
CHAPTER 2

LEADERSHIP

Introduction

- Values
- Leadership Program Core Elements
- Mentoring
- Ethics
- Interpersonal Relationships

INTRODUCTION

COAST GUARD FLAG PERSPECTIVE

“One of the most important and challenging roles you have assumed as a Coast Guard commissioned officer is the role of leader.

Your job as a leader is “*to help people achieve what they are capable of, to establish a vision for the future, to encourage, to coach and to mentor, and to establish and maintain successful relationships,* (Dale Carnegie & Associates, Inc.).

As a responsible leader, you must embody the Coast Guard’s core values: Honor, Respect and Devotion to Duty. You must be professional in every aspect of your performance. And you must commit to those you lead. If you take care of your people, they will take care of you and the Coast Guard’s missions.

Good leadership is not always easy, but each of you has the potential within yourself to become a highly effective Coast Guard officer and leader.

Take responsibility, and people will give you responsibility. Take responsibility for your health and well-being. Take responsibility for your work. Take responsibility for your life, the good and the bad. Take responsibility and you take the lead! Be the kind of person people can count on and it will pay off.

Daniel Meacham
The Magic of Self Confidence

Take responsibility and take the lead!”

Rear Admiral T. J. Barrett, USCG

DEFINITION

The Coast Guard defines leadership as:

YOU working through **OTHERS** to accomplish the **MISSION**.

You control your leadership style and can change it to create a motivational environment that accomplishes the mission. Developing your leadership capability involves much more than training. It is the culmination of many qualities.

LEADERSHIP STYLE



INTRODUCTION

HUMAN VARIABLES (OTHERS)

When dealing with others, many human variables can come between the leader and the task. These variables can affect followers when working toward the goal. Variables can include:

INDIVIDUAL NEEDS

Personal requirements for safety and well being.

ROLE DEFINITION

How well the subordinate knows what is expected.

GROUP DYNAMICS

Forces that operate when people perform in groups.

WILLINGNESS

Level of commitment and confidence a person has toward a specific task.

ABILITY

Level of competence a person has in a specific task.

RECOGNITION

The need to be acknowledged for a job well done.

VALUES

How, when, and where a person was raised and how these affect his or her perspective.

RESULTS (GOAL)

Accomplishing tasks can be measured in success and effectiveness.

SUCCESS

How well the job was completed. To what extent did the job meet the organization's standards?

EFFECTIVENESS

How followers feel about how they were led. How fully are they committed to the leader and the organization?

A successful, effective leader is able to generate exceptional performance. How well subordinates perform is often a direct reflection of a leader's ability to lead.

VALUES



THE CORE VALUES

Personal and organizational values greatly influence leadership. To align these two sets of values, the Coast Guard has developed an official set of Core Values which forms the basis for Coast Guard members to build trust and confidence in both the organization and each other.

U.S. COAST GUARD CORE VALUES

HONOR

Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all our personal actions. We are loyal and accountable to the public trust.

RESPECT

We value our diverse work force. We treat each other with fairness, dignity, and compassion. We encourage individual opportunity and growth. We encourage creativity through empowerment. We work as a team.

DEVOTION TO DUTY

We are professionals, military and civilian, who seek responsibility, accept accountability, and are committed to the successful achievement of our organizational goals. We exist to serve. We serve with pride.

Core Values are more than just Coast Guard rules of behavior. They are deeply rooted in the heritage that has made our organization great. They demonstrate who we are and guide our performance, conduct, and decisions every minute of every day. Because we each represent the Coast Guard to the public, we must all embrace these values in our professional undertakings as well as in our personal lives.

LEADERSHIP COMPETENCIES

LEADERSHIP Leadership competencies are key organizational traits that all Coast Guard people should seek to perfect during their careers. The Coast Guard has identified 21 competencies which are the elements of the Leadership Development Program. These competencies are grouped into three major areas of leadership: Competencies of self, working with others and performance.

LEADERSHIP COMPETENCIES COMPETENCIES OF SELF

ACCOUNTABILITY AND RESPONSIBILITY

- ☞ Understand the Coast Guard's structure
- ☞ Recognize the chain of command
- ☞ Be sensitive to the impact your behavior has on others and the organization
- ☞ Take ownership of your areas of responsibility

FOLLOWERSHIP

- ☞ Use resources efficiently
- ☞ Understand and embody the Coast Guard's core values: Honor, Respect, and Devotion to Duty
- ☞ Align your personal values with the Coast Guard's core values, reconciling any differences that exist
- ☞ Hold peers and subordinates accountable to the core values

ALIGNING VALUES

- ☞ Understand that all Coast Guard personnel are ultimately followers
- ☞ Look to leaders for guidance and feedback on your performance
- ☞ Seek and accept challenging tasks to learn and develop competence
- ☞ Seek to understand through listening and questioning
- ☞ Work with leaders to ensure successful mission accomplishment

HEALTH AND WELL BEING

- ☞ Ensure a safe work environment for yourself and others
- ☞ Recognize and manage stress
- ☞ Set a personal health example, emphasizing physical fitness and emotional strength
- ☞ Encourage others to maintain health and well-being

PERSONAL CONDUCT

- ☞ Believe in your abilities and ideas
- ☞ Be self-motivated, professional, and results-oriented
- ☞ Learn your strengths and weaknesses
- ☞ Use position and personal power appropriately
- ☞ Personify high standards of honesty, integrity, trust, openness, and respect for others

LEADERSHIP COMPETENCIES COMPETENCIES OF SELF

SELF

☞ Seek opportunities for self-development and life-long learning

AWARENESS

☞ Choose to learn and grow from experience

AND LEARNING

☞ Guide, encourage, and challenge subordinates and peers to ask questions and be involved

☞ Adapt your behavior and work methods to changing conditions and unexpected obstacles

☞ Seek feedback on your personal and professional strengths and areas for improvement

☞ Use evaluation tools and indicators to learn more about yourself (e.g., Myers-Briggs Type Indicator)

TECHNICAL PROFICIENCY

☞ Learn, develop, and demonstrate technical and functional expertise in your areas of responsibility

☞ Maintain credibility with others on technical matters

☞ Keep current on technological advances

☞ Effectively organize and prioritize tasks

LEADERSHIP COMPETENCIES WORKING WITH OTHERS

EFFECTIVE COMMUNICATIONS

- ☞ Express facts and ideas succinctly and logically
 - ☞ Be an active and supportive listener
 - ☞ Encourage an open exchange of ideas
 - ☞ Communicate face-to-face when possible
 - ☞ Write clearly and concisely
 - ☞ Improve your public speaking skills
 - ☞ Distinguish between personal and official communication situations and act accordingly
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GROUP DYNAMICS

- ☞ Recognize and contribute to group efforts
 - ☞ Foster group identity and cooperation
 - ☞ Build commitment, team spirit and strong relations
 - ☞ Motivate and guide others toward goal accomplishment
 - ☞ Consider and respond to others' needs, feelings, and capabilities
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INFLUENCING OTHERS

- ☞ Persuade and motivate others to achieve desired outcomes by communicating, directing, coaching, and delegating as the situation requires
 - ☞ Recognize the importance of building professional relationships
 - ☞ Develop networks of contacts and colleagues
 - ☞ Establish and maintain rapport with key players
 - ☞ Empower others by delegating power and responsibility
 - ☞ Gain cooperation and commitment from others
 - ☞ Build consensus
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LEADERSHIP THEORY

- ☞ Study and learn contemporary leadership theories (e.g., Situational Leadership, Principle-Centered Leadership, Servant Leadership, Transformational Leadership, etc.)
 - ☞ Work with subordinates to develop their leadership knowledge and skills
 - ☞ Adapt leadership approach to meet various situations
 - ☞ Assist others in their development by sharing your experience and knowledge
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MENTORING

- ☞ Provide feedback to others on their leadership and career development
 - ☞ Help others identify professional goals, strengths, and areas for improvement
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RESPECT FOR OTHERS AND DIVERSITY MANAGEMENT

- ☞ Understand and support the Coast Guard's commitment to a diverse workforce
 - ☞ Recognize, support and promote the value of diversity
 - ☞ Foster an environment that supports diverse perspectives, approaches and thinking; fairness; dignity; comparison; and, creativity
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TAKING CARE OF YOUR PEOPLE

- ☞ Recognize the needs and abilities of others, particularly subordinates
 - ☞ Ensure fair and equitable treatment
 - ☞ Set high expectations for subordinates
 - ☞ Recognize and reward efforts
 - ☞ Support and assist others as needed in professional and personal situations
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LEADERSHIP COMPETENCIES PERFORMANCE

CONFLICT MANAGEMENT

- ☞ Encourage open communication of controversial issues while maintaining relationships and teamwork
 - ☞ Use collaboration to manage contention
 - ☞ Confront conflict constructively to minimize impact to self, others and the organization
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CUSTOMER FOCUS

- ☞ Focus on external requirements
 - ☞ Actively seek feedback and suggestions from customers and encourage others to do the same
 - ☞ Ensure internal and external customers' needs are met
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DECISION-MAKING AND PROBLEM-SOLVING

- ☞ Identify and analyze problems
 - ☞ Use facts, input from others, and sound judgment to reach conclusions
 - ☞ Involve others in decisions that affect them
 - ☞ Explore alternatives
 - ☞ Evaluate the impact of your decisions
 - ☞ Commit to action
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PERFORMANCE APPRAISAL

- ☞ Use goal-setting, delegation, and effective communications to manage performance effectively
 - ☞ Articulate performance expectations to subordinates
 - ☞ Coach and provide feedback to subordinates continuously
 - ☞ Document performance
 - ☞ Seek out performance expectations for yourself and your unit
 - ☞ Use goals, milestones, and control
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PROJECT MANAGEMENT AND PROCESS IMPROVEMENT

- Mechanisms to manage projects
- ☞ Evaluate progress and outcomes of current processes
 - ☞ Ensure continuous improvement through periodic assessments
 - ☞ Improve products and services to strive for customer satisfaction
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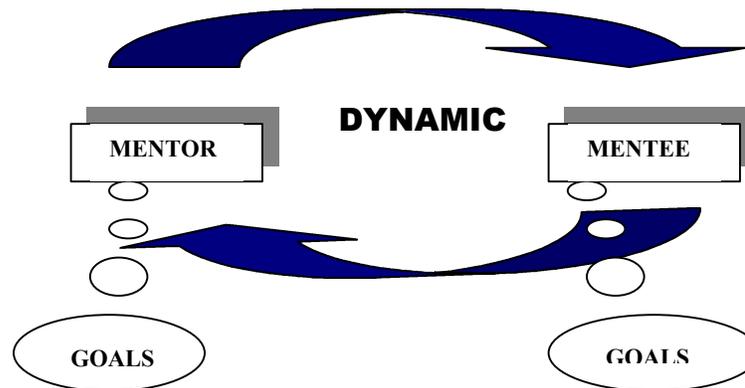
VISION DEVELOPMENT AND IMPLEMENTATION

- ☞ Set and/or work toward the vision for your unit, division, department, etc., in line with the Coast Guard's overall vision, missions, strategy, and driving forces
 - ☞ Establish and communicate objectives
 - ☞ Initiate action and provide support and systems to achieve goals
 - ☞ Manage and champion organizational change
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WORKFORCE MANAGEMENT SYSTEMS

- ☞ Understand and support the civilian and military promotion, advancement, training, assignment, and award system
 - ☞ Support personnel working on advancement, special programs, training, and future assignments
 - ☞ Use formal reward systems to recognize positive performance and development
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MENTORING



INTRODUCTION A mentor facilitates personal and professional growth by sharing acquired knowledge and insights.

Mentoring is a dynamic, ever-changing process which links an experienced person (mentor) with a less experienced person (mentee) to help foster the latter's career development and progress.

The mentoring process requires the mentor and mentee to work together to reach specific goals and to provide each other with feedback to ensure they reach those goals.

REFERENCES

COMDTINST 5350.24A, Leadership Mentoring Program
Mentoring Network Form (CG-5572)
Coast Guard Mentoring Program Orientation Manual (Draft)
DOT Mentoring Handbook
Mentoring guidance, G-WTL web site:
<http://www.uscg.mil/hq/g-w/g-wt/g-wtl/home.htm>
Formal mentor matching system - ONE-DOT web site can be accessed through
G-WTL web site
Diversity Mentoring Fact Sheet

SUCCESSFUL MENTOR

A successful mentor has the desire to share "life experiences" and is characterized as:

- ☞ Supportive
 - ☞ Patient
 - ☞ Respected
 - ☞ People-oriented
 - ☞ Good motivator
 - ☞ Effective coach
 - ☞ Secure in position
 - ☞ Organizationally savvy
 - ☞ Able to help mentee enhance own visibility
 - ☞ Respectful of others
 - ☞ Successful in the organization
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MENTORING

SUCCESSFUL MENTEE

A successful mentoring connection depends not only on the characteristics of the mentor, but also on the mentee's:

- ☞ Willingness to learn
- ☞ Patience
- ☞ Positive attitude
- ☞ Desire to broaden experience base
- ☞ Follows Through

Novice Mentee	Seasoned Mentee
Junior colleague	Polished colleague
Little or no job experience	Extensive job experience
Needs workplace "survival skills"	Demonstrates workplace "survival skills"
Needs briefings on "internal workings" and office politics	Needs briefings on "internal workings" and office politics

LEADERSHIP MENTORING PROGRAM

The Leadership Mentoring Program helps create and foster an environment where mentoring connections are easily established and maintained. Available to all active duty, reserve and civilian Coast Guard personnel, the Leadership and Professional Development Division in the Reserve and Training directorate administers the program.

MENTORING EDUCATION

The "Mentoring in a Diverse Workforce" course, available to potential and active mentors and mentees, provides training, education, and skills for mentoring across genders, cultures, specialties, grades, and ranks, as well as, career development and diversity awareness training.

MENTOR ROLES

Mentors fill many roles while aiding in the development of their perspective mentee.

TEACHER

Once the mentor identifies the knowledge, skills, and abilities required of a mentee, the mentor may need to teach the mentee "nuts and bolts." As teacher, the mentor's focus is to help the mentee develop their knowledge and skills to perform successfully and advance their career.

MENTORING

GUIDE

As a guide, the mentor helps the mentee navigate the organization's inner workings and decipher its "unwritten rules," ... the information usually acquired only through experience.

COUNSELOR

The role of counselor requires the mentor to establish a trusting, open relationship. Trust is essential for honest communication and feedback.

MOTIVATOR

Through encouragement, support, and incentives, a mentor can motivate the mentee to succeed. Positive feedback is a great morale booster: it relieves doubt, builds self-esteem, and gives the mentee a sense of accomplishment and new opportunities for growth.

SPONSOR

A sponsor identifies opportunities for the mentee which directly relate to the job or indirectly to the mentee's overall professional development. The goal is to provide as much exposure for the mentee as possible while managing the degree of risk.

COACH

At times, the mentor may need to perform the role of coach to help a mentee learn job responsibilities or overcome performance difficulties. Before beginning, the mentor should ask these questions:

- ☞ Does the mentee have the knowledge, skills, and ability to do the job?
- ☞ If not, can these be learned? How?
- ☞ Will coaching upgrade the mentee's skills?
- ☞ Do real or perceived behaviors or performance issues present barriers to career growth?
- ☞ Is there sufficient time to coach?

Remember, coaching involves both constructive and positive feedback. Both are critical to the mentee's professional growth.

MENTORING

ADVISOR

This role requires the mentor to help the mentee develop professional interests and set realistic career goals. Mentees are responsible for determining their own goals. These serve to guide the mentor in the mentee's career direction. Goals should be:

- ☞ Specific
- ☞ Time-framed
- ☞ Results-oriented
- ☞ Relevant
- ☞ Reachable
- ☞ Limited in number

REFERRAL AGENT

As a referral agent, the mentor works with the mentee to develop an action plan to outline what knowledge, skills, and abilities the mentee needs to meet his or her personal career goals.

ROLE MODEL

As a role model, a mentor embodies the Coast Guard's values, ethics, and professional practices. Most mentees, in time, imitate their mentors.

DOOR OPENER

The role of door opener primarily involves helping the mentee establish a network of contacts both inside and outside the Coast Guard.

ESSENTIAL ELEMENTS OF RELATIONSHIP RESPECT

There are several elements needed by both partners of the mentoring partnership.

TRUST

Respect is established when the mentee recognizes knowledge, skills, and abilities in the mentor that he or she would like to possess.

Trust is a two-way street mentors and mentees must work together to build trust. Four factors that build trust are:

- ☞ Communication
 - ☞ Availability
 - ☞ Predictability
 - ☞ Loyalty
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MENTORING

SELF-ESTEEM

Building self esteem is an important part of a mentor's job. The most effective way to build a mentee's self-esteem is to listen and react positively. A mentee deserves the truth; honest feedback helps him or her keep a realistic self-perception. Everyone wants to believe they are worthwhile and valuable.

PARTNERSHIP BUILDING

When entering into a mentoring relationship, the mentor and mentee become professional partners. Build a successful partnership with a mentee by showing enthusiasm and by helping him or her feel accepted, while experiencing professional growth.

TIME

The mentor must set aside specific time to meet with their mentee. In addition, the mentee needs time to grow professionally.

FORMAL MENTOR MATCHING SYSTEM

ONE-DOT

The Coast Guard partnered with the Department of Transportation to provide access to a formal mentor matching database. The web site can be accessed through G-WTL web site.

On this web site, one can search for a mentor, sign up to be a mentor or sign up to be a mentee. The user can search for specific Coast Guard items. For example, you can search for a mentor with specific job qualification codes or a certain career path.

ETHICS

INTRODUCTION “Ethics is simply the ability to differentiate between right and wrong in our motives, actions and the consequences of those actions. Remember that your ethical conduct will speak more loudly and more clearly to those around you, than any written instruction on the subject.”

Vice Admiral A. Beran, USCG (Ret.)

Your duty is to adhere scrupulously to all applicable laws and regulations in your personal conduct, set an example to others, discuss the subject at every opportunity and require those under your authority to do the same.

REFERENCES

COMDTINST M5000.3 (series), Coast Guard Regulations
COMDTINST M4200.13 (series), Small Purchase Handbook
COMDTINST 5370.7 (series), Standards of Conduct, Lobbying Activities
COMDTINST 5370.8 (series), Standards of Conduct
COMDTINST 5370.9 (series), Financial Disclosure Reports
COMDTINST 5350.24A, Leadership Mentoring Program

COMMANDING OFFICER S ROLE

Unit commanding officers have a special role in helping to enhance awareness of ethics and standards of conduct. They have the opportunity to work directly with smaller groups of people more informally. It is important for commanding officers to regularly discuss this subject with their officers and crew. The impact commanding officers can have on their commands is significant: they must ensure that their conduct is above reproach.

LEADERSHIP

Personal ethics is an inherent part of good leadership. As an officer, you continuously must be aware of your conduct. Misconduct not only provides a negative role model for subordinates, but also has a negative impact on the image of the officer corps and the Coast Guard as a whole.

MISCONDUCT

While not always clear-cut, most violations of ethical or moral behavior fall under one or more of these categories:

- ☞ The act was illegal.
 - ☞ It violated the Uniform Code of Military Justice (UCMJ).
 - ☞ It violated Coast Guard policy.
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ETHICS

PRESIDENTIAL ORDER

These general principles are derived from the Presidential Order exacting standards of ethical conduct:

- ☞ Public service is a public trust, requiring members to place loyalty to the Constitution, laws, and ethical principles above private gain.
- ☞ Members shall not hold financial interests that conflict with the conscientious performance of duty.
- ☞ Members shall not engage in financial transactions using nonpublic, Government information or allow the improper use of such information to further any private interest.

DOT GUIDELINES

- ☞ Members shall not solicit or accept any gift from any person seeking official action from, doing business with, and conducting activities regulated by the member's agency or whose interest may be substantially affected by the performance or nonperformance of the member's duties.
- ☞ Members shall put forth honest effort in performing their duties.
- ☞ Members shall endeavor to avoid any actions creating the appearance that they are violating the law or ethical standards.

SPECIAL SITUATIONS

The Department of Transportation (DOT) promulgates Standards of Conduct to guide relationships between Coast Guard personnel and civilian interests doing business with the Department of Transportation. The Small Purchase Handbook covers these situations under Standards of Conduct:

- ☞ Conflict of interest
- ☞ Use of position, information, and facilities
- ☞ Gratuities
- ☞ Honoraria
- ☞ Gifts to superiors

You can familiarize yourself with the rules and regulations on ethics; however, they do not cover every situation. Ethical conduct is much more than the rules and regulations which attempt to govern it. It is the standard on which we base our trust.

ETHICS

A DIFFERENT SET OF RULES

Those who enter the Coast Guard undergo a change in legal status. Some civilian rights became restricted or modified. Members take on additional responsibilities and obligations balanced by additional benefits civilians do not enjoy. The laws and regulations that apply to military members were not intended to restrict individuals, but to:

- ☞ Maintain good order and discipline.

 - ☞ Contribute to an environment of mutual trust and respect and enhance camaraderie and *esprit de corps*.

 - ☞ Maintain the public trust.
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INTERPERSONAL RELATIONSHIPS

INTRODUCTION

The Coast Guard attracts and retains highly qualified people with mutually shared values of honor, respect and devotion to duty. These values anchor our cultural and Service norms and serve as a common foundation for our interpersonal relationships within the Coast Guard.

REFERENCE

COMDTINST M1000.6 (series), Personnel Manual

RELATIONSHIPS

The Coast Guard has relied on custom and tradition to establish boundaries of appropriate behavior in interpersonal relationships. Proper social interaction likewise is encouraged to enhance unit morale and *esprit de corps*. Proper behavior between seniors and juniors, particularly between officers and enlisted personnel, enhances teamwork and strengthens respect for authority.

POLICY

Coast Guard policy is to sustain a professional work environment which fosters mutual respect among all personnel and in which decisions affecting personnel are based on sound leadership principles. Commanding officers, officers-in-charge, and supervisors are expected to provide an environment which enhances positive interaction among all personnel through education, human relations training, and adherence to core values.
