



Leadership and Management School (LAMS)

Developed by:
U.S. Coast Guard Leadership Development Center
Leadership & Organizational Performance Branch



Participant's Coursebook Edition 6



Editor: CPO Joseph C. Allione Jr.
Project Coordinator: CPO Joseph C. Allione Jr

Contributors: LCDR Jacqueline Leverich
Mr. Charles Coiro
LT Chris Bruno
CWO Troy Riedel
CWO Cindy Gustin
CWO Doug VanOort
CWO Michael Brzezicki
SCPO Bob Sebaste
SCPO Tim Ryan
CPO Al Joseph
CPO Joe Allione
CPO Tracy Smith
CPO Larry Gilbreath
CPO Craig McCalister
CPO Jonathan Shipperley
CPO Pamela Robins
CPO Chip Melleby
CPO Randy Wilson
PO1 Chris "Buck" Owens
Dr. Jason Siniscalchi
Mr. Robert Kimmel
AUX Rich Asaro
AUX Carol Urgola
AUX Cecilia Bethoney
AUX Fred Germann
AUX George Bond
AUX Mark Draskovich
AUX Bob Thomas
AUX Anne Cioffi

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98 Spring Street
Amherst, MA 01002

www.insightsfortraining.com

(413) 549-6100

ADMINISTRATIVE CHECKLIST

Team Leader:

Cell Phone #:

Instructor:

Instructor:

Class Start Time:

Class Stop Time:

Lunch Time:

Homework:

Coffee Mess Cost:

Smoking Area:

Medical:

Dental:



The Master Chief Petty Officer of the Coast Guard

2100 — 2nd Street, S.W.
Washington, D.C. 20533-0001

July 21, 2006

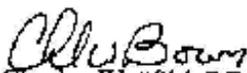
Dear Shipmates,

I take great pleasure in welcoming you to the U. S. Coast Guard's Leadership and Management School (LAMS). I am very proud of the terrific efforts of our Leadership Development Center and all of our professional LAMS instructors. They have collectively designed a course that will better prepare our active and reserve junior officers and petty officers, auxiliary members and civilians to successfully serve their core purpose of providing positive leadership throughout our service. I trust that you will find their work equally beneficial for you.

I greatly appreciate your willingness to take the time from your already busy lives to further your professional development as key Coast Guard leaders. Regardless of your current role, the role of our junior officers and petty officers has never been more important than it is today. Your positive service and example is absolutely essential to further developing the proud work force of our nation's Coast Guard. I have a great deal of faith in your abilities to meet the many challenges that face us as we continue to transform our Coast Guard to meet the demands of the new and dangerous 21st century.

Again, thank you for being here! I wish you the very best for a successful and positive learning experience and I encourage your active contributions based upon your professional insights and experiences. I know that you have many!

Best Wishes,


Charles W. "Skip" Bowen

Leading Self

- Accountability and Responsibility
- Followership
- **Self Awareness and Learning**
- Aligning Values
- Health and Well-Being
- Personal Conduct
- Technical Proficiency

Leading Performance & Change

- Customer Focus
- Management and Process Improvement
- **Decision Making and Problem Solving**
- **Conflict Management**
- Creativity and Innovation
- Vision Development and Implementation

Leading Others

- **Effective Communications**
- **Influencing Others**
- Respect for Others and Diversity Management
- **Team Building**
- Taking Care of People
- **Mentoring**

Leading the Coast Guard

- Stewardship
- Technology Management
- Financial Management
- **Human Resource Management**
- Partnering
- External Awareness
- Entrepreneurship
- Political Savvy
- Strategic Thinking

Bold items indicate Competencies discussed in LAMS

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Introduction/Admin Matters

Monday		Tuesday		Wednesday		Thursday		Friday	
ADMIN/INTRO	LEADER'S PERSONAL PERSPECTIVE & SLT'i SELF ASSESSMENT	LEADERSHIP COMMUNICATION	TEAM BUILDING EXERCISE	ETHICS	STRATLEAD CASE STUDY: MOVIE	CURRENT CG LEADERSHIP INITIATIVES	CAPSTONE - FINAL CASE STUDY		
L U N C H									
MOTIVATION	INFLUENCING OTHERS EXERCISE	SLT'i TECHNIQUES/ STRATLEAD MODEL	PERFORMANCE PROBLEM SOLVING/ INTERACT©	SUBARCTIC SURVIVAL	PERFORMANCE MGT.	WRAP-UP	GRADUATION		

ACE Course Code: 4150
 PMIS Course Completion Code: 340720
 Syllabus Version 1.2 (7/2008)

ACE College Credits

- CG-1717-0013
- Course Number: 4150
- Length: 1 week (45 Hours)
- Exhibit Dates: 12/99-Present
- Credit Recommendation: In the upper-division baccalaureate category, 3 semester hours in organizational development.

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American Council on Education

One Dupont Circle NW

Washington DC, 20036

Phone: (202) 939-9300

E-mail: mileval@ace.nche.edu



Topic 1.1: Leading Self (Self-Awareness & Learning)

Your Learning Objectives

Upon assignment as a supervisor, **ORIENT** personal leadership behavior with the leadership competencies to influence workplace performance.

CORRELATE the Self and Others competency to Leading Performance and Change.

COMMUNICATE the term leadership as it relates to the Coast Guard.

IDENTIFY the two types of Power Bases available to leaders.

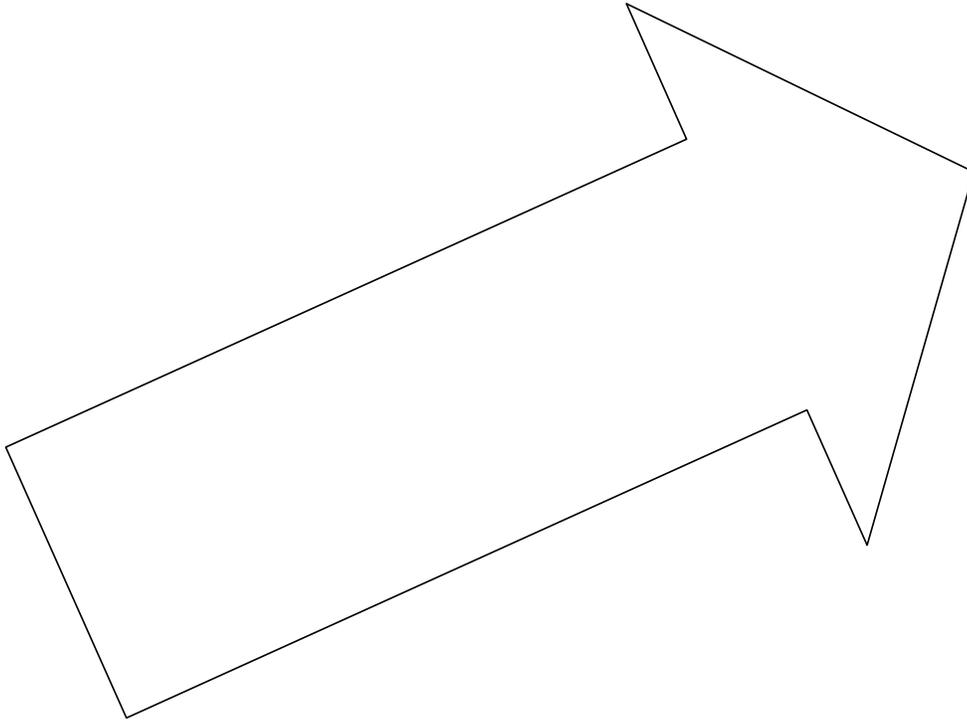
DEVELOP self-awareness of personal behaviors for impact and adaptation to changing conditions.

STATE the behaviors demonstrated by people who possess Mind Set I and Mind Set II.

CORRELATE the attitudes toward members, leader behavior, and performance results.

COMPLETE SLTi© assessment.

In the Coast Guard, leadership is ...



NOTES...

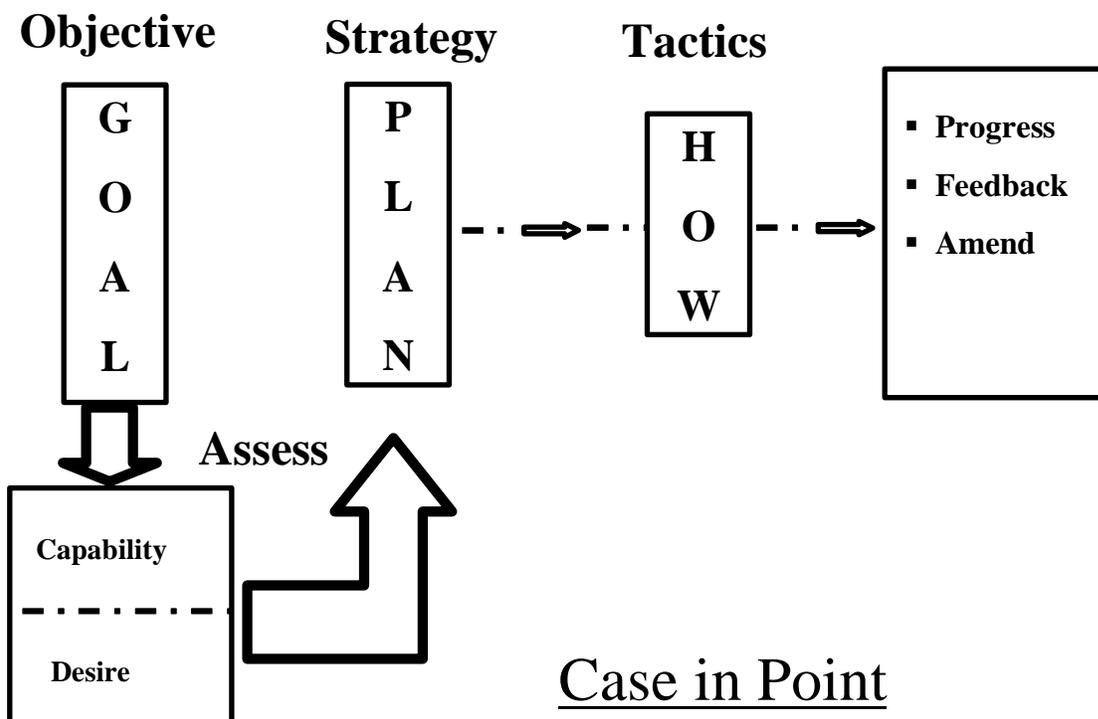
Strategic

You must think about *how* or *what* you must do to influence **Others** to achieve the **Goal**.

Adjust what you do (*Tactics*) based on your *Strategy*.

For Example...

Strategic Leadership



Case in Point

Power Bases

Position Power

- ★
- ★
- ★

Personal Power

- ★
- ★



- Connection
- Information

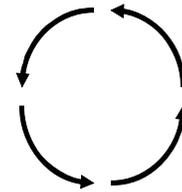
NOTES...



Mind Set I

Mind Set II

Attitudes, Expectations, and Performance

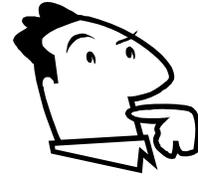


- **Negative** attitudes focus on weaknesses of your members
- That leads to low expectations
- Low expectations lead to poor performances, which reinforce the negative attitudes
- + **Positive** attitudes focus on the strengths of your members
- + That lead to high expectations
- + High expectations lead to good performances, which reinforce the positive attitudes



NOTES...

A developmental leader must
consider ...



- How to lead people in order to maximize their performance on current tasks
- How to help them grow and develop so that they can perform even better on this and other tasks in the future

NOTES...

Leading Self (Self Awareness & Learning)

Please rate the content of the **Personal Leadership Perspective** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
3. The time allocated for this class was adequate.....	<input type="radio"/>				

Instructor Performance

1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 2.1: Leading Others (Influencing Others - Motivation)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** motivational models [Maslow, James, Herzberg, or Thomas] to influence workplace performance.

STATE how Maslow's Hierarchy of Needs applies to the Coast Guard.

IDENTIFY Dr. William James' Effort Model when dealing w/subordinates.

IDENTIFY the practical implications of Herzberg's findings.

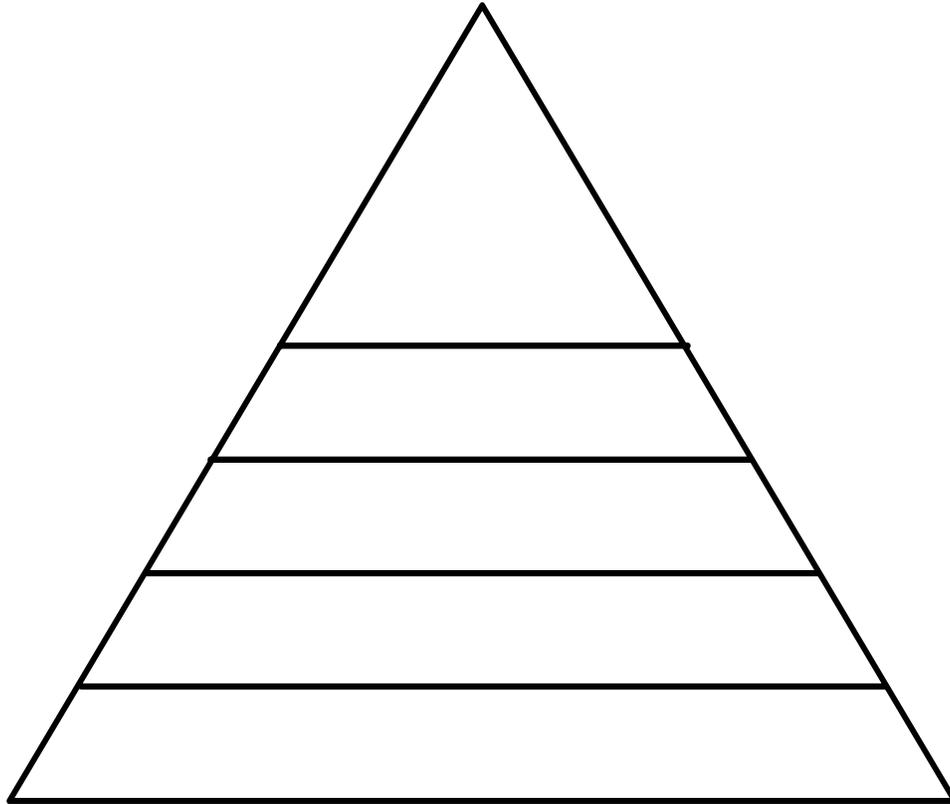
CORRELATE Ken Thomas' categories of motivation to a Coast Guard situation.

DETERMINE the difference between intrinsic and extrinsic motivation.

DEVELOP tactics for creating and maintaining a positive work climate.

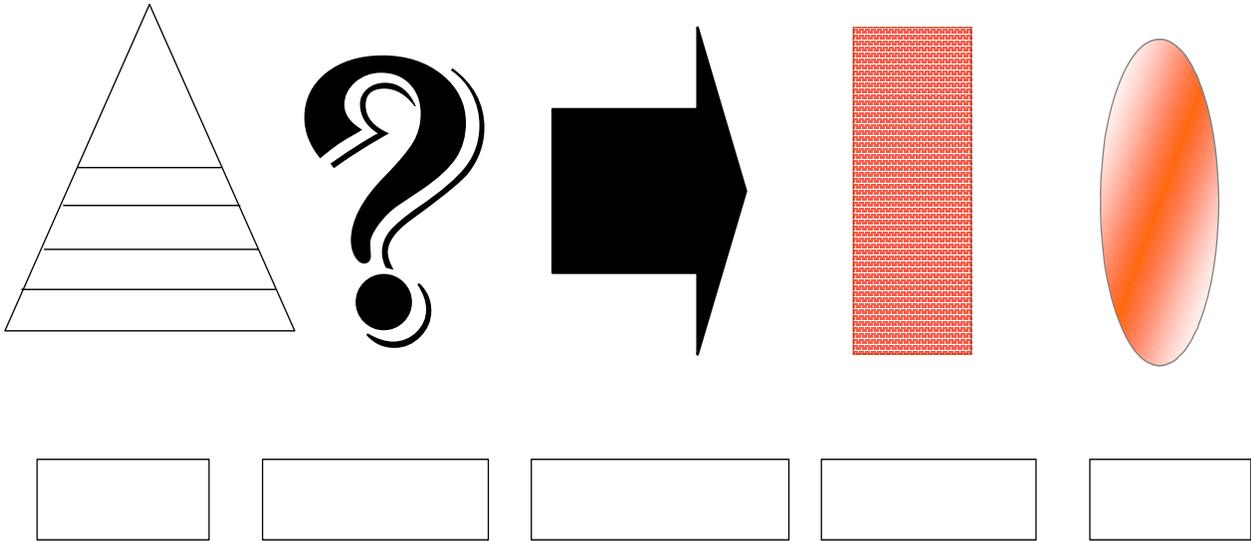
Maslow's Hierarchy of Needs

Dr. Abraham Maslow (1908-1970)



NOTES...

What is Motivation?

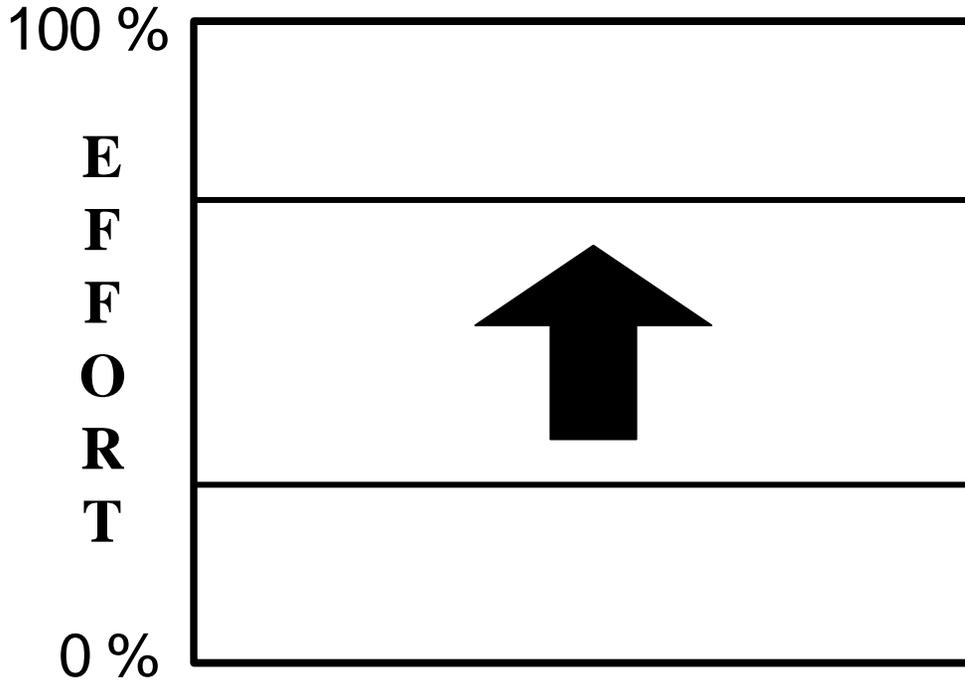


NOTES...

Effort Model

(Measuring Motivation)

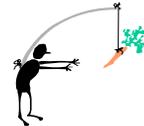
Dr. William James (1842-1910)



NOTES...

Herzberg's Findings

-
-
-
-



Herzberg's Findings Dr. Frederick Herzberg (1923-2000)

Motivator (The Job Itself)	Hygiene Factor (Environment)
<ul style="list-style-type: none">• Achievement• Recognition for Accomplishment• Challenging Work• Increased Responsibility• Growth & Development• Create Opportunities	<ul style="list-style-type: none">• Policies & Administration• Supervision• Working Conditions• Interpersonal Relations• Money, Status, Security

Ken Thomas' Categories of Motivation Factors

- **Choice:**
- **Competence:**
- **Meaningfulness:**
- **Progress:**

NOTES...

Exercise: Classic Doll Corp

Instructions:

Read the following description of the Classic Doll Corp.

Brainstorm motivation factors for these members, and decide what their supervisor should do to enhance performance.

The Classic Doll Corporation is a factory that makes porcelain dolls with hand-painted faces and fancy costumes. It has an assembly line with low-paid members doing single steps, such as assembly, sewing dresses, painting faces, and packaging. The members who paint faces are in trouble for slow work, which is holding up the line, and poor attitudes. These members say the conveyor belt moves too fast and they want to control its speed. They are bored and don't like the work, but they do like to socialize with each other. They also complain about lighting and ventilation. They work away from other departments and don't see the final product, or meet the customers. Returns of the product are high because of the poor quality of the painting.

MASLOW	HERZBERG
THOMAS	BRAINSTORM

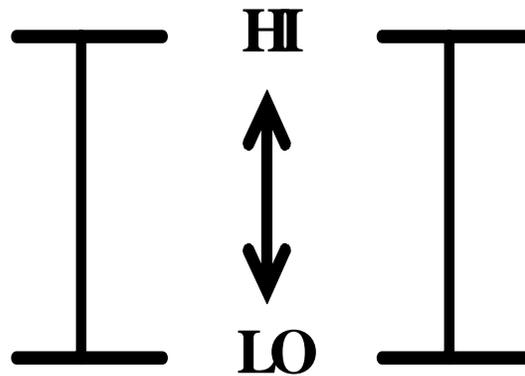
Two Pathways to Performance

Extrinsic Motivation	Intrinsic Motivation
<ul style="list-style-type: none">• Comes from supervisor, Unit or Organization• External pressures, rewards, punishments, orders• Based primarily on <i>position power</i>	<ul style="list-style-type: none">• Felt strongly from within• Inspired by giving meaningfulness, sense of choice/control, feelings of competence, visible progress, etc.• Based Primarily on <i>personal power</i>

NOTES...

Measuring Leadership

You → Others → Goal



Define Success: _____

Define Effectiveness: _____

NOTES...

Leading Others (Influencing Others – Motivation)
Please rate the content of the **Motivational Models** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
3. The time allocated for this class was adequate.....	<input type="radio"/>				

Instructor Performance

1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 2.2: Leading Others (Effective Communications)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** effective communication techniques to influence workplace performance.

STATE the importance of communication.

DEMONSTRATE the three levels of listening.

IDENTIFY the barriers to effective listening.

VERIFY the importance of asking for input.

IDENTIFY types of feedback.

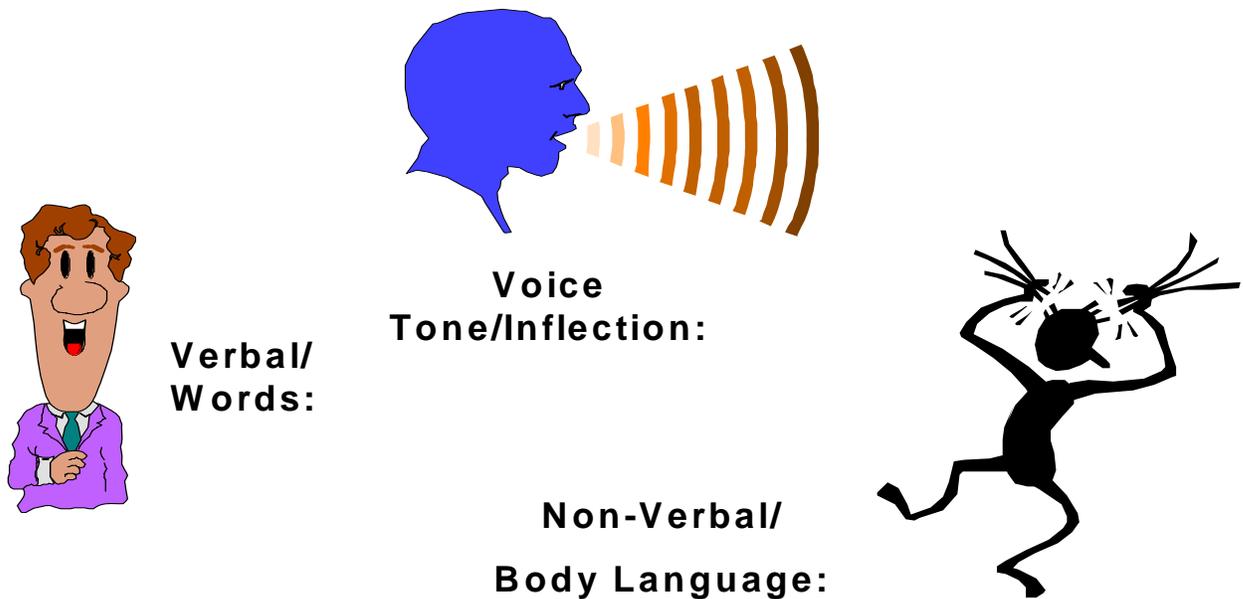
IDENTIFY methods of giving and receiving feedback.

The Communication Imperative

Leaders must...

- Recognize that their impact flows from when, where, what, and how they do or don't communicate.
- Make an effort to communicate constantly.
- Be self-aware so as to manage these communications well and continually learn and develop as great communicators.

Communication Model



NOTES...

Tone & Inflection

I did not say she took the book.

NOTES...

Exercise: Role Play Warm-up Activity

Instructions:

In your breakout groups, discuss the following scenario and formulate answers to questions a, b, c and d.

Scenario:

You are a **SUPERVISOR** at a SECTOR. You hand a thick case folder to a PO3 fresh from A-school and say “*Find PO Smith and have them mail a copy of this case to HQ. If you can’t locate PO Smith, take care of it.*” One week later, HQ calls and asks why your unit mailed a copy of the whole folder to them. You realize that the subordinate copied everything and mailed it all. In the copy were your personal notes about the contractor and HQ is asking you questions about the case. You’ve counseled the PO3 on following procedures.

Questions:

a. Did you effectively communicate with the PO3?

b. Did the PO3 effectively communicate with you?

c. What level of effort did the PO3 **AND** the SUPERVISOR give to the task?

d. How might your feedback to the PO3 regarding this issue affect his future competence and attitude?

Three Levels of Listening

Attentive: Listener shows he/she is paying attention by saying “yes,” “a-huh,” nodding, eye contact, leaning toward the speaker.

Responsive: Listener involves him/herself in listening by paraphrasing, asking clarifying questions, summarizing what speaker has said.

Empathic: Listener is able to sense and respond appropriately to speaker’s feelings without passing judgment.

NOTES...

Barriers to Effective Listening

NOTES...

Input vs. Feedback

Benefits of Asking for Input

- Improves communication channels
- Checks your understanding and knowledge before you make a decision
- Involves members in decision-making, which helps them develop

Basic Feedback Options

Option 1. _____: Increases the likelihood behavior will continue

Option 2. _____: Increases the likelihood behavior will stop or change

Option 3. _____: Hurts feelings and motivation

Option 4. _____: Makes the outcome uncertain

NOTES...

Giving Positive Feedback

Let the member know:



Example:

“Good job painting the aft bulkhead on the fantail today. I saw good even coverage on the bulkhead and no paint on the deck.”

Giving Constructive Feedback

Let the member know:



Example:

“I noticed there is a small oil leak on the engine you rebuilt today. Next time around I’ll show you a trick for aligning the oil pan gasket so it seals properly and that should prevent any further leaks.”

Constructive Feedback Tips

- ✓ Build a working relationship that facilitates open communication (i.e., talk often, be present)
- ✓ Prepare for the interaction (plan)
- ✓ Consider how to deal with the member's reactions;
Don't hurt feelings
- ✓ Balance with positive feedback (if you can)
- ✓ Ensure privacy and a non-threatening setting (when possible)
- ✓ Be Descriptive/Specific on performance
- ✓ Be timely in providing feedback

NOTES...

Leading Others (Effective Communications)

Please rate the content of the **Effective Communications** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
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4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 2.3: Leading Others (Team Building Exercise)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** team building models to influence workplace performance.

Given a training scenario, **COMPLETE** the pipeline exercise, attaining the team goal of moving an object through a pipeline.

Given a training scenario, **COMPLETE** the four stages of group development.

Given a training scenario, **ALIGN** team leader responsibilities with each stage of group development.

INSTRUCTOR LEAD EXERCISE

Stages of Group Development				
	Form	Storm	Norm	Perform
Characteristic of the Group	Uncertain Tentative Serious Goals unclear	Conflict Team organizing Goals still unclear Hostility Defensive	Committed to task Conflicts resolved Harmony Sense of team pride	Fully functional Self-organizing Flexible Innovative
Team Member Behaviors	Talkative Polite Fearful Anxious Optimistic Seeking belonging	Disagree May resist demands of teamwork and homework	Comfortable Sense of belonging Share willingly Enjoy work Work earnestly	Function well together Understand other's views Experience personal growth
Leader's Tasks	Give clear direction Get members acquainted Create positive atmosphere Assign straight-forward, simple tasks Sensitive to members' need for direction	Open up conflict Move toward negotiation and consensus Get members to assume more tasks responsibly	Let team assign own tasks Provide direction Hold celebration Encourage team to review own goals and progress Listener and facilitator	Participate Consult Inspire Be involved in tasks as needed Keep communications and information flowing Reinforce and celebrate achievement Provide new vision
Output	Little gets done	Low	Moderate to high	Very high
Facilitation Tasks	Organize Teach Establish ground rules Set standards Set goals Manage expectations	Listen and observe Enforce ground rules Manage conflict Advise Intervene as needed	Provide feedback Affirm Coach Encourage	Foster consensus Coach Cheerlead Withdraw

Leading Others (Team Building Exercise)
 Please rate the content of the **Team Building** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
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3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.1: Leading Others (Influencing Others Exercise)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** the worker-specific leadership techniques [Stratlead Model(C)] to improve workplace performance.

IDENTIFY various alternative leadership strategies.

DETERMINE a leader's effectiveness.

DETERMINE a mission success.

DETERMINE the leadership strategy to use for each situation.

INSTRUCTOR LEAD EXERCISE

Leading Others (Influencing Others Exercise)

Please rate the content of the **Decision Making/Problem Solving Techniques** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
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4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.1: Leading Others (Influencing Others-Strategic Leadership)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** the worker-specific leadership techniques [StratLead Model (C)] to influence workplace performance.

IDENTIFY the differences of focusing on performance and the performer.

IDENTIFY the four levels of member capacity.

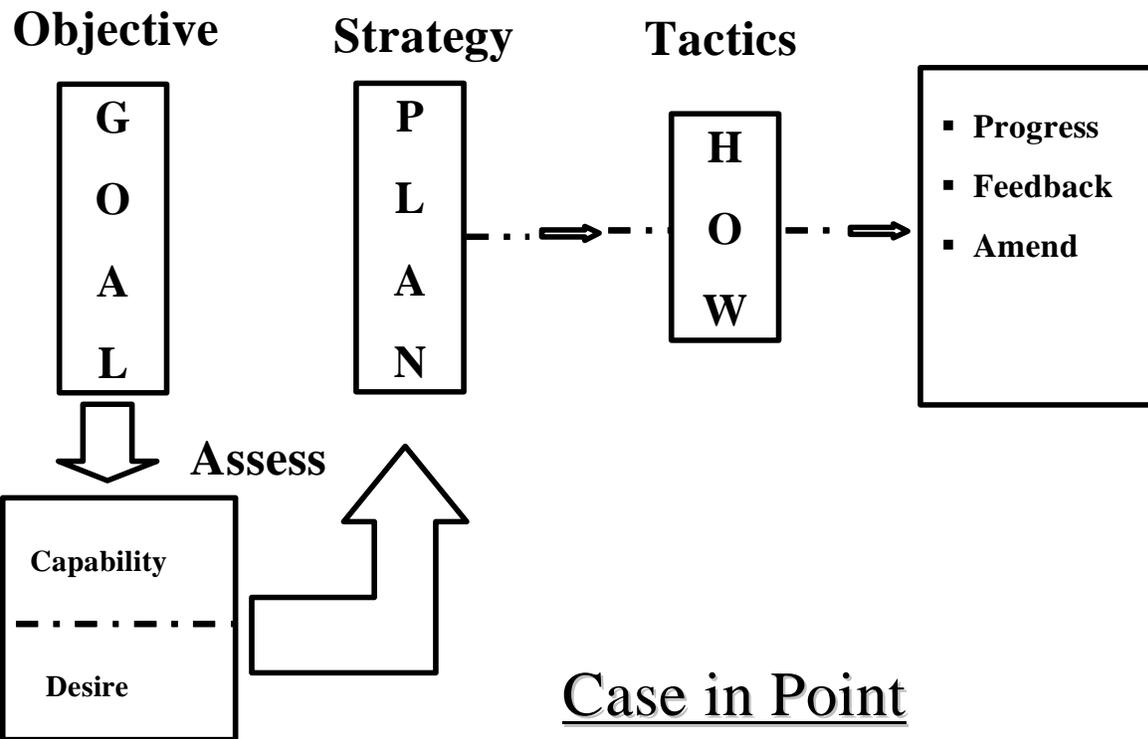
IDENTIFY the four strategies of the StratLead Model(C).

DIRECT how an assignment is communicated.

IDENTIFY strategy match and mis-match leadership techniques.

DEMONSTRATE techniques to use on a member with a decreased desire.

Strategic Leadership



NOTES...

Strategic Leadership is ...

Based on an assessment by the leader of:

- Member's need for task structure and instruction

- Member's need for consideration, support, and motivation

NOTES...

When Determining a Member's Capacity Consider the Following...

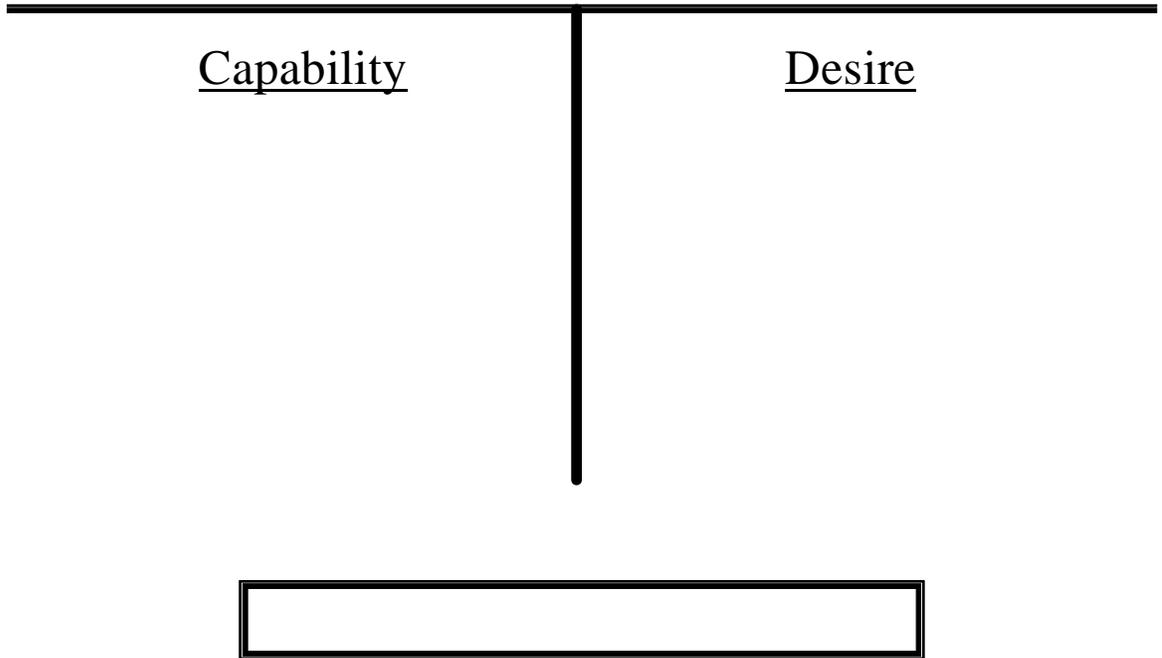
1.

2.

3.

NOTES...

MEMBER NEEDS



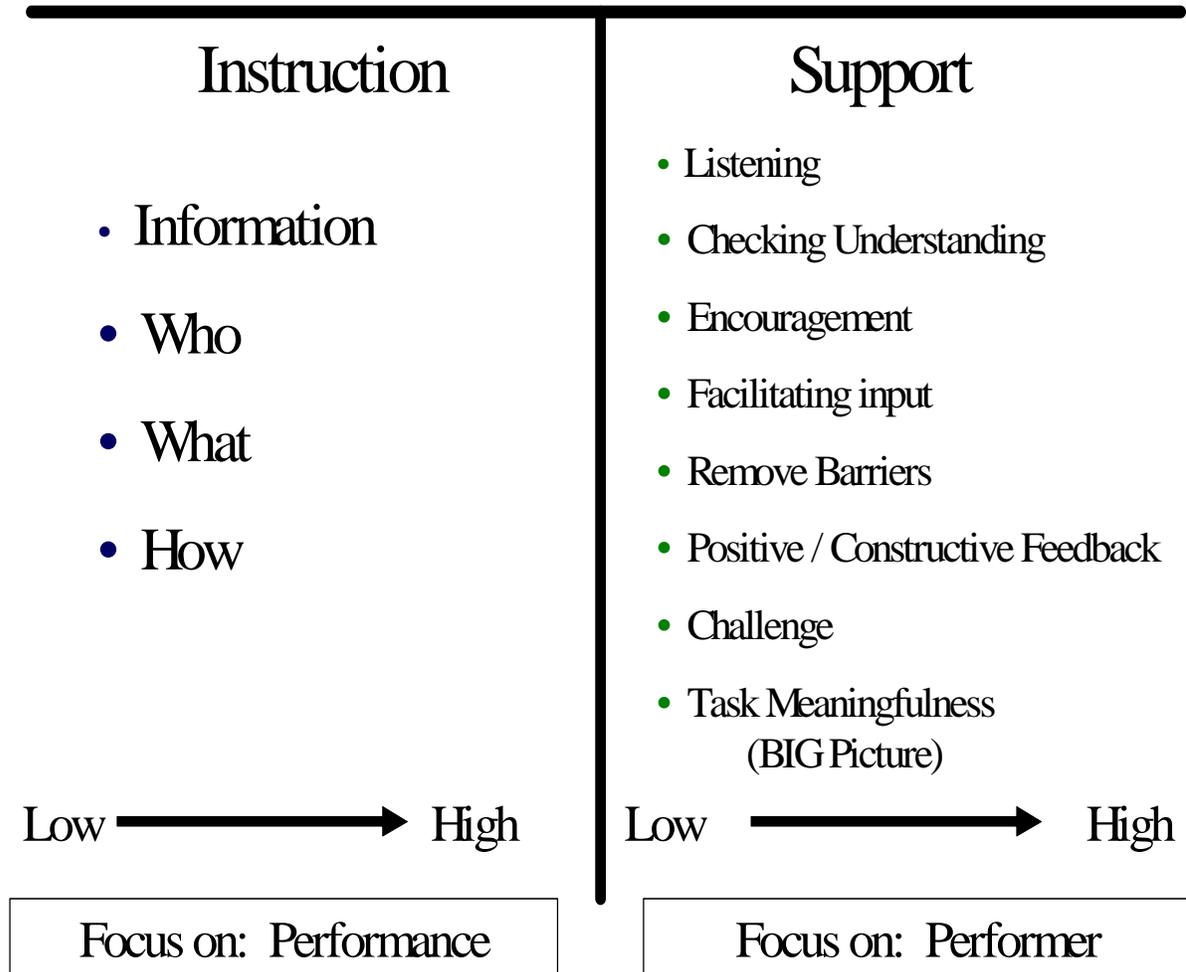
NOTES...

Member Capacity Model

Capability: Desire:	Capability: Desire:
Capability: Desire:	Capability: Desire:

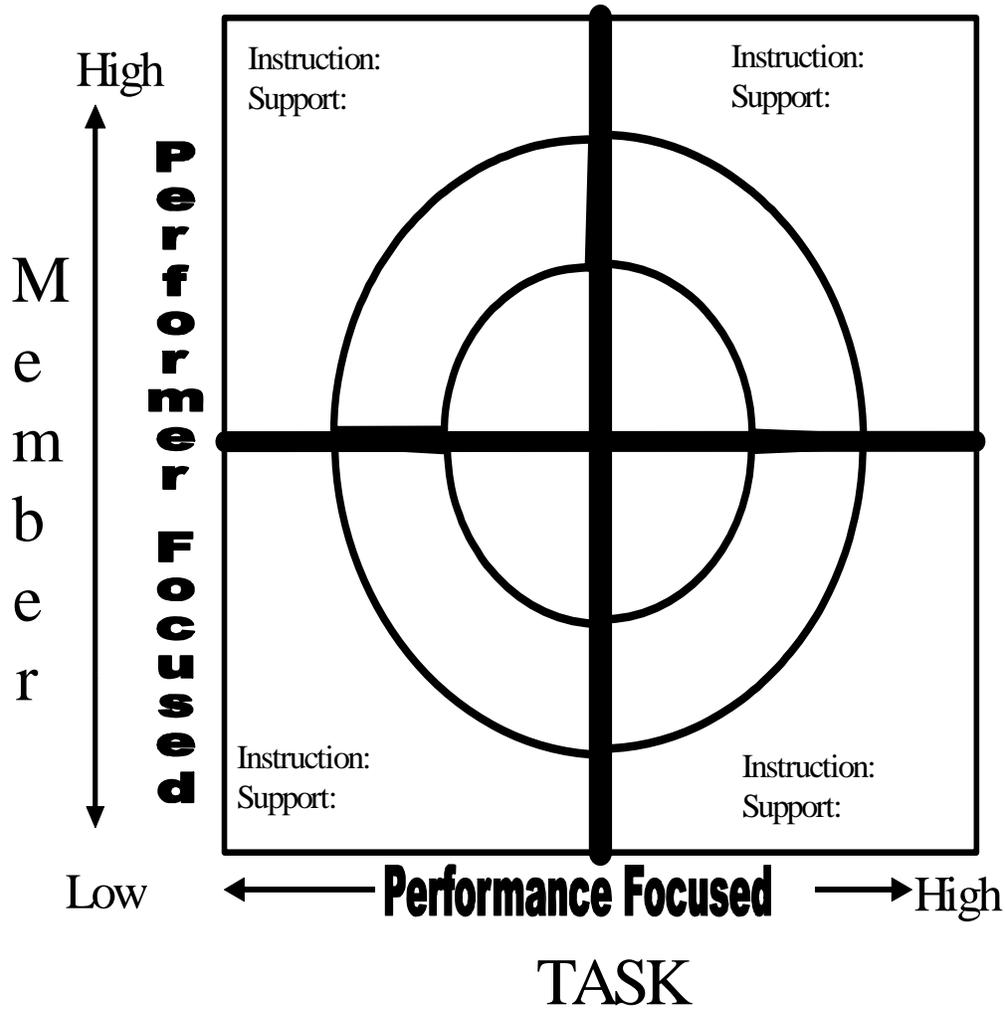
NOTES...

Leader Behavior



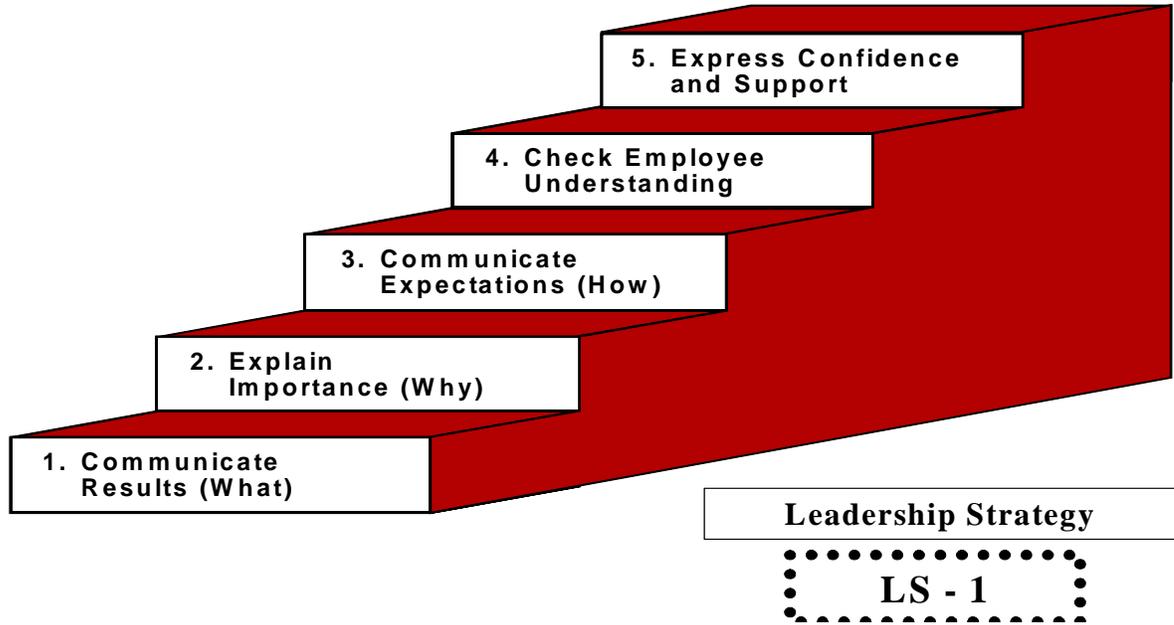
NOTES...

Strategic Leadership Model



NOTES...

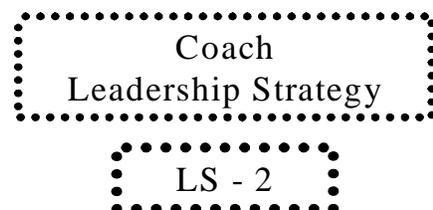
Steps in Communicating an Assignment



Managing Task Structure

You may need to modify a task if ...

- It lacks meaning and interest (add to it)
- Members don't make decisions or have no control in deciding how best to do their work
- Task is inefficiently designed
- Task lacks instruction or support to keep it "doable"



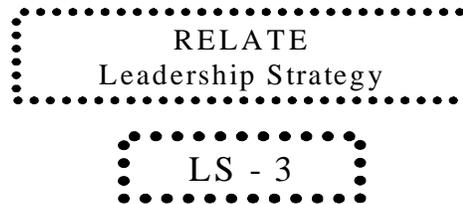
Behaviors That Promote ...

Self-Confidence:

- ✓ Set attainable goals
- ✓ Praise achievements
- ✓ Express confidence in members
- ✓ Recognize intermediate goals/accomplishments
- ✓ Share feedback from the public

Meaningfulness:

- ✓ Explain how task contributes to overall plan
- ✓ Take an interest in the work
- ✓ Tell them about member accomplishments



Stretching

- Visualize high expectations for employees
- Gradually reduce the level of supervision
- Gradually increase the complexity and importance of the tasks
- Positive Feedback at each level

Art of *challenging* a member to *force a transition* from

C - 2 - - - -> C - 3

C - 3 - - - -> C - 4

Delegation:

Giving someone else _____ and
_____ to complete a task while the
Leader retains _____ for the task.

DELEGATE
Leadership Strategy

LS - 4

Abdicate

Abdicate literally means to “cast off”.

ABDICATION is giving up _____,
_____ and _____.

Abdication is not a positive leadership trait.

EMPOWERMENT

Giving someone else some of your authority (Legitimate Power) so the member now has Decision-Making, Accountability and Responsibility for completion of a task.



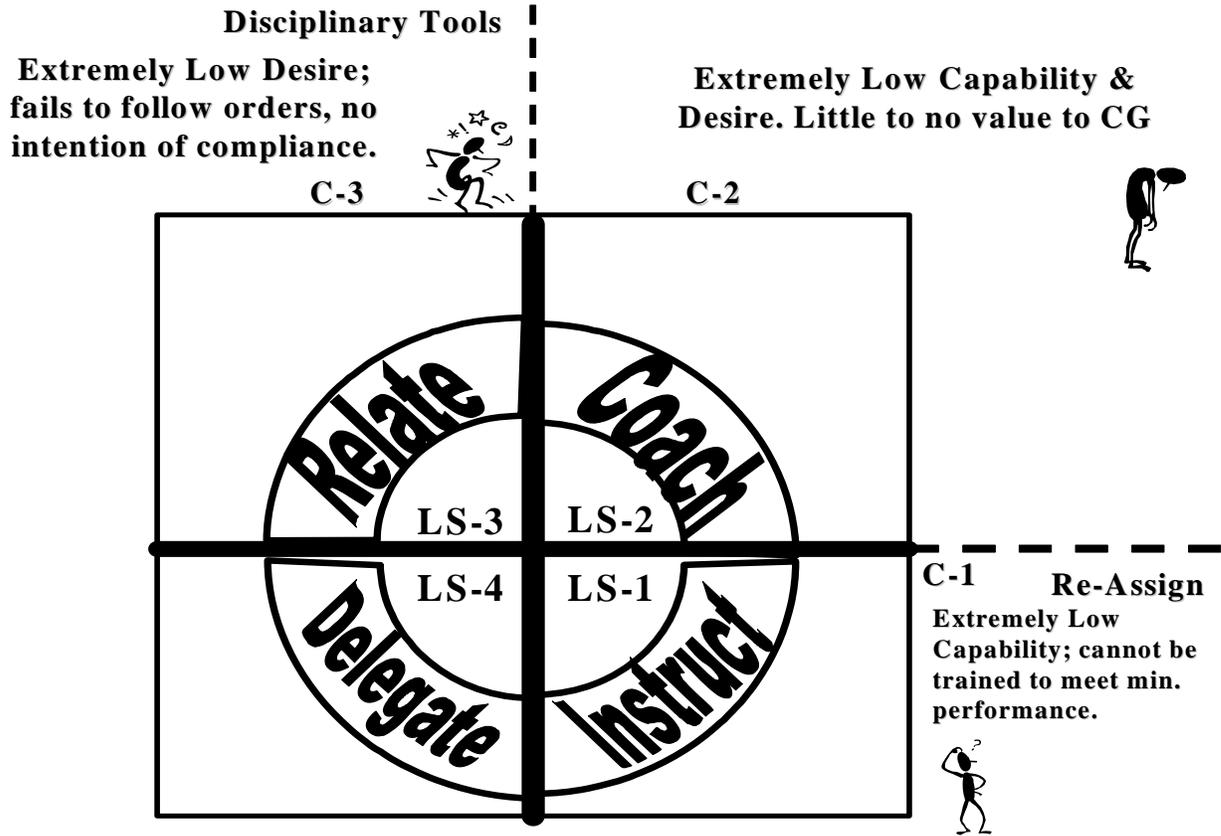
**A Step Beyond:
DELEGATION**

Recognizing Decreased Desire

- Reduction in Work Quality
- Complacency
- Excessive Complaining
- Missing Deadlines

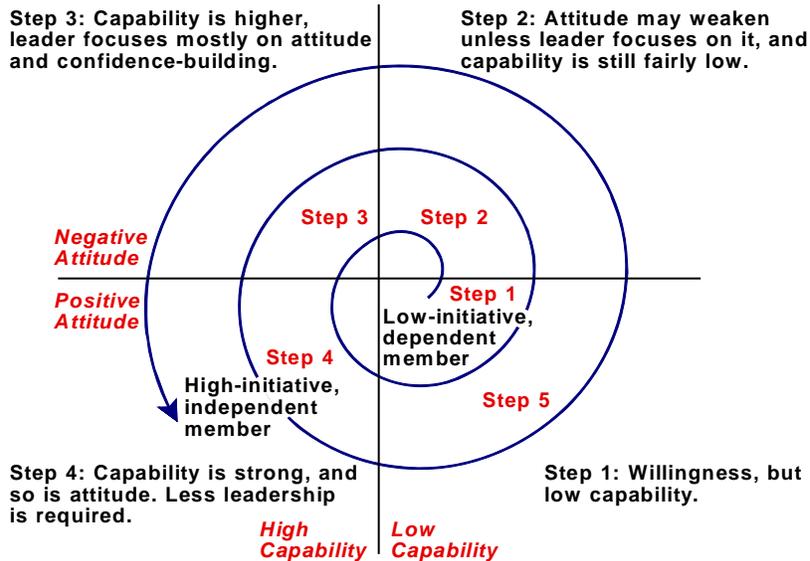
Reverting from C-4 to a C-3

EXTREME CASES



Remember...

Member Development Cycle



Leading Others (Influencing Others - Strategic Leadership)

Please rate the content of the **Strategic Leadership Model** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content

	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
3. The time allocated for this class was adequate.....	<input type="radio"/>				

Instructor Performance

1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.4: Leading Performance and Change (Decision-Making & Problem-Solving-Personal Ethics)

Your Learning Objectives

Refer to “Hand-outs”.

**Leading Performance and Change
(Decision-Making & Problem Solving – Personal Ethics)**

Please rate the content of the **Ethical Decision Making** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
3. The time allocated for this class was adequate.....	<input type="radio"/>				

Instructor Performance	SD	D	N	A	SA
1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.2: Leading Others (Influencing Others-Interact Model©)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** worker-specific leadership techniques (Interact Model©) to improve workplace performance.

ANALYZE performance challenges using the Interact Model's© four questions for negative behavior.

COMMUNICATE negative behaviors of an individual in a specific, non-punishing manner.

IDENTIFY three possible categories of a performance problem IAW the Interact Model©.

APPLY Interact Model(C) resolution techniques appropriate for the performance problem category.

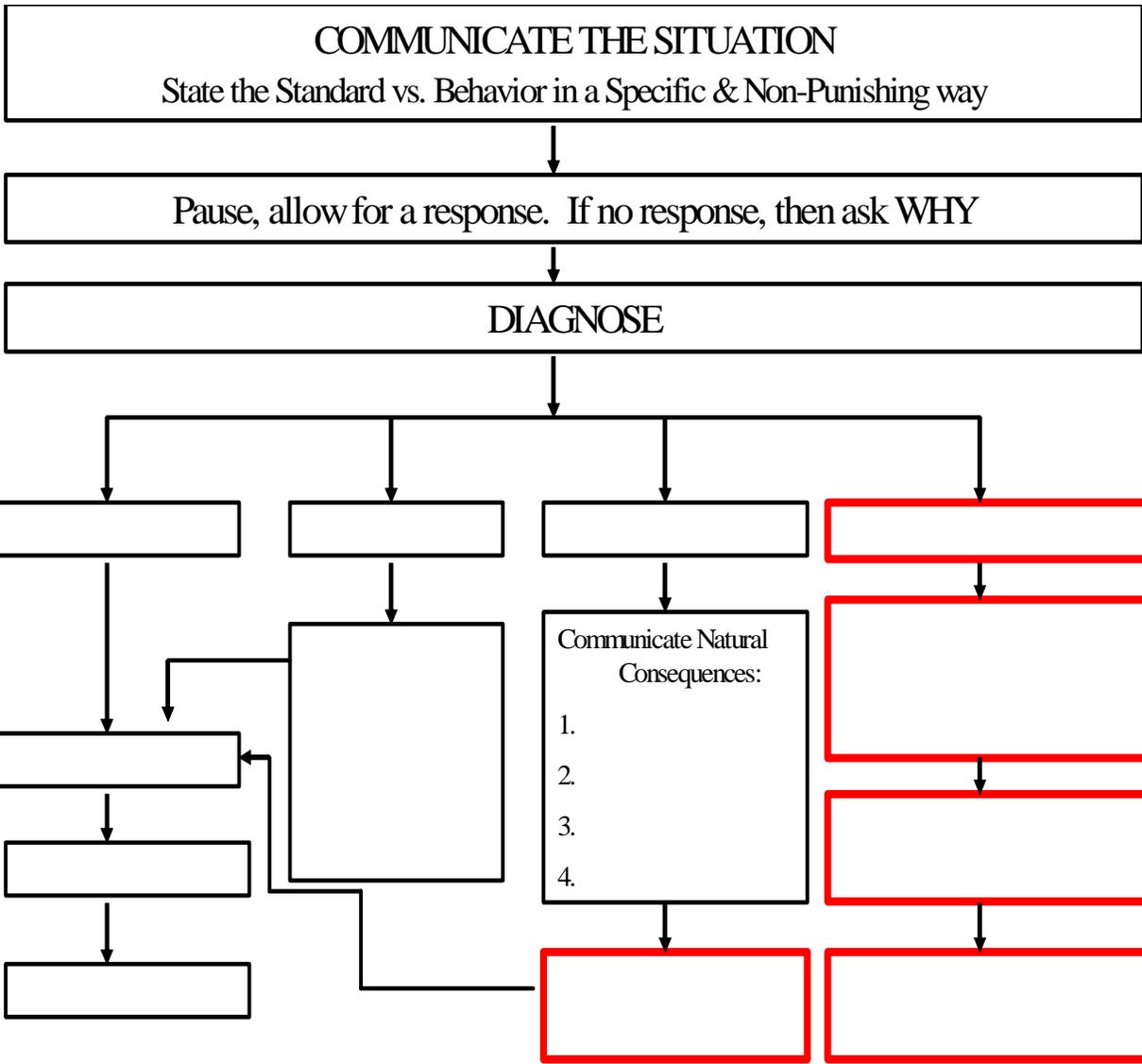
DETECT emergent performance problems.

The “4”-Questions

Is the Behavior:

- Having a negative impact on the job?
- Preventing others from doing their job?
- Preventing you from doing your job?
- A violation of unit or CG policy?

NOTES...



NOTES...

Leading Others (Influencing Others – Interact Model©)

Please rate the content of the **Performance Problem Solving (Interact Model©)** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
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Instructor Performance

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2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.1: Leading Others (Influencing Others-Case Study Movie)

IDENTIFY the distinctive StratLead (C) methods displayed in the movie.

DETERMINE the measure of effectiveness each displayed in the movie.

IDENTIFY strategy match and mis-match leadership techniques used by the cast members.

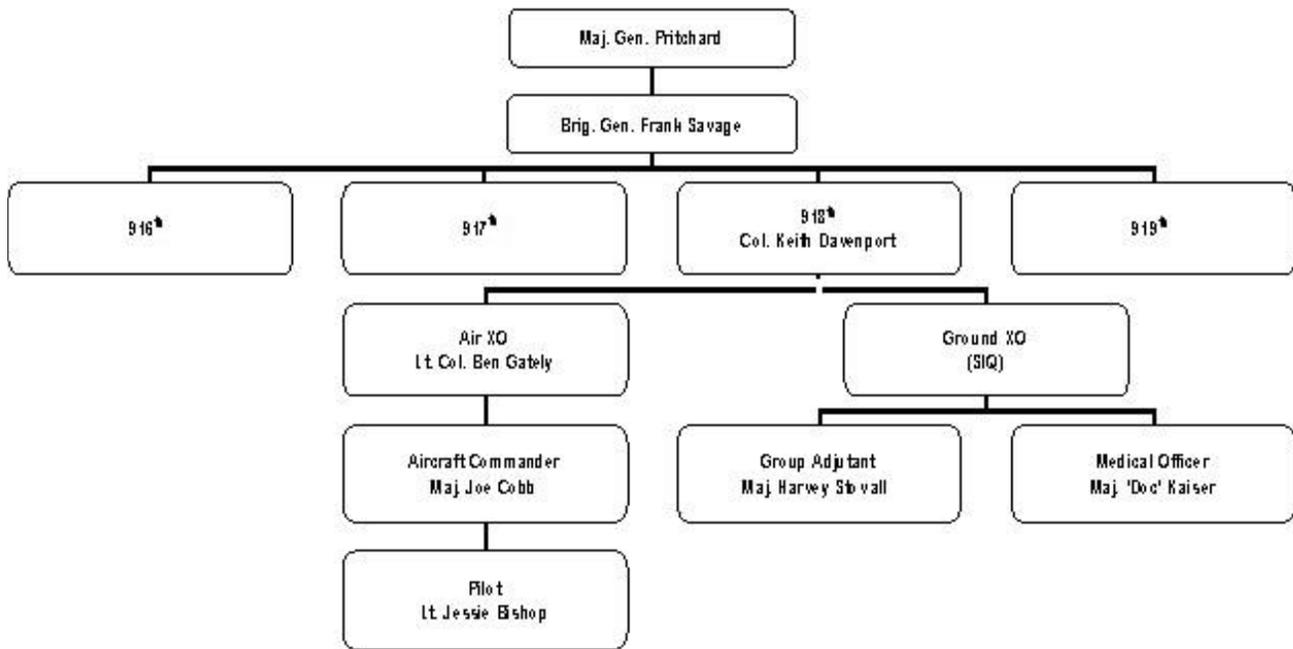
IDENTIFY the techniques used on members in the movie who displayed a decreased desire.



Twelve O'Clock High



Eighth Army Air Force



Notes:

Remember the Titans

Photo	Character	Actor	Photo	Character	Actor
N/A	Coach Herman Boone	Denzel Washington	N/A	Quarterback Jerry 'Rev' Harris	Craig Kirkwood
N/A	Coach Bill Yoast	Will Patton	N/A	Quarterback Ronnie 'Sunshine' Bass	Kip Pardue
N/A	Coach 'Doc' Hines	Greg Allan Williams	N/A	Offensive Lineman Louie Lastik	Ethan Suplee
N/A	Coach Tyrell	Brett Rice	N/A	Running Back 'Petey' Jones	Donald Faison
N/A	Team Captain Gerry Bertier	Ryan Hurst	N/A	Safety Alan Bosley	Ryan Gosling
N/A	Defensive Starter Julius Campbell	Wood Harris	N/A	Offensive Lineman Ray Budds	Burgess Jenkins



Leading Others (Influencing Others – Case Study Movie)

Please rate the content of the **Strategic Leadership Model** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content

	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
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3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 3.3: Leading Performance and Change (Decision-Making & Problem-Solving Survival Exercise)

Your Learning Objectives

Upon assignment as a supervisor, **EMPLOY** decision-making techniques to promote problem-solving.

COMPLETE a team decision-making exercise.

COMPARE leader-made, leader-made with input, and team-made decision options.

RESOLVE a conflict with the Course of Conflict Model(C).

EMPLOY the De-escalation Model upon an escalation during conflict.

INSTRUCTOR LEAD EXERCISE

3 – Ways Decisions are Made

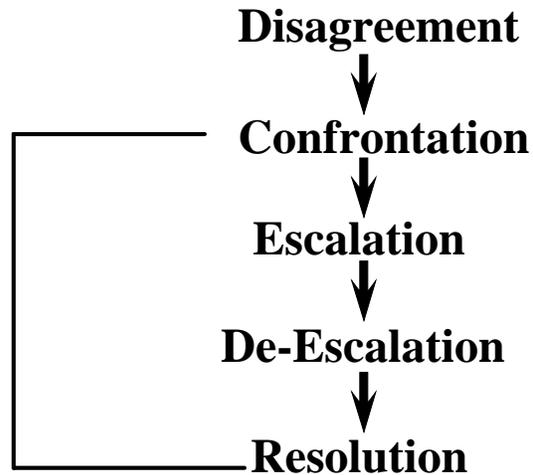
1.

2.

3.

NOTES...

Course of Conflict



De-Escalation Model

Feelings:

(Recognize the feelings of all individuals)

Facts:

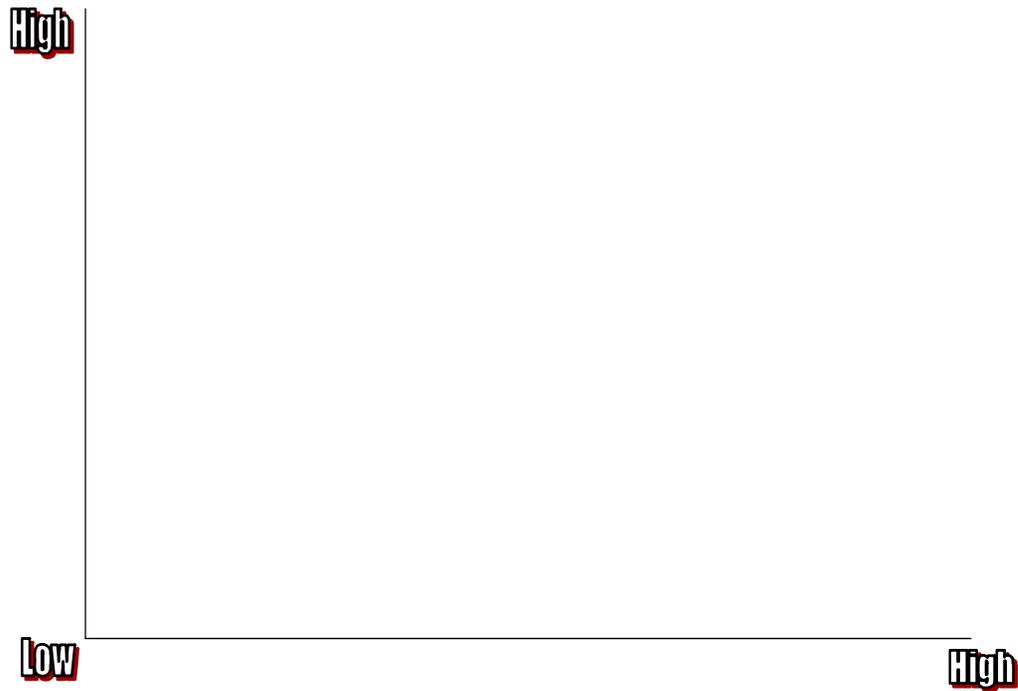
(Identify the facts & bring the focus back to the facts)

Solutions:

(Ask all individuals for a win/win solution to the conflict)

Notes:

Conflict Styles



Notes:

**Leading Performance and Change
(Decision-Making & Problem-Solving Survival Exercise).**

Please rate the content of the **Conflict Management** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
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3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 4.1: Leading the Coast Guard (Human Resource Management)

Your Learning Objectives

Upon assignment as a supervisor conducting employee evaluations, **EMPLOY** CG Human Resource Management policies to improve workplace performance.

CORRELATE consequences of evaluations on worker performance, promotions/advancements, assignments and selections.

EMPLOY the Planning, Coaching, Reviewing (PCR) cycle in work unit.

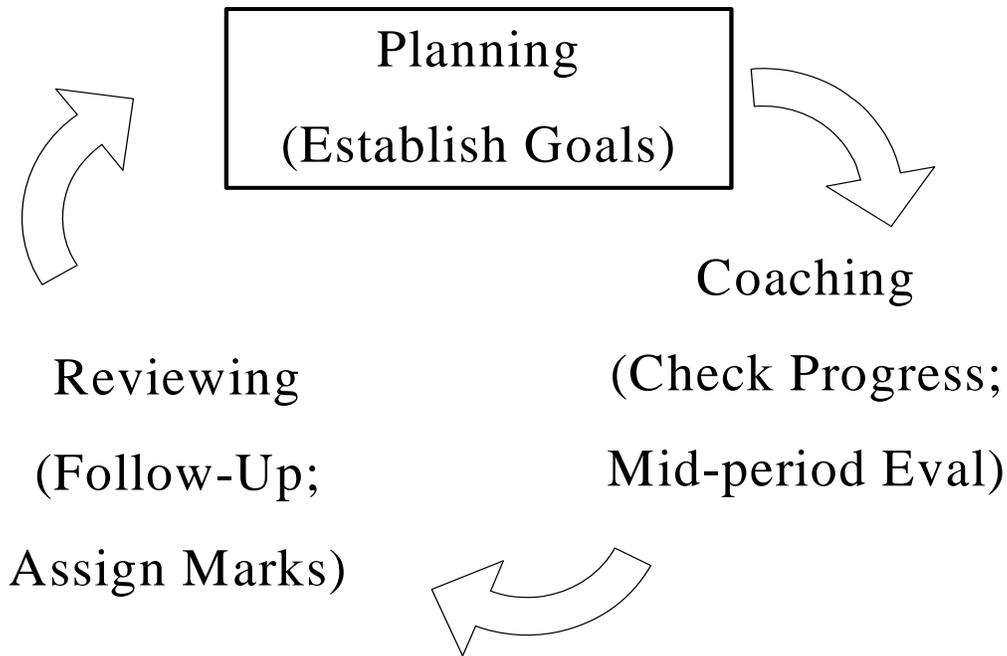
RECOGNIZE common rater errors in the evaluation system.

COMPLETE action-benefit statements to document performance.

What are the advantages &
disadvantages of an
Evaluation/Marking System?

Why do we have an evaluation
system?

PCR Cycle



Student Planning

Develop a planning itinerary for a new PO3 from “A” School (you identify rate & unit).

- Each team has 10-minutes;
- Think about the outcome you wish to achieve;
- Limit the list to no more than 10 items;
- Select a spokesperson to present the list

PCR: Planning

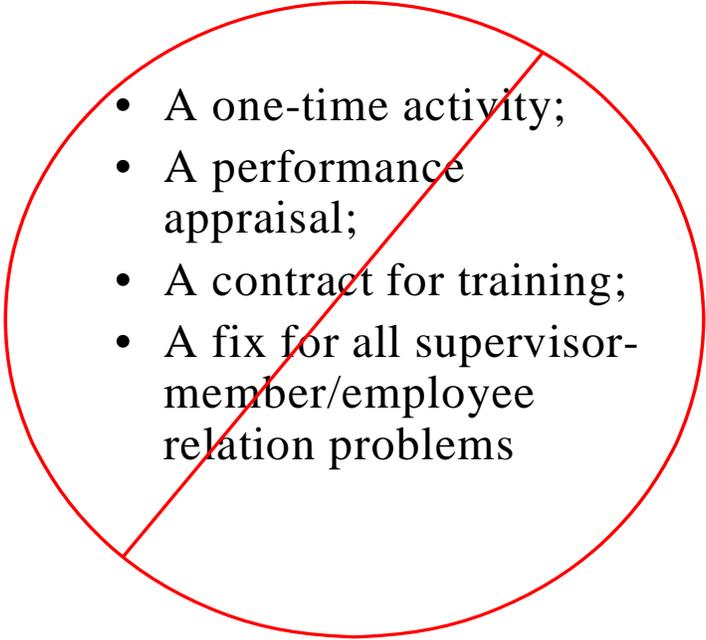
- ❑ Outline job responsibilities;
- ❑ Ensure needs met;
- ❑ Align expectations & goals (use SMART goals: Specific, Measurable, Action-Oriented steps, Realistic, & Time-bound);
- ❑ Discuss standards;
- ❑ Explain how you evaluate;
- ❑ Ensure open communications; and
- ❑ Review IDP

What is the IDP?

An IDP is:

- A mandatory developmental partnership;
- A vehicle to address needs (member & organization);
- Tool to facilitate relationship between mentor & member/employee

It is NOT:

- 
- A one-time activity;
 - A performance appraisal;
 - A contract for training;
 - A fix for all supervisor-member/employee relation problems

PCR: Coaching

- ❑ Mid-period evaluation;
- ❑ Informal documentation
(use action-benefit statements)

Action-Benefit Statement Examples...

Reduced inventory errors by 50% over three months, which contributed to a 20% reduction in CASREP's and an increase in operational readiness.

Team Leader for Maritime Law Enforcement Mobile Training Team (MTT) to Gru Southwest Harbor. One-week after training, Sta Rockland personnel seized 100 kilos of cocaine; Station directly attributed their success of locating the hidden compartment to the training they received during the MTT.

Write an Action-Benefit Statement for a mark of 7 in one of the competencies of your evals:

PCR: Review

- Review and update informal documentation before assigning marks;
- Assign marks, then review a few days later;
- Allow member/employee to review prior to counseling;
- Discuss behavior (limit to 2 items); and
- Follow 50/50 rule: use half the counseling time to discuss past and half to discuss future (including expectations)

Notes:

Rater Errors

-
-
-
-
-
-
-

Notes:

Leading the Coast Guard (Human Resource Management)

Please rate the content of the **Coast Guard Human Resource Management** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

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Comments



Topic 4.2: Leading Performance and Change (Creativity & Innovation)

Your Learning Objectives

Upon assignment as a supervisor, **COMMUNICATE** the USCG leadership initiatives available to improve workplace performance.

RECOMMEND Coast Guard leadership program interventions for work team development.

IMPLEMENT the ULDP at the workplace.

IMPLEMENT E-Mentoring at the workplace.

Leadership and Organizational Performance Courses

- **Leadership and Management School (LAMS)**
POC: LT Megan Drewniak (860) 701-6543
5 days – Designed for first line supervisors.
Target audience – E-5s
Number of classes: 140
- **Customized Leadership and Management Courses**
- **Senior Leadership Principles and Skills (SLPS) Course**
POC: LCDR Jacqueline Leverich (860) 701-6901
5 days – Designed for mid level to senior management positions.
Target audience: - GS 12-14, O-4 - O-5, and Senior Auxiliarists
Number of Classes: 4
- **Commandant's Performance Excellence Criteria (CPEC) Orientation:**
POC: CWO Michael Brzezicki (860)701-6689
2 days – This Leadership Development Center (LDC) course teaches how to interpret and use the CPEC as a management tool.
Target audience – E-7 to E-9, W-2 to W-4, O-1 to O-6, GS-9 to GS-14, Reservists and senior Auxiliary members.
Number of classes: 11
- **Commandant's Quality Award (CQA) Examiner Course**
POC: Mr. Charlie Coiro (860)701-6692
5 days – This Leadership Development Center (LDC) course provides Commandant's Quality Award (CQA) Examiners with a more in-depth understanding of CPEC and the skills required to examine, score, and provide feedback to CQA applicants. Target audience – E-6 to E-9, W-2 to W-4, O-1 to O-6, GS-9 to GS-14, Reservists and senior Auxiliary.
Number of classes: 4
- **Team Leader and Facilitator Course**
POC: CPO John Callaghan (860)701-6699
5 days – This Leadership Development Center (LDC) course teaches the tools and techniques to help team leaders and facilitators be more effective in leading and assisting groups to improve performance.
Target audience – E-6 to E-9, W-2 to W-4, O-2 to O-5, GS-7 to GS-13, Reservists and senior Auxiliary members
Number of classes: 5
- **Organizational Performance Consultant Course**
POC: CWO Michael Brzezicki (860)701-6689
10 days – This Leadership Development Center (LDC) course prepares individuals to facilitate the integration of organizational performance improvement principles and practices into Coast Guard work.
Target audience – Organizational Performance Consultants – hired or collateral positions at Headquarters, Area, districts and large commands.
Number of classes: 1



Unit Leadership Development Program – Your First Step Upon Return to Your Unit



*“Committed to Developing
the World’s Best Leaders!”*

<http://uldp.uscg.mil/>

Goals of the ULDP

1. Reinforces the 28 Coast Guard Leadership Competencies
 - Leading Self (7)
 - Leading Others (6)
 - Leading Performance and Change (6)
 - Leading the Coast Guard (9 – Resources not yet developed)
2. Promotes a culture that is receptive and supportive of the proven leadership principles provided in CG Leadership Courses and CG approved courses.
3. Improve leadership and followership at the command, unit, and individual level.
4. The ULDP should be the focal point for unit based leadership development. The ULDP is a “one stop shopping” resource for items like:
 - *Individual Development Plans (IDPs)*
 - *CG Leadership Resources*
 - *Commandant’s Reading List & associated lesson plans to facilitate discussion/learning*
 - *Leadership Course offerings*
 - *Variety of additional leadership resources available to all CG members*

ULDP 101

- Developed in concert with the 28 CG Leadership Competencies
- Designed to support and enhance resident leadership training (LAMS, CPOA, etc.)
- Driven by your command and required by the Commandant (See ALCOAST 057/05)
- Web based application with variety of best practices, training and non-training interventions for use at the unit level

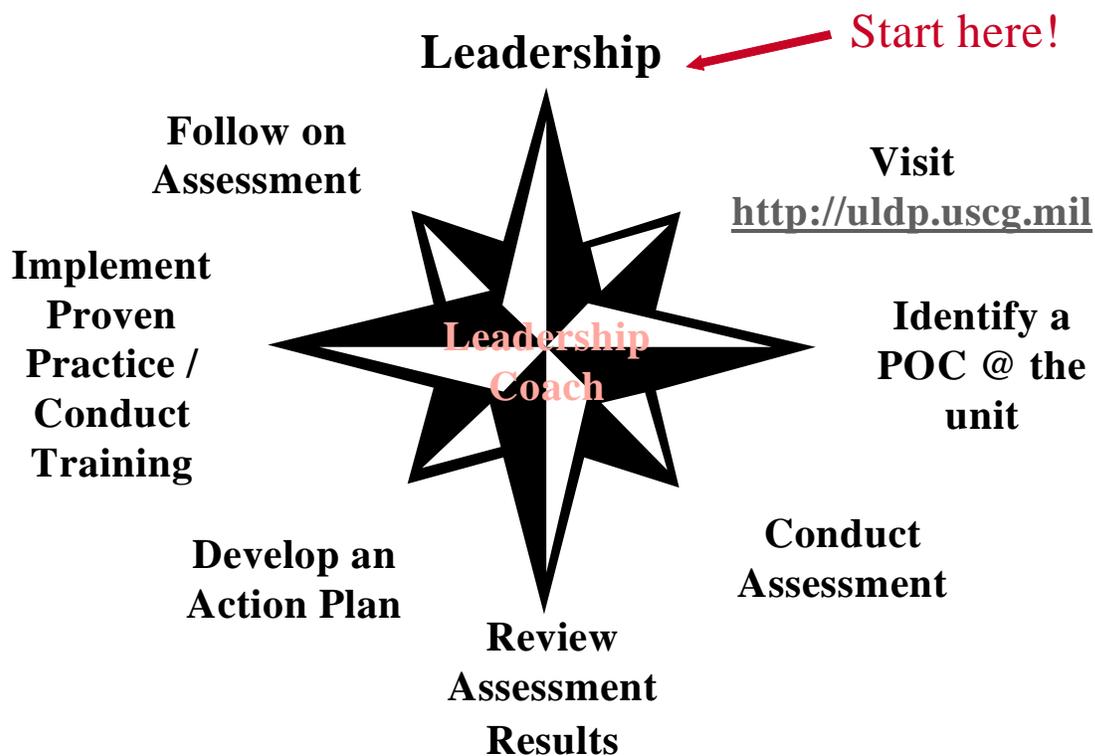
Why ULDP?

- Good Leaders know leadership development is the right thing to do!
- It's the right thing to do, but Commands aren't sure where to start
- Leadership resources were out there but were not provided in a systematic method.
- No process in place to support the learning provided in resident courses back at the unit!

ULDP Basic Elements

1. Digital library of resources, including both training solutions and proven practices
2. Short, user-friendly, intranet based Command Assessment linked to the Leadership Competencies
3. Command report summarizing the unit's strengths and areas of improvement as they relate to the Leadership Competencies and links to associated resources (training and non-training)
4. Leadership Coach to assist with ULDP deployment, assessment review, action plans, and general knowledge of ULDP resources (strictly command driven – you ask for the Coach!)
5. Ongoing leadership development program with the ULDP as the foundation.

Charting the Way through the ULDP



Your ULDP *A Demo*

■ ULDP Website:

<http://uldp.uscg.mil/>

Have you ever had a Mentoring Relationship?

- Who made a lasting impression on you?
- Who helped you become the person you are?
- How and why did that person have such an impact?
- Have you ever recognized an unfulfilled potential in someone and valued them enough to assist them in realizing their possibilities?

Supervisor vs. Mentor

- Supervisors:
 - Direct
 - Provide specific answers
 - Evaluate
- Mentors:
 - Advise
 - Ask open ended questions
 - Describe

Who should be a mentor?

Characteristics of a Good Mentor and a Good Mentee

MENTOR

- The ability to see potential
- Patience
- Tolerance with mistakes
- Flexibility and understanding
- Wisdom from experience
- Takes responsibility seriously
- Asks questions

MENTEE

- Eager to grow, learn and do what it takes to succeed
- Displays a good attitude
- Takes constructive criticism well
- Good communicator

How to sign up as a CG Mentor/Mentee

- Go to www.3creekmentoring.com/uscgmentoring
- Select “Getting Started” on the left under “Learning Resources.”
- Review and close the one-minute instructional video
- Select “User Login” from the Web page and enroll!

Leading Performance and Change (Creativity & Innovation)

Please rate the content of the **Communicate Coast Guard Leadership Initiatives** Objective.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

Module Content	SD	D	N	A	SA
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Instructor Performance

1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
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3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments



Topic 5.1: Capstone-FINAL (Case Study)

Your Learning Objectives

Upon assignment as a supervisor, **INTEGRATE** leadership techniques to influence workplace performance IAW LAMS Participant Coursebook.

Given a role-play scenario, **ASSESS** critical factors in observed performance.

Given a role-play scenario, **APPLY** prior learned objectives in application to resolve performance challenges.



Up until now, you have seen examples, discussed them, and completed homework. Today you will role-play using what we have learned all week. This is the final process for the LAMS training. Students must successfully demonstrate knowledge of required subjects taught this week to the instructor's satisfaction through role-playing.

Role-playing scenarios will involve modules that were taught this week including: Motivation, Leadership Communication, SLTi Techniques, Conflict Management, Self-Assessment, Performance Management, Personal Ethics, and Performance Problem Solving.

- Develop effective leader/follower interactions.
- Demonstrate competent knowledge of member's capacity and leader behavior.
- Diagnose an individual's level of capability.
- Diagnose an individual's level of desire/motivation.
- Provide appropriate level of support and instruction.
- Identify ethical dilemmas.
- Demonstrate a counseling session of new member to your department relating to Performance Management

The instructor will be playing the role of PO2 Smith. The student will be playing PO2 Smith's immediate supervisor. Your rank will be a PO1 or Junior Officer, as appropriate.

Each student should bring their pen or pencil for notes, and their notes from the week. In addition, STRATLEAD cards and Performance Problem Solving cards should be used as guides.



Here is some background information regarding PO2 Smith:

- PO Smith has been in the Service for approx. 3-years.
- PO2 Smith is engaged and is to be married in 6-12 months (no date has been set).
- Smith recently moved into an apartment and shares it with BM1 Mast (Mast is assigned to the Sector/ISC but is not within your chain-of-command).
- PO2 Smith is new to your staff. Smith has been onboard the unit (ISC, SECTOR, etc.) for two years and is now assigned to your staff.
- PO2 Smith has a good reputation.
- You are acquainted with PO2 Smith but you do not know him/her personally.
- There are a total of four personnel in the department where PO2 Smith works: a Supervisor, Smith and two Third Class Petty Officers.

The Instructor will not attempt to mislead you in what we are trying to accomplish. Once you have successfully accomplished the learning objective, your role-play is over and we will move on to the next student. If you struggle or do not understand what we are doing, the Instructor will give you the opportunity to ask questions.

The role-plays are a chronological succession of events.

PO Smith will not lie and will respond appropriately to you.

If you play a role incorrectly, the Instructor will attempt to guide you through it.



The Instructor may ask you to start over – it's OK, it's not a failure. **YOU MUST DEMONSTRATE KNOWLEDGE OF THE SUBJECTS** to successfully complete the scenario.

Optional: documentation is written by the last student who role-played. Documentation is kept collectively by someone in the group or on chart paper in front of class.

If you play a role incorrectly, the Instructor will attempt to guide you through it. YOU MUST DEMONSTRATE KNOWLEDGE OF THE SUBJECTS!



01 JUNE

First Scenario: PO2 Smith has just reported to your department due to your previous PO2 being transferred. PO2 Smith has completed the May Service-Wide-Exam three weeks ago. PO2 Smith previously worked in another department on the base. You are now PO Smith's immediate supervisor and are responsible for welcoming PO Smith aboard.



10 JUNE

Second Scenario: The CO has just informed you that the Morale Committee Representative is on Medical Leave. The CO has asked you to come up with a replacement to coordinate this year's Coast Guard Day picnic. The CO also informed you that the list of planned activities is delinquent and the CO needs it by noon today so the budget may be approved.

After hanging up the phone, you remember seeing PO Smith involved in past Morale Events aboard the unit. You are unsure if Smith is a member of the Morale Committee or involved in the planning of Coast Guard Day. However, of all the members of your staff PO Smith appears to be the best candidate to assist with this matter.



08 JULY

Third Scenario: It is 0800 and liberty expires at 0730. No one knows where Smith is and Smith hasn't called. Your policy is that workers must call you specifically when they are going to be late. At 0815, Smith shows up in your office.



31 JULY

Fourth Scenario: The District Commander, Admiral Schneider, is coming for the big Coast Guard Day picnic. You have been tasked with painting-out your department's spaces. The XO directed that all unit personnel E-5 and below will be involved in this project. You don't know if Smith is familiar with painting. You are calling PO2 Smith into your office at 1430 on Friday afternoon and explain what the XO wants done.

LIST OF ITEMS NEEDED

Drop Cloths	Roller Covers
Cleaning Rags	Paint Trays
Blue Painters Tape	1.5 inch Paint Brushes
Paint Roller Handles	Paint (Correct Color and Type)



06 AUGUST

Fifth Scenario: It is time to counsel PO Smith on his/her mid-marks.

Pre-Role Play Feedback:

Coast Guard Day was a resounding success.

Performance so far:

- Smith's military bearing is satisfactory (4);
- Communicating is satisfactory (4);
- Adaptability (5);
- Working With Others (5);
- Responsibility (6);
- Does more than share of workload;
- Volunteers for additional assignments, e.g., morale committee, Watch Captain Advisory board;
- Use other information from informal documentation

Where should you counsel Smith? How will you start the counseling session?



15 AUGUST

Sixth Scenario: The Group Commander called to express what a great job the morale committee did for the Coast Guard Day picnic. The Group Commander especially liked the family atmosphere and the many activities for the children. Smith was a big part of the success and you want to relay to him/her what the Group Commander stated.

Hints:

Informal – Muster and pass info in front of peers

or

Formal – Awards, page 7, Group Commander recognition



23 AUGUST

Seventh Scenario: PO Smith has been tasked with getting the workplace ready for a CO's Material Inspection. PO Smith has been doing a great job as the Watch Captain and doing the schedules. As you walk by, you notice that PO Smith seems to be doing most of the work and the others are standing around, not sure how or what to do. How would you handle this situation?

Hint:

What is the CG Leadership definition? Which is easier – doing it yourself or showing others how to do it?



LABOR DAY WEEKEND, 04 SEPTEMBER

Eighth Scenario: It is now Friday evening. Early liberty was granted earlier in the day and Smith's duty section has the weekend duty. Smith is the section leader. Before you left, you assigned Smith a work list of waxing and buffing the Entrance and Main Passageway prior to Taps on Friday. When you come back to the unit at 2100 that evening to pick up your cell phone charger, you notice the decks haven't been started and some duty section members are sleeping while others are watching TV on the recreation deck.



WEDNESDAY, 09 SEPTEMBER

Ninth Scenario: It's Wednesday after the holiday weekend; PO Smith's duty section had duty. Monday's oncoming duty section supervisor was upset with the condition of the decks. The section supervisor was upset because he didn't feel it was fair for his duty section to complete a task that was assigned to Smith's Duty section. You have agreed to talk with PO Smith about the situation.



12 SEPTEMBER

Tenth Scenario: The XO called and stated due to his pending transfer, all departments are required to do a new property inventory. The XO wants all reports by 05 November. You have decided to give the job to PO Smith. Although Smith has never completed the property inventory report on his/her own, Smith did assist the PO1 on the last report in June.

Of those available to you at this time, Smith is the most qualified person to do the inventory.

Task Direction (if needed):

- **Property Management Manual COMDTINST M4500.5A**
- **Review Chapter 2.B**
- **Get a copy of the last report and review for discrepancies**
- **Compare the master list with current property list**



01 OCTOBER

Eleventh Scenario: As PO Smith's supervisor it is your responsibility to initial and approve his/her travel claims. On a recent trip to a one-day professional development seminar, Smith claimed one hundred privately owned vehicle miles. The class was at a hotel in town, which is ten miles away round trip.

Hints:

- **JFTR, part U3505.C.2 (Regulations governing reimbursement for POC mileage)**
- **Local travel is expended from unit funds**



15 OCTOBER

Twelfth Scenario: The Commandant is visiting your unit next week and you are assigning Smith the responsibility of coordinating the visit and leading the Special Ceremonial Detail. Determine Smith's Member Capacity for this task. Smith will be responsible for the following:

- **Ensure the Commandant has a clean vehicle and duty driver;**
- **Color Detail incl. Commandant's Pennant & the appropriate National Ensign;**
- **BOSN with BOSN Pipe or Side Boys;**
- **Ensure the correct number of bells are struck for the Commandant's arrival.**



20 OCTOBER

Thirteenth Scenario: Your scheduled meeting with PO Smith is coming up in 5 minutes to update you on the plans for the Commandant's visit. Prior to your meeting with PO Smith, the Group Commander called and told you he will be down with the Commandant on the 22nd. He also told you that his friend in headquarters just told him (the Group Commander) that the revised cuts are out from the May service wide and three people at the ISC/Sector are now above the cut for advancement. PO Smith, who has been anticipating being one of those people, is not. The Group Commander stated he will pass the information to the crew and congratulate those members above the cut at tomorrow's all-hands meeting. He has *requested* (no order given) that you not say anything about this information. You agree.



22 OCTOBER

Fourteenth Scenario: This morning you are looking for Smith to make sure everything is set for the Commandant's visit today. At 0815 Smith is still not at work and someone in the office said they saw Smith at "Stanley's Bar and Grill" last night throwing darts. Smith was aware that the Commandant's detail had to muster at 0830. At 0825 Smith showed up with bloodshot eyes and indicated they had car trouble. You don't have time to talk to Smith now, and you tell Smith to see you after lunch. It is now after lunch and the Commandant has left. His visit was a success and you now call Smith into your office.



24 OCTOBER

Fifteenth Scenario: After work this afternoon you stop by the exchange. You see Smith, in civilian clothes, wearing an eyebrow ring. Last week at muster the Group Commander stated ALCOAST 340/05 will be strictly enforced and wants all personnel in his command adhering to that policy.

ALCOAST 340/05

TATTOO, BODY MARKING, BODY PIERCING AND MUTILATION POLICY

C. PIERCING: OUR POLICY REGARDING BODY PIERCING IS ALSO CHANGING SIGNIFICANTLY. **NO PIERCINGS, OTHER THAN THOSE FOR EARRINGS AS DESCRIBED BELOW, SHALL BE MADE THROUGH THE EAR, NOSE, TONGUE, CHIN, EYEBROW, OR ANY OTHER BODY PART THAT WOULD BE VISIBLE WHILE IN ANY UNIFORM. THIS PROHIBITION APPLIES TO MALE AND FEMALE MEMBERS ALIKE AND IS SPECIFICALLY INTENDED TO LIMIT THE LESS THAN MILITARY APPEARANCE ASSOCIATED WITH VACANT HOLES IN THE FACE AND OTHER EXPOSED AREAS OF THE BODY.** OTHER PIERCINGS CONCEALED BY THE UNIFORM SUCH AS THE NAVEL OR NIPPLES ARE STRONGLY DISCOURAGED DUE TO THE POTENTIAL FOR INFECTION AND MEDICAL COMPLICATIONS. UNDER NO CIRCUMSTANCE SHALL SUCH CONCEALED PIERCINGS AND ACCOMPANYING JEWELRY BE VISIBLE THROUGH, OR INTERFERE WITH, THE PROFESSIONAL APPEARANCE OF THE MEMBER IN UNIFORM, NOR SHALL SUCH JEWELRY BE VISIBLE WHILE ONBOARD A COAST GUARD UNIT. PIERCINGS IN THE EAR (ALL MEMBERS) SHALL NOT EXCEED TWO PER EAR LOBE AND SHALL BE SMALL AND INCONSPICUOUS. ADDITIONAL PIERCINGS IN THE EAR LOBES AND CARTILAGE ARE PROHIBITED. GUIDANCE REGARDING THE WEARING OF EARRINGS BY WOMEN WHILE IN UNIFORM CAN BE FOUND IN UNIFORM REGULATIONS, COMDTINST M1020.6 (SERIES. ALL MEMBERS ARE PROHIBITED FROM WEARING FORMS OF FACIAL JEWELRY (OTHER THAN EARRINGS FOR WOMEN) WHILE IN UNIFORM, ON BOARD A MILITARY INSTALLATION, OR WHILE ATTENDING A COMMAND SPONSORED EVENT. **THOSE PERSONNEL WITH PREEXISTING UNAUTHORIZED PIERCINGS SHALL DISCONTINUE THE USE OF THOSE PIERCINGS TO ALLOW FOR EVENTUAL HEALING.**



30 OCTOBER

Sixteenth Scenario: At an “All Hands Picnic” you notice that PO Smith and a new SA of the opposite sex have been spending most of the day off to the side laughing, joking and talking by themselves. They seem to be oblivious to everything going on around them. As PO Smith’s supervisor, how would you handle this situation?



10 NOVEMBER

Seventeenth Scenario: Petty Officer Smith has been empowered as the Watch Captain. This includes developing the schedule and duty rosters. You notice a new non-rate has been given the 0800-1200 watch. The non-rate shows up at 0800 and you hear PO Smith telling the non-rate that they are late and this is not a good way to start at a new unit. The non-rate starts to say something but PO Smith states “Go to your assigned place of duty and report to me when your watch is relieved. I don’t want to hear your excuses.”

Hint:

Unit Organizational Manual states: *watch relief will be conducted 15-minutes prior to the start of a watch (e.g. 0745 for 0800 watch, 1145 for a 1200 watch, etc.).*



20 NOVEMBER

Eighteenth Scenario: You have assigned PO Smith the 1130 - 1230 phone watch in the CO/XO office. Today you stop by the CO/XO office around noon to ask PO Smith if he/she wants anything from the galley and you notice the CO is on the phone and the other phones are ringing away. Before you have a chance to ask the CO where PO Smith is, you see Smith walking down the passageway with a McDonald's bag and a soft drink



22 NOVEMBER

Nineteenth Scenario: Several weeks ago, PO Smith checked out their medical record from the base clinic for on off-base medical referral. The Clinic Supervisor, HSC Sickly, called to inform you that PO Smith has failed to return the medical record to the clinic.

Hint:

- **CG Medical Manual, COMDTINST M6000.1B, 4.A.5.a.(2) (Custody of Health Records):** this reference clearly states *“records are to be returned as soon as possible following an appointment”*.



25 NOVEMBER

Twentieth Scenario: A new person is being assigned to your shop. You assign PO Smith to be the member's sponsor. PO Smith has never been a sponsor before but Smith appears capable and is very familiar with the unit and the local area. Assign this task to Smith.

Hint: CG Personnel Manual, COMDTINST M1000.6A (series)



10 DECEMBER

Final Scenario: At 1130, PO Smith leaves for lunch. As Smith's supervisor, you know Smith has a medical appointment scheduled at 1300. You tell Smith it is okay to go straight to medical after lunch (no need to return to the office at 1230).

Shortly after 1300, HS1 Tylenol calls looking for PO Smith (Smith did not show up for the appointment). You try calling Smith's cell phone but there is no answer. At 1400, a PO3 informs you that Smith is rifling through his/her desk, in civilian clothes, and looks upset (Smith is looking for a leave chit).

Capstone-FINAL (Case Study)

Please rate the content of the **Leadership Capstone Case Study**.

Instructor _____

To aid you in completing the on-line evaluation, please rate the content of this module and the performance of the instructor using the following scale:

SD: Strongly Disagree

D: Disagree

N: Neutral

A: Agree

SA: Strongly Agree

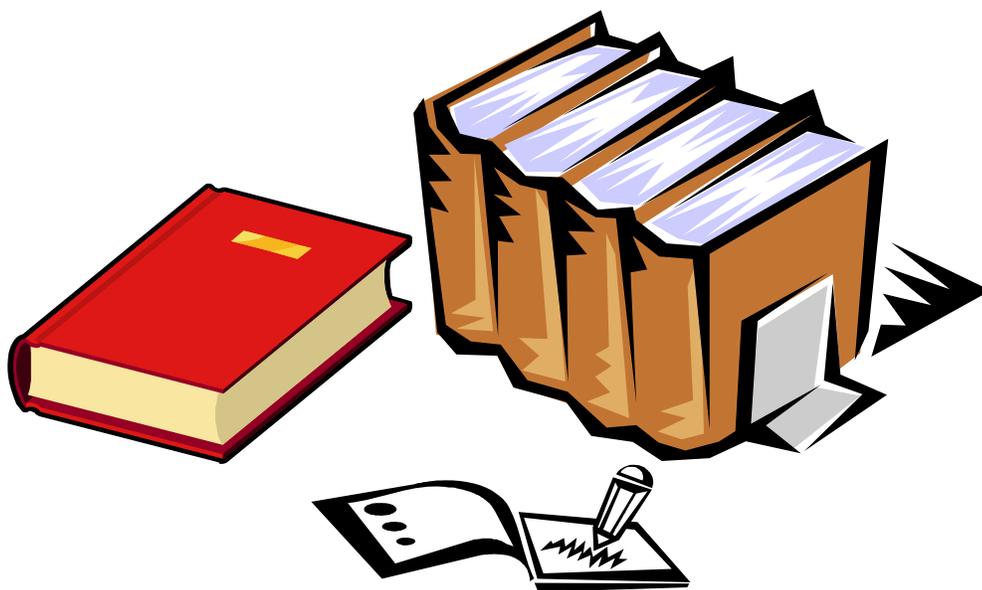
Module Content	SD	D	N	A	SA
1. What I have learned will help me on the job.....	<input type="radio"/>				
2. Student outlines, aids, exercises, and materials were easy to use and understand.....	<input type="radio"/>				
3. The time allocated for this class was adequate.....	<input type="radio"/>				

Instructor Performance

1. The instructor demonstrated an understanding of the material	<input type="radio"/>				
2. The instructor was well prepared for class.....	<input type="radio"/>				
3. The instructor communicated in a way that could be easily understood.....	<input type="radio"/>				
4. The instructor met all course objectives.....	<input type="radio"/>				

Comments

Homework/Reading Assignments & Miscellaneous



Required Homework Assignments

Monday Required Reading	Monday Homework
<p><u><i>FISH!</i></u> Read the entire book by Wednesday</p>	<p>*Write a paragraph on a leader you have had that you thought was an “Effective” or “Successful” Leader (or one that was a poor leader) - <u>and why.</u> – <u>due Tuesday</u> *Answer <i>Fish!</i> Study Questions 1-10– <u>due Wednesday</u></p>
Tuesday Required Reading	Tuesday Homework
<p><u><i>ETHICS: To Be Determined</i></u></p>	<p>*Answer <i>Fish!</i> Study Questions 1-10– <u>due Wednesday</u></p>
Wednesday Required Reading	Wednesday Homework
	<p>*Come to class prepared to discuss an <u>Ethical Dilemma</u> you have faced (or someone that you know has faced); please choose one that is <u>resolved</u>. *Choose 1 competency on your evaluation worksheet and write a bullet to support a mark of 6 or 7 (i.e. quality of work, stamina, health & well-being, integrity, etc.)</p>
Thursday Required Reading	
<p>N/A; Study for Final Exam</p>	
<p><u>Upon Return to Unit</u> Complete Level 1 Survey waiting for you in your Outlook In-box.</p>	



Fish! Homework

1. Why had the third floor at First Guarantee become a toxic energy dump?

2. You learned about Ken Thomas' motivation factors, give two examples of how you see these motivation factors being used at the Fish Market.

3. What are the 5 benefits of "Play" as determined by the Play team outline?
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.

4. What Mindset do you believe Bill (Mary Jane's boss) to be at first? How and why does he change his behavior as the book progresses?

5. There is always a choice about the _____ you work, even if there is not a choice about the _____ itself.

6. Early in the book, Lonnie described why it was so hard to initially accept the change in attitude in the workplace because he said "I had too much invested in being a (n) _____".
 - A. hard-charger
 - B. victim
 - C. lemming
 - D. enabler

7. The four principles of creating a great workplace are:
 - 1.
 - 2.
 - 3.
 - 4.

8. Who chooses the workers' attitude?

9. Fill in the blanks; "If...any job can be boring...any job can be performed with _____ and _____".

10. After Mary Jane's employees visited the fish market on Wednesday and Thursday, she called the first group assembly meeting on the following Monday morning. Using the Strategic Leadership Model, what type of Strategic Leadership Style does Mary Jane use prior to the establishment of the four work groups?
 - A. Instruct
 - B. Coach
 - C. Relate
 - D. Delegate

****Bonus question**

What is the key word to "make their day"?

- A. fun
- B. engage
- C. activate
- D. involve

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