate. This process has proven to

be an astounding eye opener and the "aha" moment for each of the Petty Officers who have attended ALS from CAMSPAC .

The curriculum goes on to include award writing, developing and presenting operational briefs to command cadre, community service, health and well-being (yes, mandatory PT) as well as a myriad of other courses all designed to grow leaders early on in their enlisted career. The resident five week course is intense. All students spend many of their nights doing homework and preparing lessons – it's definitely not a vacation. Like the CPO Academy, ALS culminates with a graduation dinner complete, with Dinner Dress Blue, guest speakers, awards, and family and friends.

Each Coast Guard graduate receives 10 college credits, is authorized to wear the Air Force Professional Military Education Graduate ribbon, and completes the LAMS requirement for advancement to E-6.

**Leadership Competencies Addressed:** *Self Awareness and Learning, Influencing Others*

# Leadership Academy Grads

## Air Force Senior Non Commissioned Academy Graduates

ETC Alberto Santos	EMC Scott Henk
GMC Samuel J Sprenkle	MKC Jeffrey Wood
BMC James Brumley	HSCS Corey Beasley
BMC Peter Meacham	MSTC David Turman.
YNC Timothy Canty	AETC Charles Munroe
MKC John Christie	YNC Jennifer Elliott
BMC Kris Demetros	MKC Jeffrey Weaver
OSC Patrick Hasselbring	BMC Jason Brennan
OSC Gary Herman	OSC Timothy Barr
BMC Robert Holm	EMC Dylan Ruston
MKC Lewis McCurry	AMTC David Lane
GMC Jamie Simmons	

*Graduate Names submitted by:  
HSCS Catherine Seybold*

Congratulations to the Following Chief Petty Officer Academy classes that have recently graduated over 491 Chief Petty Officers. Class 159, 160, 161, 162, 163, 164, 165 and 166

## Air National Guard Non Commissioned Officer Academy (Knoxville, TN)

ET1 Justin Cook  
BM1 Lloyd Heflin  
ET1 Dan Borgaard  
YN1 Jeremy Bruner  
OS1 Barbara Wikel  
ET1 Wade Carson  
YN1 Nicholas Durrant  
SK1 Terence Mc Nally  
BM1 Atsuko Sakurai

## Navy Senior Enlisted Academy Graduates (Newport RI)

BMCS Jeffrey Egelston  
PSCS John Ewig  
MKC Steven Danis  
ASTC Randall Rice  
BMC Patrick Foley  
ITC Jason Lawrence  
MEC Mark Lewis  
OSCM Phil Rolfe

# Women Leading in Aviation

*Conference coverage submitted by:  
LCDR Charlotte Pittman*

The 2010 Women in Aviation International Conference took place in February in Orlando, FL. This conference was attended by close to 3000 people from all over the world. Over 100 Coast Guard aviators attended including 10 Commanding Officers (1 cutter CO), 1 Executive Officer, 2 Operations Officers, and one CPO. Also in attendance were representatives from CG-711, CG-1131, CG-41, EPM, OPM, and the Office of Diversity. The Coast Guard had, by far, the largest turnout of aviators of any other service. VIPs included VADM Vivien Crea (ret), VADM Jody Breckenridge (PACAREA), and RADM Mary Landry (D8). CDR Frances Messalle and LCDR Liz Booker coordinated the behind the scenes efforts to ensure this conference was a huge success, including organizing working groups to discuss key issues for female Coast Guard pilots and aircrew, a speed mentoring session, and social hours. The event was capped off with a formal banquet where VADM Crea was inducted into the Women in Aviation International Hall of Fame. This event was a huge success and the senior leadership participation was especially noteworthy. Please encourage and fund your wardrooms and hanger decks, men and women, to take part in next year's conference.

