

## Unit Leadership Program Facilitator Guide

Topic	Book/Article Discussion Points
Book / Article	CHARACTER IN ACTION
Source	Authors: Donald T. Phillips and Admiral James M. Loy (USCG Ret.) Naval Institute Press, 2003
Cost	Listed for \$15.95 on Amazon.com
Time	Available for a series of 15-20 minute discussion groups or brown bag lunches
Description	<p>From <a href="http://www.amazon.com">http://www.amazon.com</a></p> <p>How does the U.S. Coast Guard create, instill, and maintain leadership throughout a 40,000 member force spread across the United States? A former Commandant of the U.S. Coast Guard and a best-selling author combine their knowledge of the subject to offer a formula for success. Donald T. Phillips, who has written eight books on leadership, asserts that the Coast Guard is a superlative example of an organization with effective leadership, loaded with leaders at all levels. From a guardsman scraping barnacles off buoys in the Gulf of Mexico to the captain of a cutter in the Gulf of Alaska to the Commandant in Washington, they know exactly what leadership is, how it works, and why it is important. This case study in leadership uses the Coast Guard as an example for other organizations who want to imbue leadership to every single one of its members. An effective leadership beacon, the book is replete with tangible examples, vivid anecdotes, and explicit guidelines on how to instill leadership throughout an entire organization. Stories abound on Coast Guard efficiency, innovation, and heroism and many are used to illustrate the service's effectiveness and to engage the reader. From the military and government communities to the business world, a variety of organizations can benefit from this outstanding leadership guide.</p>
Competencies Covered	Most competencies are touched upon in <i>Character in Action</i> . The specific links are outlined in the Facilitator Guide

## Facilitator Guide

Recommended Setting:	“Brown bag” discussion items Mess Deck training
Recommended Time:	Dedicate 30 minutes to read a specific chapter 15-30 minutes for discussion on a given chapter
Recommend Group Size:	Small groups with one facilitator Opportunity to recap with larger groups after initial discussions
Prerequisite Actions:	Recommend participants read the chapter you’ll be covering prior to the discussion group. Most chapters are approximately 10 pages.  Recommend the Facilitator review the Competencies and associated behaviors. The Behaviors will provide a good connection to the talking points provided in the book
Instructor Tips:	The Authors provide a short story at the beginning and end of most every chapter to sum up the points in the chapter. They are all Coast Guard specific and help tell the story. You can utilize these stories or ones of your own that tell the same story, also participants should have some experiences of their own. The Authors also provide a set of bullets, or ideas to reinforce the chapter at the end of each chapter, utilize these as you develop your discussion and refer to them as the basis of the instruction.

### Gain Attention and Recall Prior Knowledge

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	Personalize the assigned chapter to something at your unit or a previous experience at another unit.	Solicit input from the participants to see if they've had similar experiences that may support the discussion block.

### Inform participants of the objectives

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>Depending on the leadership competency area(s) you will be addressing, provide the group with the behavior bullets for the given competency.</p> <p><i>Example:</i> Aligning Values</p> <p>Goal of the discussion group is to:</p> <ul style="list-style-type: none"> <li>• Understand and embody the CG's Core Values: Honor, Respect, and Devotion to Duty</li> <li>• Align you personal behaviors with the CG's Core Values</li> <li>• Hold peer and subordinates accountable to the Core Values</li> </ul>	<p>Receptive portion of discussion.</p> <p>Ensure clarity with the participants, make sure they understand where the "bus is headed."</p>

### Stimulate recall of prior learning

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	Time to revisit recent activities, discussions, or events at your unit that relate to this topic.	Solicit input from the participants as appropriate to stimulate recall.

## Present the Content & Provide Learning Guidance

Each Chapter has been reviewed for links to specific Leadership Competencies.

Accountability and Responsibility	Chapters 1, 11, & 16
Aligning Values	Ch 1 & 16
Followership	Ch 1 & 5
Personal Conduct	Ch 1
Self Awareness and Learning	Ch 14
Technical Proficiency	Ch 3, 11, & 14
Effective Communications	Ch 5 & 8
Influencing Others	Ch 4, 6, 7, 12, & 13
Mentoring	Ch 4, 11
Taking Care of People	Ch 4, 6, 14, & 15
Team Building	Ch 2, 6, 7, & 13
Conflict Management	Ch 5, 8, 13
Creativity & Innovation	Ch 9, & 10
Decision Making & Problem Solving	Ch 5 & 10
Management & Process Improvement	Ch 4 & 9
Vision Development & Implementation	Ch 5, 8, & 15

## Chapter 1 - Define the Culture and Live the Values

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of Aligning Values Authority and Responsibility Followership Personal Conduct</p> <p>Revisit the Coast Guard's Core Values of Honor, Respect and Devotion to Duty.</p> <p>Utilize the examples provided in the book or insert similar examples to reinforce the need to uphold and carry through on the Core Values, but if you do insert attempt to utilize examples that are common to the majority of the participants.</p> <p>Ask the question regarding living the Core Values 24/7. Challenge the participants to discuss aligning their personal value system with the Coast Guard's Core Values.</p> <p>Finish up with a review of the bullets provided on Pg 17 that deal with defining the culture and living the values.</p>	<p>Ask the participants to define what they think the definitions of the concepts are.</p> <p>Provide open forum for a safe give and take of ideas on aligning personal value system with the Coast Guard Core Values.</p> <p>Engage the participants to provide examples of what you can do at your unit to instill, foster, or build upon the points provided by the Author.</p>

## Chapter 2 - Select the Best

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of Team Building</p> <p>This is a very short chapter with the core being the seven individual qualities sought when selecting team members:</p> <ul style="list-style-type: none"> <li>Intelligence</li> <li>High energy</li> <li>Self-confidence</li> <li>Continual learning</li> <li>Compassion</li> <li>Courage with a bias towards action</li> <li>Character</li> </ul> <p>Recommend focusing the discussion around these seven qualities and their definitions and how they contribute to the overall good of the team.</p> <p>Utilize the examples provided in the book or insert similar examples to reinforce the seven qualities sought when looking for a member of the team.</p> <p>Tie these seven qualities into the command philosophy or goals at your unit.</p>	<p>Ask the participants to define what they think the definition of the concepts are and why/how they contribute to the team.</p> <p>Engage the participants to provide examples of what you can do at your unit to instill, foster, or build upon the points provided by the Author.</p>

### Chapter 3 - Promote Team over Self

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of            Technical Proficiency            Team Building</p> <p>Chapters 3 fits nicely with Chapter 2 and recommend you tie these two short chapters together into a short discussion on selecting and building a successful team.</p> <p>Chapter centers around the five key elements of teamwork:</p> <p>Focus on attention to detail            Personal accountability            Caring            Selflessness &amp; collective responsibility            Pride</p> <p>Finish up with a review of the bullets provided on Pg 33 that deal with promoting Team over Self.</p>	<p>Ask the participants to define what they think the definition of the concepts are and why/how they contribute to the team.</p> <p>Engage the participants to provide examples of what you can do at your unit to instill, foster, or build upon the points provided by the Author.</p>

### Chapter 4 - Instill a Commitment to Excellence

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of:            Accountability and Responsibility            Technical Proficiency            Influencing Others            Mentoring            Taking Care of People            Team Building            Management and Process Improvement</p> <p>Chapter 4 covers the widest array of competencies of any of the chapters and provides a great set of discussion points on page 41.</p> <p>Chapter also provides an ethical and professional dilemma that can be discussed at the unit; “When to say enough is enough and we can’t perform the mission due to a lack of readiness.” Its an extremely difficult call, but an example is provided in this chapter and provides excellent food for thought and discussion on when and how to say you can’t accomplish the mission.</p>	<p>Engage the participants on the talking points at the end of this chapter - seek the participant’s feedback and thoughts on these items.</p> <p>Ask for instances when the subordinate has to pass the word up the chain that the mission can’t be completed and how to pass that message ethically and professionally. Have the participant’s role play the discussion with the boss for true effect.</p>

## Chapter 5 - Eliminate the Frozen Middle

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
<p>Group Discussion</p>	<p>This chapter fits best with the competencies of:            Effective Communications            Followership            Conflict Management            Decision Making and Problem Solving            Vision Development and Implementation</p> <p>Chapter 5 focuses on the role of the Chief in the Coast Guard. Specifically focusing on the role of the Chief to professionally agitate the organization to prevent stagnation and ensure we do the right thing at the right time.</p> <p>Pg 47 provides brief insight into the promotion process for Officers, not a bad topic to touch on and will provide followers a better understanding of the officer promotion system.</p> <p>Pg 47 also speaks to the role of the Command Master Chief; role definition would be good to speak to as well.</p>	<p>Because of the focus of this chapter on the Chief's Mess and the role of the Command Chief, seek the participant's input on the role of the Mess and the Command Chief. Ensure alignment between perceptions and actual reality of what the Chief's are supposed to do.</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items.</p>

## Chapter 6 - Cultivating Caring Relationships

Event	Instructor Notes	Participant Activity
<p>Group Discussion</p>	<p>This chapter fits best with the competencies of:            Influencing Others            Taking Care of People            Team Building</p> <p>Chapter 6 provides an initial story recounting the values one command utilized to foster a caring relationship. Story provides venue to review the “caring relationship” that does or does not exist at your unit.</p> <p>Authors state, “...caring relationships are the key ingredients with which teams are built.”</p> <p>Lou Holtz in his video “Do Right II” states that when forming a team, followers/teammates will want to know:</p> <ol style="list-style-type: none"> <li>1. Will you do what’s right</li> <li>2. Will you do your best</li> <li>3. <b>Will you care about me</b></li> </ol> <p>Authors state that when there is a caring environment at your unit you’ll reap the following benefits:</p> <ol style="list-style-type: none"> <li>1. People are happier in their work</li> <li>2. People feel good about the unit</li> <li>3. Morale is high</li> <li>4. Retention improves</li> <li>5. People perform above and beyond the call of duty</li> </ol>	<p>Engage the participants; “Does your unit have a caring relationship developed between all crew members?”</p> <p><b>What does your unit do to foster a caring relationship?</b></p> <p><b>What could they do to foster a stronger relationship?</b></p> <p>Recommend you capture plusses and minuses and pass them up the chain ensuring non-retribution.</p> <p>Ask the participants if they can list the benefits of a unit with a caring relationship. They should be able to list all five and hopefully a couple more!</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant’s feedback and thoughts on these items.</p>

## Chapter 7 - Build Strong Alliances

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of: Influencing Others Team Building</p> <p>Chapter 7 provides two interesting short stories regarding the Coast Guard's use of the Auxiliary during World War II and in the current day. While we have all had a variety of dealings with the Coast Guard Auxiliary and Coast Guard Reserve, they are tremendous assets to the active duty and civilian members of the Coast Guard Family.</p> <p>Recommend speaking to the four bullets provided on Pg62 regarding the benefits of a strong alliance:</p> <ol style="list-style-type: none"> <li>1. They leverage &amp; multiply productivity for the organization</li> <li>2. They expand contacts and networks</li> <li>3. They strengthen forces and shore up weaknesses</li> <li>4. They help individuals gain more energy and enthusiasm.</li> </ol>	<p>Engage the participants regarding the contacts and networks your particular unit has established. Excellent opportunity to highlight the alliances and identify potentials to develop more.</p> <p>Excellent opportunity to engage the participants regarding personnel networking and building of contacts both in their personal and professional life. Good ideas and thoughts should be prevalent, solicit input from participants.</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items.</p>

## Chapter 8 - Create and Effective Communication System

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of: Effective Communications Conflict Management Customer Focus Vision Development &amp; Implementation</p> <p>Chapter 8 provides a solid overview of the role of effective communications within the Coast Guard.</p> <p>Recommend taking the bullets on Pg 72 and discussing each on a point by point basis and see where your unit stands. Do you perform or adhere to the concepts provided? If not what could you do to close the gap?</p>	<p>Engage the participants; "Does your unit have an effective communication system?" Obtain feedback and then go to the list on Pg 72.</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items.</p>

## Chapter 9 - Make Change the Norm

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of: Creativity and innovation Management &amp; Process Improvement</p> <p>Chapter 9 focuses on the receptive nature of the Coast Guard to change. Much of which occurs because of the natural rotation of active duty personnel at each unit.</p> <p>They provide 4 Steps for Approaching Change:</p> <ol style="list-style-type: none"> <li>1. Be open minded and listen for better ways to get things done.</li> <li>2. Involve others, study the merits, and if the idea is good, create a plan with vision &amp; goals.</li> <li>3. Prepare personnel for change by effectively communicating the change</li> <li>4. Implement the change with a broad-based communication plan.</li> </ol>	<p>Build of Chapter 8 - Does your unit have an effective communication plan that fosters and supports new ideas and effective enough communication to pass the word on the change?</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items.</p>

## Chapter 10 - Encourage Decisiveness

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of: Creativity &amp; innovation Decision Making &amp; Problem Solving</p> <p>Chapter 10 again meshes well with Ch 8 &amp; 9 and recommend address these three as a unit.</p> <p>Two good examples are provided for discussion at the beginning and end of the chapter.</p> <p>If you have participants who are frustrated with sitting in on a discussion and would rather be out working, they may be good participants to call on for this Chapter. This Chapter focuses on decisiveness and the lucky participant may be the one who can outline the 5 step decision making process the authors speak to on page 85:</p> <ol style="list-style-type: none"> <li>1. Gather info &amp; understand the facts</li> <li>2. (Identify) &amp; involve all stakeholders</li> <li>3. Consider various solutions &amp; their consequences</li> <li>4. Ensure consistency with personnel policy &amp; objectives</li> <li>5. Effectively communicate decision (see Ch 8)</li> </ol> <p>Recommend taking the bullets on Pg 91 and discussing each on a point by point basis and see where your unit stands. Do you perform or adhere to the concepts provided? If not what could you do to close the gap?</p>	<p>Engage the participants; “Do you understand the process your unit goes through to make “big” decisions and small one?” Compare what your unit does to the 5 steps the author provides</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant’s feedback and thoughts on these items.</p>

## Chapter 11- Empower the Young

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of: Technical Proficiency &amp; Mentoring Accountability and Responsibility</p> <p>Chapter 11 is well suited for a mid-level Petty Officer and Junior Officer discussion facilitated by a member of the Chief’s Mess.</p> <p>Focus is on mentoring and development of our young workforce. We ask a lot from our most junior people, a discussion focused around the points provided on Pg98 would be ideal for the members at your unit responsible for supervising and teaching the new junior personnel.</p>	<p>Engage the participants on the talking points at the end of this chapter - seek the participant’s feedback and thoughts on these items.</p>

## Chapter 12 - Give the Field Priority

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of: Influencing Others</p> <p>Chapter 12 plays off the efforts of our organization to trust the person/unit on scene and our efforts to decentralize the span of control for all operations.</p> <p>While many of the points provided on Pg111 speak to the Headquarters relationship, it can just as easily translate to the Station, MSD, or Patrol Boat.</p> <p>This Chapter may be best to review with your senior management team at any level in our organization. Facilitate a discussion that focuses on the points provided on Pg111 and evaluate the extent to which your senior personnel adhere to the points provided by the Authors.</p>	<p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items.</p>

## Chapter 13 - Leverage Resources

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of: Influencing Others Team Building Conflict Management</p> <p>Chapter 13 should be reviewed in conjunction with Chapter 7. The two play into each other hand and hand. Building alliances and leveraging resources are two key components to successful leadership and it would be worthwhile to review together.</p> <p>Authors provide several good examples of the Coast Guard reaching out to other agencies to successfully accomplish the mission. The Authors also show how the Coast Guard doesn't need to take the "glory" for each mission rather the pride in knowing the mission was accomplished.</p>	<p>Engage the participants; "Does your unit have an effective communication system?" Obtain feedback and then go to the list on Pg 72.</p> <p>Engage the participants on the talking points at the end of this chapter - seek the participant's feedback and thoughts on these items and areas where your unit can look to capitalize on available resources. See if they can tie in the alliances/networks discussed in Chapter 7.</p>

## Chapter 14 - Sponsor Continual Learning

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
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<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Group Discussion	<p>This chapter fits best with the competencies of:  Self-awareness and Learning  Technical Proficiency  Taking Care of People</p> <p>Chapter 14 stresses the importance of developing all of our people both professionally and personally. This chapter is a good one for both the Educational Services Officer and the Command Chief to present.</p> <p>Chapter meshes well with Chapter 11 - Empowering our Young. Recommend the two be presented together.</p> <p>The chapter provides a very brief overview of the incidents surrounding the loss of 3 Coast Guardsmen at Station Q-River in February of 1997. The facts are not provided in great detail, but what is provided is a quote from the Station OIC regarding the training of his personnel. Having met him personally after the event, the authors' quote they attributed to him; "I should have trained them more." is directly in keeping with his care and concern for his people.</p> <p>You can utilize the events of 11 February 1997 as a lead in to your discussion or you can personalize it to an event at your unit, either way the chapter focuses on the importance of training our personnel to do the job and ties in well with the chapter on empowering our young men and women.</p> <p>ESO's can also use this chapter as an introduction into benefits and opportunities for off duty education and other services provided by the ESO.</p>	<p>Challenge your participants, <b>"Does your unit sponsor continual learning both on the job and in the members free time?"</b></p> <p><b>"What can we do better to ensure our folks are properly prepared to do their job? What training should we provide? What other tools or incentives can we provide to assist personnel to do their jobs better, easier, more efficiently?"</b></p> <p>Highlight members in the group who have utilized the benefits provided by the ESO and ask them to share their experiences.</p>

## Chapter 15 - Spotlight on Excellence

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of: Taking Care of People Vision Development and Implementation</p> <p>Chapter 15 hits on two major points through its stories and the authors own words. They initially speak to developing a vision and provide some simple steps:</p> <ol style="list-style-type: none"> <li>1. Keep it simple</li> <li>2. Make sure its realistic</li> <li>3. Ensure its meaningful to all</li> <li>4. Must be engaging and inspiring</li> </ol> <p>Then they go in to steps to ensure the unit spotlights excellence and rewards appropriately.</p> <p>Recommend you reserve this chapter as a starting point for a discussion regarding vision and rewards for the senior management team at your unit.</p>	

## Chapter 16 - Honor history and Traditions

Event	Instructor Notes	Participant Activity
Group Discussion	<p>This chapter fits best with the competencies of: Accountability and Responsibility Aligning Values</p> <p>Chapter 16 provides a couple of good examples of what your unit could do to trace its history. Every unit has a history, has someone compiled your unit's history? Recommend utilizing this chapter as a starting point for members to develop an understanding of their unit's history. Recommend you write it down and publicize it. The authors tell us that it will provide 5 benefits:</p> <ol style="list-style-type: none"> <li>1. Gives purpose and tradition</li> <li>2. Provides a sense of pride</li> <li>3. Fortifies long-term decision making</li> <li>4. Enhances strength and character</li> <li>5. Motivates and inspires</li> </ol> <p>Chapter 16 also provides an effective alignment of CG Missions to the Preamble to the Constitution. Recommend you have your participants align the missions with the sections of the preamble as provided on Pg148.</p>	<p>Have the participants put together the history of your unit and then present it out to the members of your unit.</p> <p>Have the members align the missions with the sections of the Preamble as shown on Pg148 and then provided a statement or definition as to why they are linked or aligned as presented.</p>

## Assess Performance

<b>Event</b>	<b>Instructor Notes</b>	<b>Participant Activity</b>
Individual Answers to specific questions from the facilitator	<p>Here you want to sum up the major points of your discussion regardless of the Chapter covered.</p> <p>Ask the participants to restate some of the key points and ensure you clear up any questions prior to closing out the discussion.</p>	<p>Select individual participants to answer the questions you pose about the chapters covered.</p>

That's It!!! Look to provide a wrap up on the topic that hits on the high points of your discussion(s) and encourage feedback on the topic. Please provide the feedback back to the ULP Team *at provide a feedback mechanism into the ULP Application here...*