

Senior Enlisted Leadership Course

“Respecting the Past, Leading the Future”

Syllabus

Description and Mission: This two week 80 hour in-residence course focuses on creating a highly motivated, educated and trained senior enlisted cadre of Master Chief and Senior Chief Petty Officers for assignment to senior enlisted leadership positions as well as other high profile field billets. This course develops the higher-level leadership and management skills required of the highly selective position by addressing human resource and organizational policies, professional communications, and the critical relationships between workforce and command.

The course is delivered in 18-person group discussion, lecture and seminar style classes, punctuated with visits from senior leadership. There is a field experience with the class traveling to Training Center Cape May on the first Thursday afternoon and spending Friday with the recruits and training staff before returning to New London. This event has proved to be quite a revelation to the course attendees as this is usually their only visit since joining the Coast Guard.

Schedule: Class is held in Yeaton Hall commencing at 0730 daily and will run until 1600 with an hour for lunch and regular breaks. Class on the first Friday will be held aboard Training Center Cape May with transportation by rental van. Graduation occurs on the second Friday at 1400 and departing flights should not be scheduled before 1600. During the weekend break of the 2-week course, you can expect liberty but will have significant class assignments to complete.

Uniforms: The uniform of the day is Tropical Blue Long (subject to seasonal change) with combination cover. For inclement weather, only the All Weather Parka/Foul Weather Park II (suggested), wind breaker or the raincoat w/liner are authorized. You should bring civilian clothes appropriate for unscheduled social engagements and for the lengthy travel to Cape May.

Lodging: You will be assigned berthing at Munro Hall. The rooms are comfortable and you may be assigned either one or two persons to a room. You'll be charged a nominal daily rate (\$17 single/\$34 double) which will be paid upon departure.

Dining: Meals are served at the All Hands Dining Facility which is charged at the daily rate. You'll find the food excellent, and also have the option of enjoying off-campus restaurants or other on-campus options.

Coffee Mess: The course is under the Command and Operations School and we maintain our own coffee mess and lounge. The cost is \$12.00 for two full weeks which includes the purchase of a class coffee cup.

Transportation: You must arrange flights into Providence, RI (one hour drive from New London). Five students will be authorized rental vehicles for class use. Arrivals and departures must be coordinated for group travel. (taxicabs are not optional). Parking is in short supply at CGA and POV travel is not recommended. If you decide to drive, you should contact your admin office to verify entitlements (cost effective, for example). Again, departure should not be planned before 1400.

Computers: Though not required, you may want to bring a laptop to use in your room for homework. The LDC provides a computer lab for the students use and has a fulltime civilian technician on staff to assist with Coast Guard computers. Munro Hall (berthing) has limited connectivity via RAS and WiFi.

Contact information: In an emergency, students may be contacted by calling Command and Operations branch at (860) 701-6318 or the CGA OOD at (860) 701-8559 after hours.

Assignments: Due to the limited in-residence time for the course, there are several assignments due prior to convening consisting of a point paper, professional readings and diagnostic tools. During your time at the Leadership Development Center, you will have both writing and speaking assignments on topics affecting the Coast Guard workforce. Finally, a moderate homework load comprising of readings, exercises and research commensurate with your position round out the curriculum and enhance your standing as a forward leaning, informed and respected leader.

Weight standards. In accordance with COMDTINST 1020.8G, all prospective students must verify compliance with the Coast Guard weight standards. This verification must be documented in Direct Access within the 30-day period preceding execution of orders. Member not in compliance shall not execute the orders. Members reporting without the required verification in Direct Access shall be measured for compliance upon reporting and, if found not to be in compliance, will be disenrolled.

The Coast Guard Academy is a professional training environment. Because you represent the workforce to our newest members, all students are expected to demonstrate the highest level of professional demeanor and conduct. This includes, but is not limited to the temperate use of alcohol and strict compliance with all uniform regulations.

Feel free to contact the instructor, CMC Francis F. Jennings, at (860) 701-6471 with questions.

- Encl. (1) Assignment one- Leadership discussion
(2) Assignment two- the point paper
(3) Course completion requirements
(4) Scoring rubric for point papers
(5) Planning your paper: background for the paper
(6) Articulating an effective thesis
(7) Development of a thesis – crafting a thesis

Assignment One- Leadership discussion

Professional readings prepare the student for the course by creating an environment and mindset primed for discussion and interaction. Read the assigned selection prior to arrival and make sure you bring them it to class.

These books discuss the leadership secrets of three influential leaders. Each student will be assigned one leader to research and the applicable book will be sent. You should study the book and utilize other sources to provide you a thorough understanding of this leader's style. You must be able to articulate his ability with one or more of the Coast Guard's Leadership Competencies. You will be required to participate in an in-depth discussion about the relevance of this leader's leadership skills in the Coast Guard of today and of the future.

- Axelrod, Alan, Patton on Leadership, Strategic Lessons for Corporate Warfare
- Morrell, Margot & Capparell, Stephanie. Shackleton's Way.
- Phillips, Donald T. Lincoln on Leadership: Executive Strategies for Tough Times.

As you read your assigned book and conduct other research, look for characteristics in different leadership styles. What made General Patton an effective leader? How did Shackleton lead the crew of the Endurance? What were Lincoln's leadership principles? You'll find each leader unique and interesting. Don't limit your research and your discovery of a successful leader in very difficult circumstances.

Assignment two – the point paper

As a Senior Enlisted Leader, you likely find yourself identifying problems and making recommendations to higher levels within the organization. The point paper is the appropriate format for making such recommendations. Keep in mind, however, that a point paper is not a complaint but a type of argument. As such, it requires you to establish the context for the argument (that a problem exists), to make a case (recommend some remedy for the problem), and to provide support (show evidence that suggests your remedy will work).

To be successful, a point paper should demonstrate both professional writing and attention to rhetorical positioning. In other words, you need to present yourself as a credible, well-informed individual, and you need your writing to display sound reasoning and convincing support. A persuasive recommendation will develop a logical argument that exhibits careful attention to tone, a clear and systematic development of its main points, strategic deployment of reasoning and evidence, adequate research, and accurate and instructive information to support its claims. In general, you should collect as much data and supporting documentation as necessary to make a sound argument, using whatever resources are available to you.

Formatting:

- Coast Guard memo format
- 1 inch margins, 12-point, Times New Roman font
- Double spaced

Content:

- A point paper is not a discussion paper and not an essay.
- Must include counter argument, rebuttal, three main points and both hard and soft benefits.

Your point paper must be submitted one week prior to the course convening. During the course, you will receive extensive evaluation of your paper. You need to submit a paper that is representative of your best effort. Neither a rushed, careless document nor a document written with the help of others will yield an accurate assessment of your writing performance, rendering any feedback ineffective.

Be sure to pick a topic that you intend to change, and produce this paper with the intention of submitting it for action, whether to your local command, CGHQ or elsewhere within the Coast Guard. Consider both sides of the argument so your writing effort isn't wasted on an undoable proposal. Ask questions like "Why is it like that?", "How much would this change cost?" and "What effects will this change produce?"

Find below a few pages to help you develop your thesis statement (enclosures 5 – 7). Additionally, the scoring rubric for this portion of the course is included (enclosure 4).

Your final paper (not the draft copy) will be used to determine your final score and course completion requirements (enclosure 3).

Send completed draft by email to MCPO Francis F. Jennings at francis.f.jennings@uscg.mil ***no later than*** the Monday prior to the class convening date. You will find it very helpful to copy your completed paper onto a CD and bring it with you to the course.

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Course Completion Requirements

COURSE RUBRIC

Note: In order to complete the course, each student must meet the course requirements listed below. Failure to meet the requirements will result in unsatisfactory completion of the course.

Course requirement	Maximum Value	Comments
I. Participation		
A. Zero classroom absences.		
B. Effective classroom participation.		
C. Superior military bearing and protocol.		As appropriate for E-8 and E-9
D. Compliance with academic honesty policy.		Published below
II. Retention		
A. Minimum cumulative score of 70 on quizzes.	100	
III. Performance		
A. Minimum score of 70 on point paper.	100	
B. Minimum score of 70 on oral presentation.	100	

Note: When any individual course requirement is not met, the School Chief will request to convene an Academic Review Board (ARB). The ARB shall make final determination on whether to immediately disenroll the student, or other action. In all cases, the School Chief will not be the sole determining opinion.

ACADEMIC HONESTY POLICY

The Senior Enlisted Leadership Course (SELC) maintains a policy of academic honesty. SELC students shall strictly adhere to the Coast Guard's core values of Honor, Respect, and Devotion to Duty. There are no exceptions.

Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. The responsibility for such honesty rests with the individual student. While teamwork and cooperation are encouraged, the following practices are specifically prohibited:

- a. Cheating:** Cheating is presenting someone else's work as one's own.
- b. Plagiarism:** Plagiarism is using the exact words, phrases, ideas or sentences of another person or paraphrasing information obtained from another person or his/her work (facts, opinions, ideas, or language) without proper documentation.

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Scoring Rubric for Point Papers

Score of 90-100. Superior.

Paper addresses and explores the issue(s) fully and thoughtfully
Paper shows substantial depth, fullness, and complexity of thought
Paper demonstrates clear, focused, unified, and coherent organization
Paper is fully developed and detailed
Paper displays superior control of diction, syntactic variety, and transition; may have a few minor flaws

Score of 80-89. Strong.

Paper clearly addresses the issue(s)
Paper shows depth and complexity of thought
Paper is effectively organized
Paper is well developed, with supporting details
Paper demonstrates control of diction, syntactic variety and transition; may have a few flaws

Score of 70-79. Competent.

Paper adequately addresses the issue(s)
Paper shows clarity of thought but may lack complexity
Paper is organized
Paper is adequately developed, with some detail
Paper demonstrates competent writing; may have some flaws

Score of 60-69. Weak.

Paper distorts or neglects parts of the issue(s)
Paper is simplistic in thought
Paper demonstrates problems in organization
Paper has generalizations without supporting detail or detail with generalization; may be undeveloped
Paper shows patterns of flaws in language, syntax, or mechanics

Score of 59 and lower. Inadequate.

Paper demonstrates serious inadequacy in one or more of the areas specified for the Weak paper
Paper fails to discuss the issue(s)
Paper is completely undeveloped and demonstrates incompetence
Paper lacks competence mechanically

Scoring Rubric adapted from material in the following resource:
White, Edward M. *Teaching and Assessing Writing: Recent Advances in Understanding, Evaluating, and Improving Student Performance*. San Francisco: Jossey-Bass, 1994. 298-299.

PLANNING YOUR PAPER: BACKGROUND FOR THE PAPER

Reason for the Paper: Both the Point Paper and Discussion Paper are a way of managing change through recommendation. The papers state a case and then prove it by focusing on the future, calling for action, or responding to a problem. The papers are centered on the reader(s) as the audience. Both types of papers are written for two main reasons: to solve a problem or to take advantage of an opportunity for change.

The Point Paper and Discussion Paper involve two key elements of rhetoric:

Interpretation ↔ Asking the right questions

Expression ↔ Describing the current situation, setting goals, promoting the plan

QUESTIONS FOR THE POINT PAPER/DISCUSSION PAPER

1. What is the current situation?
2. What is needed to improve the current situation?
3. What is a good plan for the current situation?
4. How much will this plan cost? (If you don't have all the information on this point, don't worry! Include what you do know.)
5. What are the tangible benefits of the plan?

FEATURES OF THE POINT PAPER/DISCUSSION PAPER

1. Both papers are a full report based on experience in the field and your recommendation.
2. Both papers have paragraphs and sentences. A specific pattern of Introduction, Main Body Paragraphs, and then Conclusion must be present.
3. Both papers do not include bullet lists where someone must be there to interpret the points/list for the audience.
4. Both papers DO NOT INCLUDE the following phrases:

I think, I believe, I suppose, This paper is about, I want to write about ...

ARTICULATING AN EFFECTIVE THESIS

Your thesis or claim in your paper has a big job to do: it determines the content and focus of the paper, indicating what the writer needs to consider when reading. For this paper, we will be working with refining a thesis—from a working thesis statement to a final thesis statement.

What is a “**working thesis statement**”? The term means “a tool for the writer—not the reader.” It helps the writer concentrate on staying on task. This type of thesis, however, cannot predict the various changes that take place during the writing process; hence, this thesis is “flexible”—it may need to be adjusted during the writing process and will quite likely need revision prior to submitting the final draft of the paper.

What is a “**final thesis statement**”? The “final thesis statement” is a tool for the reader. It helps orient the reader to the material. This version of the thesis predicts what follows; therefore, the careful writer will revise it to reflect what the reader can actually expect in the document.

In military writing, the reader does not wait for the main idea, nor does the reader want to search for the thesis. In general, regardless of the kind of document you are working on, do the following:

- Place the thesis statement (main idea/claim) clearly in the Introduction.
- Use a single sentence for the thesis. Two sentences may be necessary: one establishing context and the next establishing focus.
- Tailor the thesis statement so that it prepares the reader for what follows.
- Make the thesis statement as specific as possible, avoiding “In this paper I will identify a problem and propose a solution.”
- Be sure the thesis statement limits the focus of the paper and avoids “In this paper I will discuss an issue that has become a problem and needs a solution.”
- Be sure the thesis statement limits the focus of the topic, making certain that promises are a bit broad but not too specific.
- ***For an argument paper, the thesis should contain one of these words/phrases: should, ought to, needs/needs to, must***

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1. Woman—without her, man is nothing. (pleases the feminists)
 2. Woman without a man is nothing. (pleases the chauvinists)
 3. Wommon! A man is nothing! (pleases radical feminists)
 4. Woman, without her, man is nothing. (pleases the Freudians)
 5. Without man, woman is nothing. (pleases the Jungians)
 6. Woman is really nothing. (pleases the misogynists)
 7. Man and woman are really nothing. (pleases the skeptics who really aren’t sure about anything in gender or life)
 8. Woman+man=nothing. (pleases the nihilists who really don’t care about anything)

DEVELOPMENT OF A THESIS – CRAFTING A THESIS

To focus your thesis and determine a purpose/direction for your paper, try working through this exercise to develop a final thesis statement:

SAMPLE

1. What is the problem that needs to be solved?

Shortage of civilian office space at the CG Academy

2. What is the question that needs to be answered?

Should more space be allocated for civilian offices?

3. What is the primary assertion (thesis) that will answer the question?

The CG needs to create more civilian office space at the Academy.

4. What are the reasons leading the writer to the thesis?

Office injuries, outdated and bulky office furniture, employee morale, inefficient workplaces, lower productivity, frequent injuries, civilian perception of CG as unresponsive

5. Write the thesis as an assertion with the reasons/points behind it.

Assertion: *The CG must create more civilian office space at the Academy.*

because... *the results of an internal survey indicate cause for concern*
(POINT 1)

because... *employee morale is at an all-time low*
(POINT 2)

because... *workplace injuries have increased by 58% over the past year*
(POINT 3)

6. Describe how you will support your thesis.

Stats, facts, examples, expert opinion, published study on civilian space needs at the Academy