



5223
27 December 2007

MEMORANDUM

From: *Anne T. Ewalt*
Anne T. Ewalt, CAPT
CG TRACEN Yorktown (c)

Reply to: LCDR T. Haws
Attn of: (757) 856-2173

To: COMDT (CG-133)

Subj: MID-GRADE OFFICER LEADERSHIP GAP ANALYSIS (MOLGA) REPORT

Ref: (a) Spring 2007 Leadership Advisory Council Report

1. As requested in reference (a), the Analysis Branch of the Performance Technology Center (PTC) completed a gap analysis of the leadership skill set of mid-grade officers (O3s and O4s).
2. The enclosed report contains a presentation of findings from the analysis of all the data collected, which included a survey that had been sent to all mid-grade officers and O5s in the Coast Guard. The findings show the following four gaps: Strategic Thinking, Political Savvy, Human Resource Management (Civilian Management), and Vision Development & Implementation. The report makes specific recommendations to close those gaps.
3. My personal opinion is that not all gaps have been identified, because of the way the survey questions were worded, and by focusing only on the 28 leadership competencies. In addition, the gaps that were identified are subjective; not measured against a standard. For example, how much vision or strategic thinking capability does the Coast Guard need to have in its mid-grade officers?
4. Of note are the data on page 14 of the report indicating that 68% of those surveyed do not think that the CG's leadership development system provides adequate support, and only 3% think that there are no leadership gaps in the mid-grade officer ranks. The extraordinarily high return rate of 50% for this survey indicates that this topic is very relevant and needs to be further developed.
5. My points of contact for this report are LCDR Tim Haws and LCDR Quincy Davis.

#

Encl: (1) Mid-Grade Officer Leadership Gap Analysis (MOLGA) Report

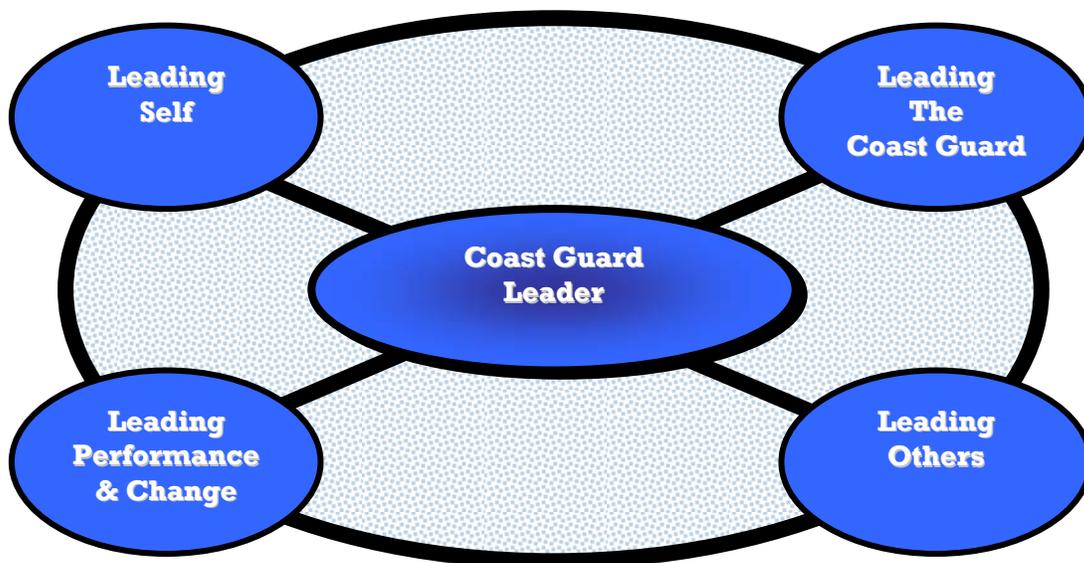
Copy: COMDT (CG-132)
Leadership Development Center (LDC)

U.S. Department of Homeland Security

United States Coast Guard



Mid-Grade Officer Leadership Gap Analysis (MOLGA) Report



December 2007

Performance Technology Center
Performance Analysis Branch
U.S. Coast Guard Training Center
Yorktown, VA 23690

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The very concept of leadership is elusive and tricky. It’s hard to define in a way that is satisfactory to everyone, although most people believe they know it when they see it.”

From The Contrarian’s Guide to Leadership by Steven B. Sample (currently on the COMDT’s reading list)

Executive Summary

Project Synopsis	The Office of Leadership and Development (CG-133) requested the Performance Technology Center (PTC) at Training Center Yorktown conduct a Performance Gap Analysis regarding leadership skills of Mid-Grade Officers. The goal of the analysis would be to provide data that would support the Leadership Advisory Council (LAC) and CG-133 as they address the question – In today’s Coast Guard, does the transition to O-4 need to be facilitated or is the current experiential model enough?
Objectives	Determine if a performance gap between the optimum state of where Mid-Grade Officers should be according to the 28 leadership competencies and where they, their supervisors & other data currently indicate they are with regards to their leadership abilities.
Methodology	<p>To collect the data needed to answer the above question, representatives of CG-133, CG-132 and the PTC agreed upon the 28 Leadership Competencies as the optimal state for Mid-Grade Officers (see Appendix A). The analysts deployed the following data collection instruments to determine the actual state of the leadership ability of the Mid-Grade Officers:</p> <ul style="list-style-type: none">• An on-line survey sent to every active duty O-3, O-4, and O-5• An interview instrument used to collect information from specific members of the Coast Guard’s senior leadership• An extant data review of previous analyses and recent educational papers.
Primary Findings	<p>Data supports significant leadership gaps within the competencies of:</p> <ul style="list-style-type: none">• Strategic Thinking• Political Savvy• Human Resource Management (Civilian Management)• Vision Development & Implementation.
Introduction to Summary Tables	<p>The summary table on the next page shows data point overlap for Mid-Grade Officer leadership gaps. The table includes rankings or inclusion of the following data points:</p> <ul style="list-style-type: none">• Interviews with Coast Guard’s Senior Leadership• O-5 Survey Responses• Survey Relative Rank of Competencies• Extant Data or Survey Comments.

Executive Summary (Continued)

Summary of Data Point Overlap For Mid-Grade Officer Leadership Gaps				
Leadership Competency	Data Collection Instrument			
	Interviews	O-5 survey responses	Survey Relative Rank	Extant Data or Survey Comments
Strategic Thinking	<i>1st</i>	<i>3rd</i>	<i>2nd</i>	<i>Yes</i>
Political Savvy	<i>4th</i>	<i>2nd</i>	<i>1st</i>	<i>Yes</i>
Human Resource Management	<i>N/A</i>	<i>1st</i>	<i>3rd</i>	<i>N/A</i>
Vision Development & Implementation	<i>2nd</i>	<i>N/A</i>	<i>4th</i>	<i>N/A</i>

The numbers in the blocks represent the ranking of each competency according to data collection instrument. The higher the ranking for each competency the larger the existing performance gaps among the Mid-Grade Officer rank.

The last column is marked yes if a gap in that competency was mentioned significantly in the extant data review or the survey written comments.

Recommendations

The analysts make the following recommendations to improve communication of the intent of the Leadership Framework and to improve the implementation of the leadership competencies.

- 1) A root cause and intervention selection analysis should be completed for each of the four leadership competencies with identified gaps. The barriers section of this report, the interventions found in the Unit Leadership Development Program (ULDP) and the findings of the Civilian Management FEA (chartered by CG-1321) should be used as starting data points for those future analyses.
- 2) CG-133 and the Leadership Development Center (LDC) should align to coordinate resources and management of the next phase of the analysis.
- 3) Publish MOLGA findings (ALCOAST, Online, etc.) to provide feedback to the field and further increase awareness of the Leadership Framework.
- 4) Due to the confusion over what competencies apply to what ranks, change the layout of the 28 leadership competencies from a table to a non-linear circular diagram.

Project Background/Overview

Background The Leadership Advisory Council (LAC), due to anecdotal input from the field, voiced concerns regarding leadership performance of Mid-Grade Officers. The LAC and the Office of Leadership and Development (CG-133) agreed that formal training should only be established if data demonstrated that gaps exist in the leadership skill set of Mid-Grade Officers.

As a result, CG-133 requested the Performance Technology Center (PTC) complete a gap analysis of the leadership skill set of Mid-Grade Officers (O-3s & O-4s).

Project's Goal Determine if performance gaps exist between the actual state of Mid-Grade Officer leadership and the optimal state of where Mid-Grade Officers should be according to the 28 leadership competencies.

Problem Statement The study will help address the question – In today's dynamic Coast Guard, does the transition to O-4 need to be facilitated by formal training or is the current experiential model enough?

Project Roles	PTC Analysis team	Primary Analysts - LCDR Tim Haws, LCDR Quincy Davis
		Support analysts - Mr. Bill Seletyn, Mr. John Rhodes, CDR David Hartt,
	G-133	Client - CAPT William Milne
		Primary Point of Contact - LCDR Owen Gibbons
	G-132-1	Performance Consultant - LCDR Mark McManus
	LDC	Support Analyst - CDR David Crowley

Project Constraints The following is a list of the constraints that impacted our methods:

Time:	4 months (end of fiscal year)
Funding:	\$25,000
Personnel:	Two primary analysts
Scope:	Survey all active duty O-3, O-4, & O-5
Access to O-6 and above:	By request only

Continued on next page

Gap Analysis Methodology

To ensure the accurate identification of any gaps within the leadership skill set of Mid-Grade Officers, the analysis team collected data from different sources using three data collection instruments. The instruments and source of the information are detailed below:

Data Collection Method Population/Source of Information

Survey	All active duty O-3s, O-4s, & O-5s
Interview	O-5 and above
Extant Data Review	Previous Studies and Academic Papers

Survey: The survey consisted of 99 leadership attribute questions and 8 demographic questions. A diverse group of officer subject matter experts (SMEs) ranging in rank from O-3 to O-5 developed the survey during a week long workshop.

Using the Leadership Framework, the analysis team broke each competency into specific knowledge/skill attributes. During the workshop, SMEs selected the knowledge/skill attributes that best described each competency.

The resulting survey asked Mid-Grade Officers (O-3s and O-4s) to self report their proficiency for each knowledge/skill attribute by indicating their agreement based on a five point Likert Scale. For example, one question under the competency ‘Mentoring’ asked the Mid-Grade Officer to indicate their agreement with the statement *“I am proficient at developing plans to broaden others in the workplace”*.

If Mid-Grade Officers indicated they were not proficient in a specific knowledge/skill area (by answering with a 3, 2, or 1 on the Likert scale), they were asked to identify the primary barrier to their leadership development.

Lastly, the O-5s and above were asked to evaluate the Mid-Grade Officers (O-3s and O-4s) by indicating their agreement with the statement *“Mid-Grade Officers are proficient at...each of the leadership knowledge/skill attributes*. A complete copy of the survey deployed is found in Appendix H.

Interview Instrument: The analysis team created an interview instrument to capture the opinions of senior leadership (see Appendix C). The interview instrument was vetted through the analysis team, CG-132, the LDC, and the PTC.

Extant Data Review: The analysis team reviewed and consolidated themes from the twelve key data points/documents, listed in [Appendix B](#).

Project Outputs

The Mid-Grade Officer leadership gap analysis produced the following:

- [Identification of gaps within the leadership skill sets of Mid-Grade Officers](#)
 - [Reasons designated by Mid-Grade Officers as barriers to their leadership development](#)
 - [Where/how Mid-Grade Officers believe they have obtained the bulk of their leadership proficiency](#)
 - [Survey participants' written comments pertinent to leadership.](#)
-

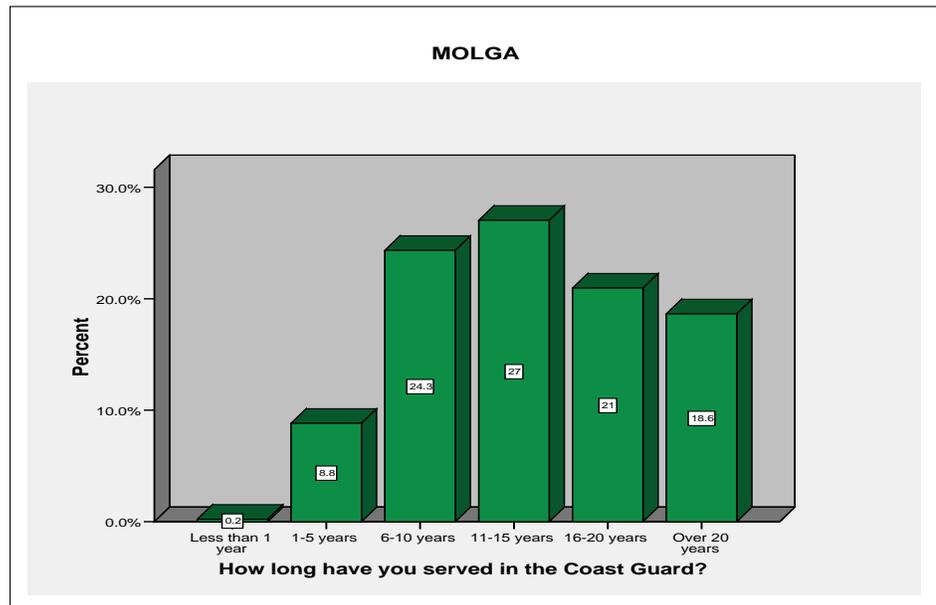
Demographics

The following tables and charts are the result of data collected from survey respondents.

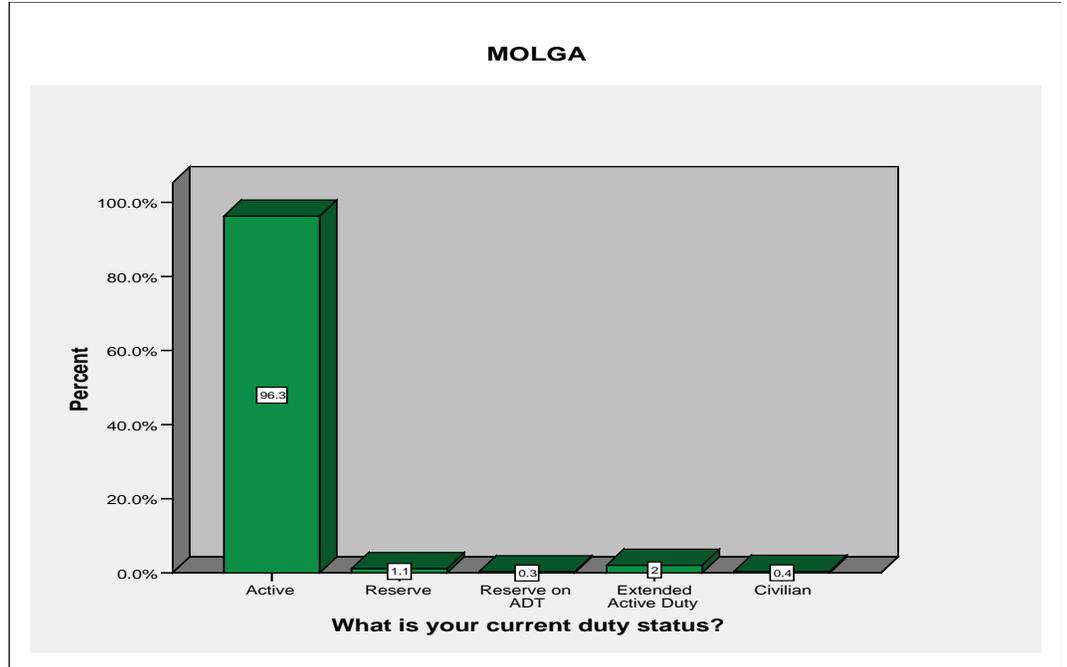
Return Rates

Rank	Who Responded?		
	Number of People that participated in the survey	Number of possible participants	Percentage of participants
O3	712	1439	49%
O4	715	1336	54%
O5	386	803	48%
Others	81	-	-
Total	1894	3578	53%

Length of Service



Current duty status



Gender

Category	Frequency	Valid Percent
Male	1579	83.4
Female	315	16.6
Total	1894	100.0

What is your gender?

Ethnicity

Category	Frequency	Valid Percent
Asian	51	2.7
Black	67	3.5
Hispanic	94	5.0
Pacific Islander	17	.9
White	1592	84.1
Other	73	3.9
Total	1894	100.0

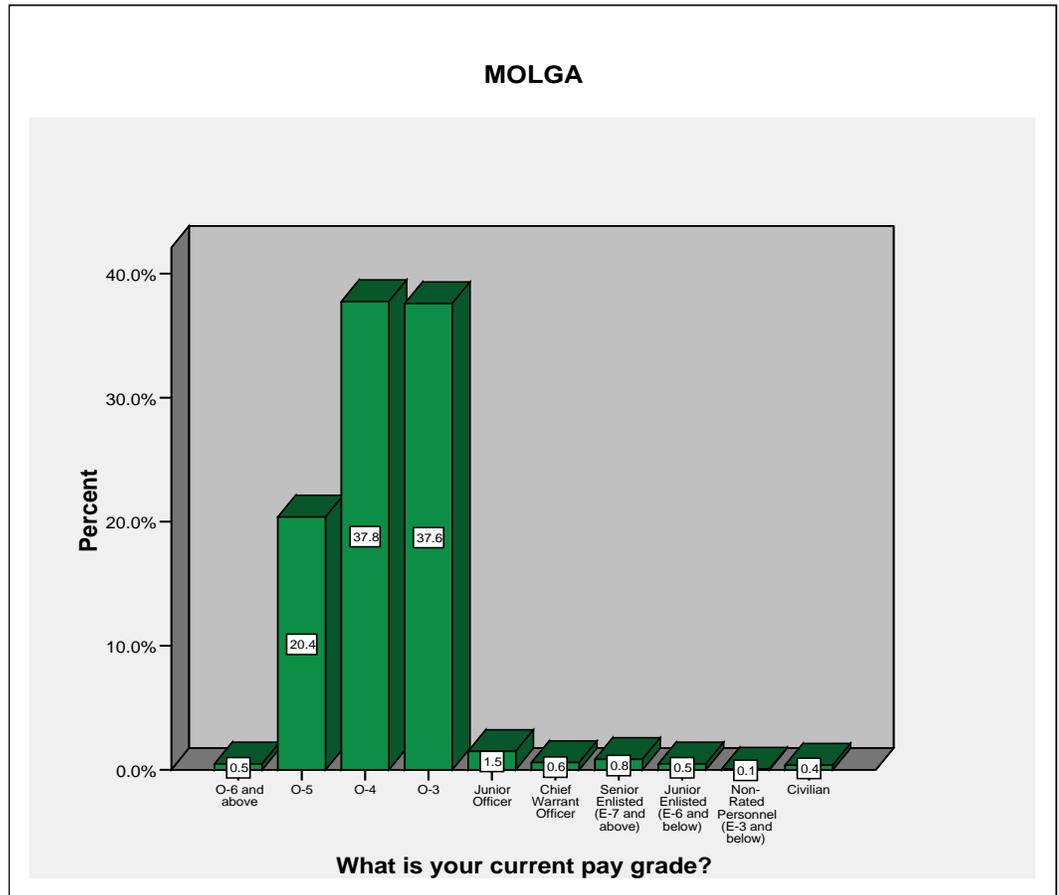
What is your ethnicity?

Respondents Leadership Position

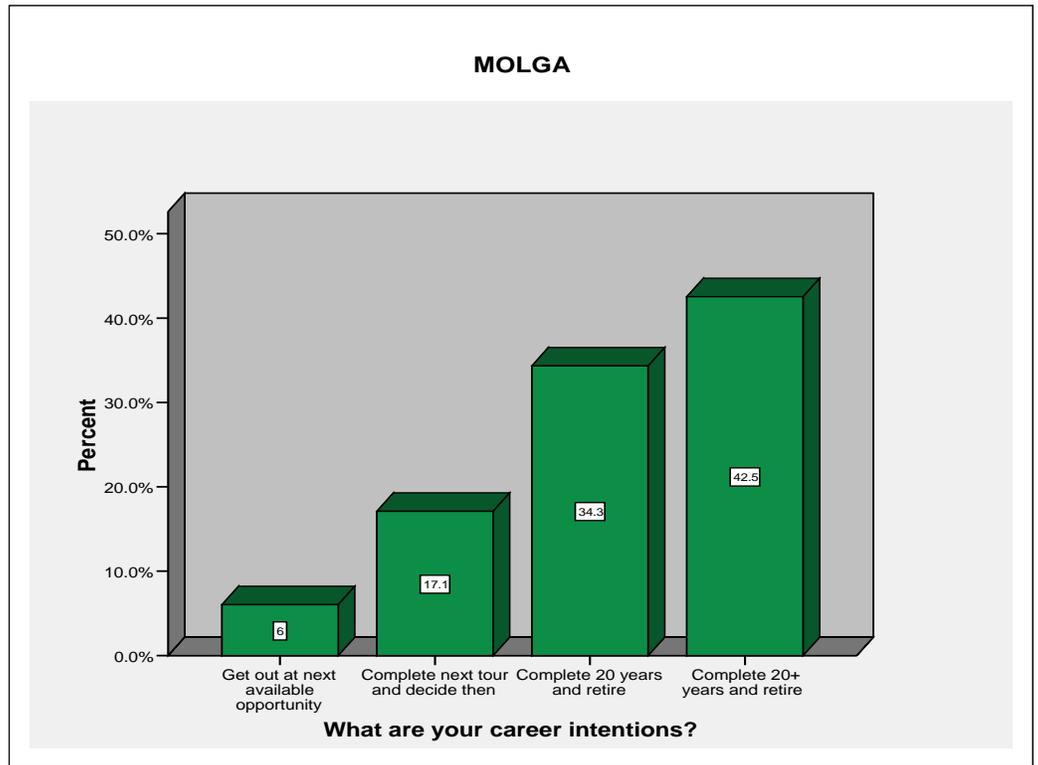
Category	Frequency	Valid Percent
CO/XO	152	10.7
Supervise over 15 people	291	20.4
Supervise 8-15 people	173	12.1
Supervise 1-7 people	482	33.8
Supervise no personnel	329	23.1
Total	1427	100.0

What is Your Current Leadership Position?

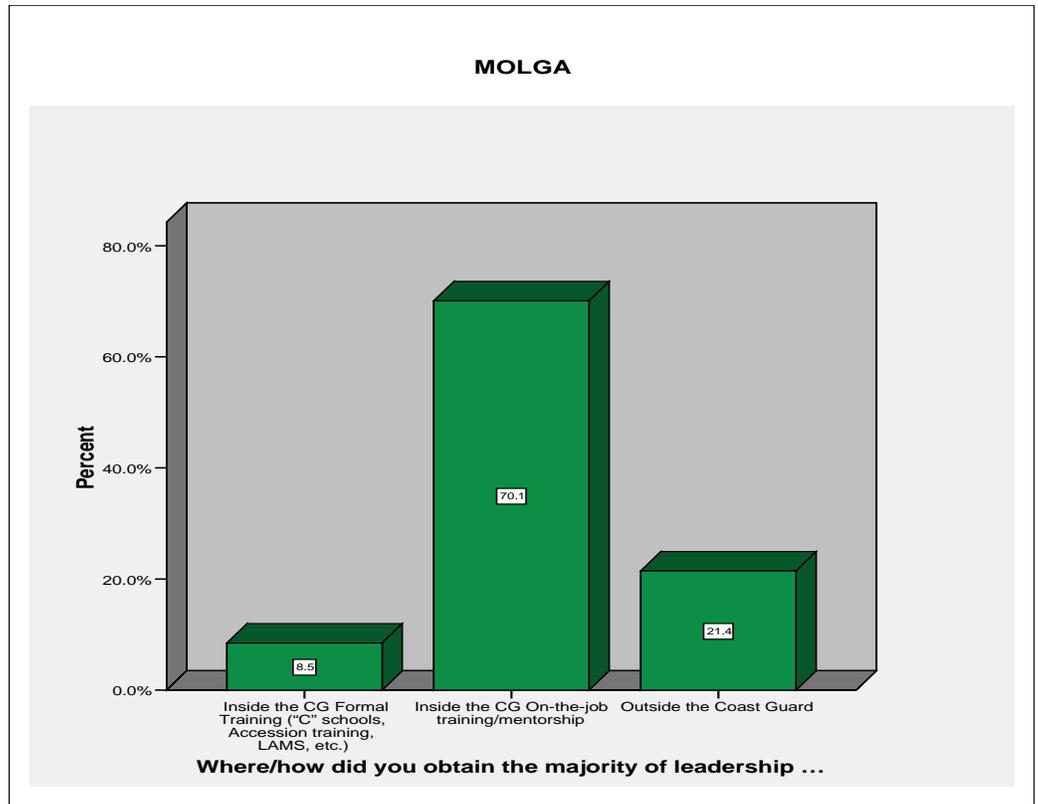
Respondents Pay Grade



Career Intentions



Source of Leadership Competencies



Findings

The goal of this evaluation was to determine if gaps exist in the leadership skill set of Mid-Grade Officers. To identify gaps in the on-line survey data, the analysts defined a gap as a cumulative negative response (1 or 2 on the Likert scale) greater than 30% of O-5 and above responses. The 30% threshold for significance is an analytical standard used in Occupational Analysis.

The following table identifies the leadership competencies with the largest gaps among Mid-Grade Officers.

O-5 and Above Survey Data Highlights

Knowledge/Skill Attribute	Specific Leadership Competency	% of Mbrs That Responded Disagree & Strongly Disagree
Understanding the civilian personnel system	Human Resource Management	74.0%
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	Political Savvy	45.0%
Managing with strategic intent	Strategic Thinking	41.0%
Recognizing the political impact of various courses of action	Political Savvy	39.0%
Understanding the political realities that impact my unit	Political Savvy	34.0%
Keeping abreast of national and international policies and economic, political, military, and social trends	External Awareness	34.0%
Assessing staffing needs based on organizational goals	Human Resource Management	30.4%
Seeking Customer Feedback	Customer Focus	30.0%

O-5 and Above Survey Data Highlights

The following table uses a mathematical equation to determine a ranking factor for each leadership competency. The equation reconciles the responses from the Mid-Grade Officers and O-5s by accounting for the difference between the Mid-Grade Officers' self report and the assessment of O-5s and above. The equation is *AVG (O-3/4 attribute responses) MINUS the AVG (O-3/4 and O-5 DELTA)*.

The top four leadership competencies with the largest gap are listed below and a complete listing is found in [Appendix F](#).

MOLGA Leadership Competency Comparison	O3/4	O5/6	Delta	Ranking Factor
Political Savvy				2.9
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	3.7	2.8	0.9	
Recognizing the political impact of various courses of action	3.8	2.9	0.9	
Taking action consistent with organizational and political realities	3.8	3.1	0.7	
Understanding the political realities that impact my unit	3.9	3.0	0.9	
Strategic Thinking				3.1
Considering the implications of my actions within the greater Coast Guard organization	4.2	3.2	1.0	
Participating in development of unit-level strategic planning	4.0	3.2	0.8	
Managing with strategic intent	3.9	2.8	1.1	
Human Resource Management				3.1
Applying CG Human Resources guidance to perform/support mission	3.8	3.5	0.3	
Assessing staffing needs based on organizational goals	3.8	3.1	0.7	

O-5 and Above Survey Data Highlights (Cont'd)

MOLGA Leadership Competency Comparison	O3/4	O5/6	Delta	Ranking Factor
Guiding others in proper use of Coast Guard personnel systems	3.7	3.1	0.5	
Making recommendations to senior managers concerning personnel issues	4.2	3.6	0.6	
Understanding the civilian personnel system	2.7	2.0	0.7	
Vision Development and Implementation				3.2
Aligning my unit's vision with that of the overall Coast Guard	3.9	3.3	0.6	
Anticipating future requirements	3.9	3.1	0.8	
Championing organizational change	3.8	3.0	0.8	
Participating in development of my unit's vision	3.9	3.4	0.5	

Survey Comments Data Highlights

A total of 1008 written comments were provided out of the 1894 survey responses. A detailed review of the 1008 comment revealed 788 comments that were pertinent to leadership and classified by similar themes. A more detailed summary of the comments can be found in [Appendix E](#).

Category/Theme	Number of Comments
Skills/Knowledge intervention recommended	187
Organizational culture and change hinders leadership	176
Negative about senior leadership	116
More mentorship needed	110
Negative about OER and promotion system	93
More Strategic Thinking/Political Savvy needed	90
New Technologies hinder leadership	70
Positive about the leadership status quo	63

**Survey
Barrier Data
Highlights**

MOLGA provided the opportunity to investigate barriers to the leadership development of Mid-Grade Officers. The workshop SMEs recommended the following six barriers to leadership development:

- Lack of policy or doctrine
- Not enough time/High OPTEMPO
- Organization culture
- Lack of tools resources
- Do not have the skill or knowledge
- Do not understand the leadership skill/attribute

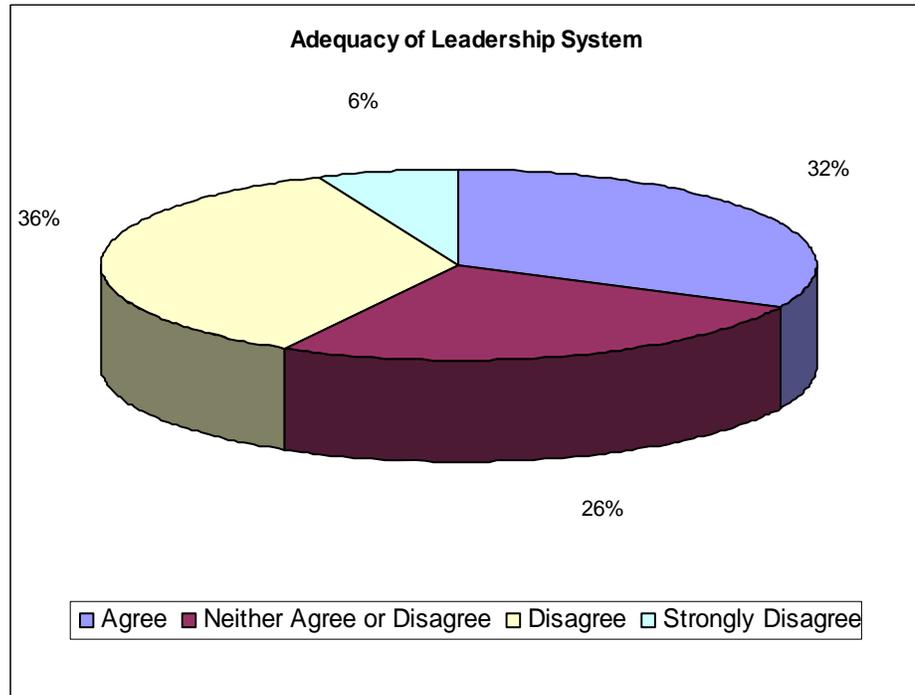
The table below includes those areas that had approximately 30% or more respondents indicate less than optimal efficiency. A complete listing of reasons designated by Mid-Grade Officers as barriers to their leadership development is found in [Appendix G](#).

Leadership Barrier Comparison								
Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Understanding the civilian personnel system	4.8	16.2	52.4	12.5	9.9	4.2	1009	70.7
Actively marketing new products/processes	7.4	22.9	22.1	26.1	14.9	6.7	596	41.8
Keeping abreast of national and international policies and economic, political, military, and social trends	2.8	14.6	12.2	61.9	6.5	2.0	502	35.2
Guiding others in proper use of Coast Guard personnel systems	3.9	10.5	51.5	20.1	10.1	3.9	491	34.4
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	5.8	18.1	37.5	23.7	9.5	5.4	481	33.7
Advocating for appropriate funding levels for my area of responsibility	4.0	20.0	46.5	9.9	16.3	3.3	452	31.7
Being mentored	3.6	29.6	11.1	38.8	13.1	3.8	442	31.0
Recognizing the political impact of various courses of action	6.5	18.7	39.1	18.1	12.4	5.2	440	30.8
Assessing staffing needs based on organizational goals	7.6	15.9	40.8	14.5	17.1	4.1	433	30.3
Using technology to enhance decision-making	5.6	11.0	37.8	17.2	24.2	4.2	429	30.1
Championing organizational change	8.7	29.8	17.0	27.7	9.9	6.9	422	29.6

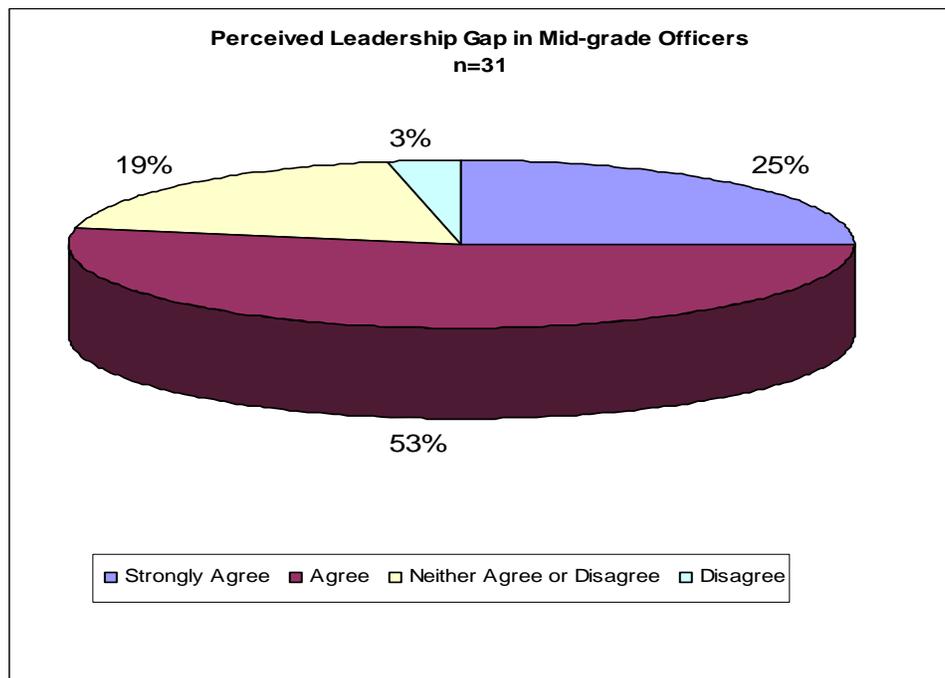
Interview Data Highlights

The following charts highlight the data collected by interview of thirty one (31) senior officers and enlisted members within the Coast Guard. See [Appendix D](#) for a list of the individuals interviewed.

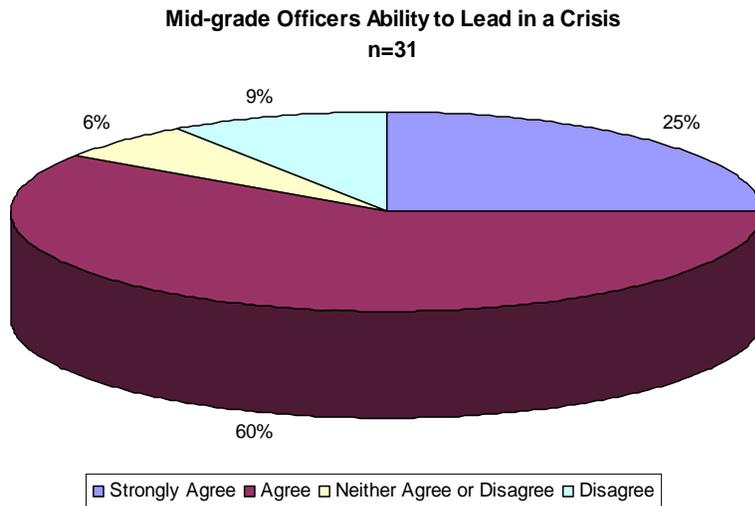
Adequacy of CG's Leadership Development System



Perceived Leadership gaps in the Mid-Grade Officer Ranks



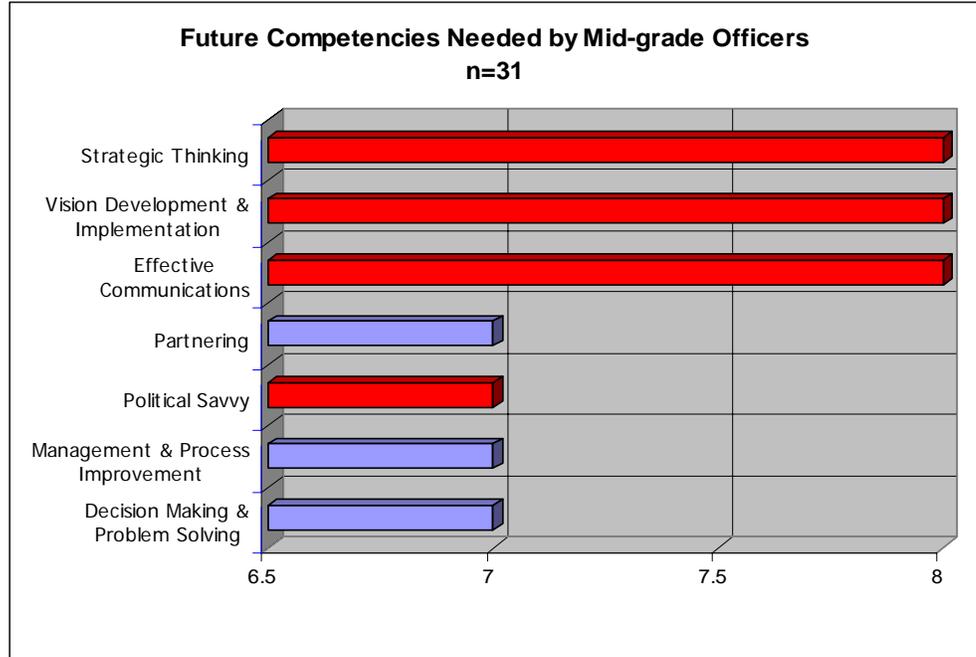
Mid-Grade Officers ability to lead in a major incident



Weakest competencies among Mid-Grade Officers?

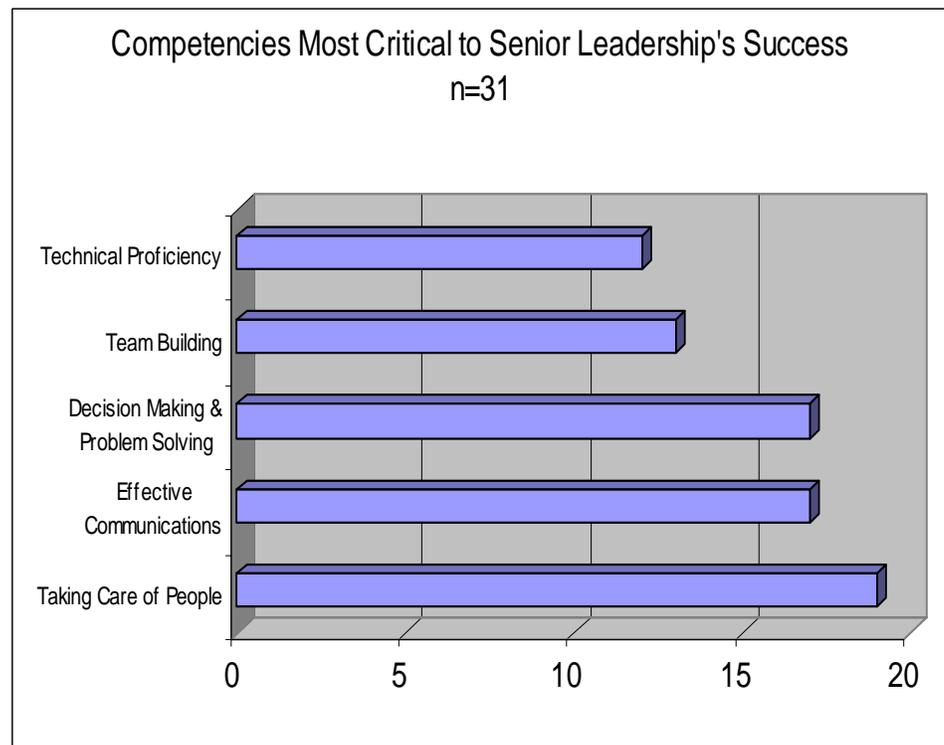


Competencies important to CG's future

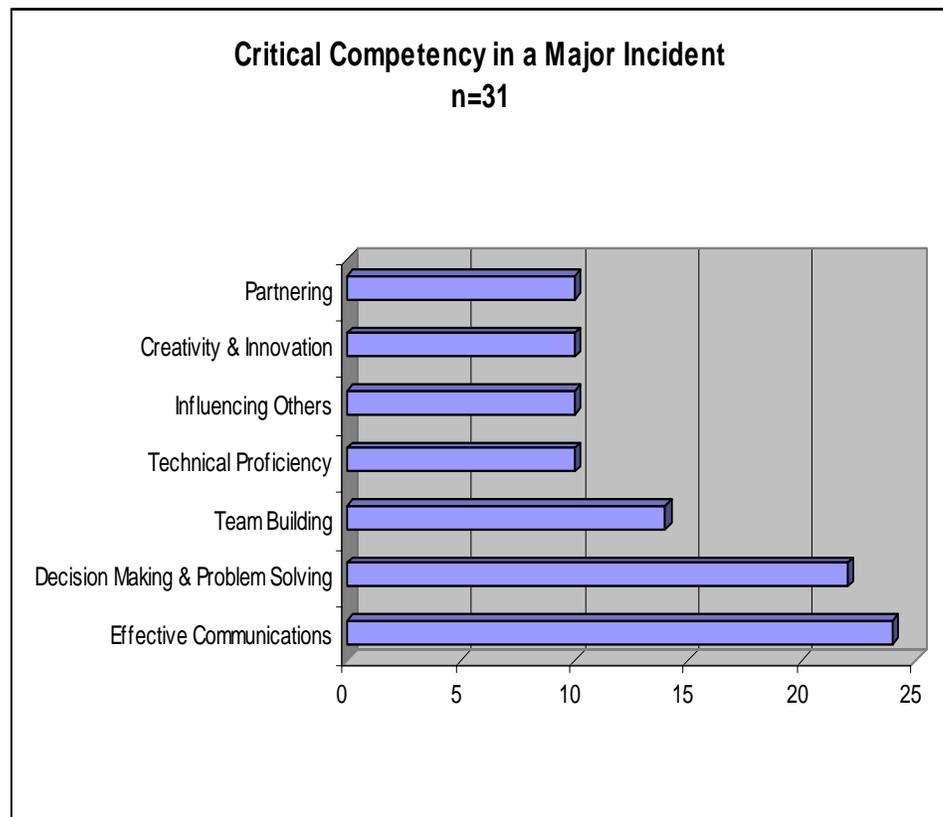


Red bars indicate that those competencies were also classified as "weak" among Mid-grade Officers.

Competencies critical to interviewees success



**Competencies
critical for
Mid-Grade
Officers
responding to
major
incidents**



Next Steps

In addition to the findings of the gap analysis the analysts recommend the following next steps:

- 1) A root cause and intervention selection analysis should be completed for each of the four leadership competencies with identified gaps. The barriers section of this report, the interventions found in the Unit Leadership Development Program (ULD) and the findings of the Civilian Management FEA (chartered by CG-1321) should be used as data for those future analyses.
- 2) CG-133 and the Leadership Development Center should align to coordinate resources and management of the next phase of the analysis.
- 3) Publish MOLGA findings (ALCOAST, Online, etc.) to provide feedback to the field and further increase awareness of the Leadership Framework.
- 4) Due to the confusion over what competencies apply to what ranks, change the layout of the 28 leadership competencies from a table to a non-linear circular diagram.

APPENDIX A

ALIGNMENT AGREEMENT



U.S. Coast Guard Performance Technology Center
 TRACEN Yorktown, Va. 23690
 757.856.2173

Mid-grade Officer Leadership Gap Analysis

Appendix A – Alignment Agreement

Alignment Meeting date 11 July 2007

Request The Office of Leadership and Development (CG-133) has asked the Performance Technology Center (PTC) at Training Center Yorktown to conduct a Performance/Gap Analysis regarding leadership skills of Mid-Grade Officers. The Leadership Advisory Council (LAC) and CG-133 are advocates that a study is needed on the leadership of Mid-Grade Officers to determine if gaps exist in their leadership skill set. The study will help address the question – In today’s dynamic Coast Guard, does the transition to O-4 need to be facilitated or is the current experiential model enough?

Project Goal Determine if a performance gap exists between the optimum state of where Mid-Grade Officers should be according to the 28 leadership competencies and where they, their supervisors & other data currently indicate they are with regards to their leadership abilities.

Project Roles

PTC Analysis team	Lead Analyst - LCDR Tim Haws, Support analysts - LCDR Quincy Davis, CDR David Hartt, Mr. Bill Seletyn
G-133	Client - CAPT William Milne Primary Point of Contact - LCDR Owen Gibbons Graduate student support - LCDR Eric Hoernemann
G-132-1	Performance Consultant - LCDR Mark McManus
LDC	Support Analyst - CDR David Crowley

Scope of Analysis	<p>The team will gather and analyze data in order to determine the existence of leadership performance gaps among officers at the O-3 and O-4 level. The optimal leadership state will be defined using the 28 leadership competencies and the input of selected subject matter experts during interviews and a performance validation meeting. Officers (O-3's and above) will respond to the optimal state via an on-line survey. Their feedback will provide an actual state for comparison to determine if a gap exists. In addition, the team will compile data from other sources that will include academic literature reviews, previous studies and interviews with selected personnel. Further discussion of the methodology as well as a plan of action and milestones (POAM) will be submitted in a separate project plan document.</p> <hr/>
Subject Matter Experts	<p>The selection of subject matter expert (SME) participants is critical for the success of the analysis effort. CG-133 will provide a list of 9 SMEs with diverse backgrounds for the performance validation meeting as well as a minimum of 10 officers they recommend for personal interview.</p> <hr/>
Project Deadline	<p>The PTC has scheduled the MOLGA to be complete and ready for out-brief by 31 October 2007.</p> <hr/>
Funding	<p>CG-133 has provided \$25,000 in FY 07 funding to the PTC. The project funds will be used to travel, to conduct interviews, to host the performance validation meeting, to fund the on-line survey and to purchase any needed project support items.</p> <hr/>
Follow-on Analysis	<p>This Performance/Gap Analysis is generally just the first stage of any Needs Assessment project. According to the CG Analysis SOP, the follow on stages if a gap is found would be the root cause analysis and intervention selection and design phases.</p> <hr/>
Final Report Delivery	<p>PTC will schedule a brief of the final report to CG-133 and any other stakeholders upon completion of the analysis effort. Project completion is scheduled for 31 October 2007.</p>

APPENDIX B

TABLE OF DATA SOURCES

Appendix B – Table of Data Sources

EXTANT DATA REVIEW	
Topic of Material Reviewed	Data Type
Junior Officer Needs Assessment (JONA)	Needs Assessment Final Report
An Examination of Competencies in the Officer Corps of the United States Coast Guard	Final Dissertation
Spring 2007 Leadership Advisory Council Report	Memo
Leadership Framework	Commandant Instruction
The Department of Homeland Security Professional Core Competencies	White Paper
Homeland Security Professional Education and Training (HS PROFET) Brief	Final Report & Powerpoint
LDC Course Alignment with Leadership Competencies	Excel Spreadsheet
Commandant's Selection Board Guidance	Report
DOD Leadership Development Program	Websites
Selling and Implementing Leadership Development: Chapter, Verse, and Lessons Learned from Carlson's Story	Magazine Article
2006 Organizational Assessment Survey (OAS) – Positive Trends	OAS Results Report
Transition Between Tactical Expertise and Strategic Expertise: Officer Development in the U.S. Coast Guard	Research Proposal

APPENDIX C

LIST OF INTERVIEWEES

Appendix C – List of Interviewees

Title	First Name	Last Name	Current Billet
RADM	Scott	Burhoe	CGA Superintendent
CAPT	Steve	Baynes	Chief of Response Enforcement
CAPT	John	Bingaman	Chief Prevention 11th CG District Sector Ohio Valley
CAPT	David	Brimblecom	Director LDC
CAPT	Anne	Ewalt	CO- Training Center Yorktown
CAPT	Richard	Gromlich	CG-44
CAPT	Judith	Keene	Commandant of Cadets
CAPT	Brian	Kelley	Command Officer, Sector Baltimore
CAPT	Gail	Kulich	Command Officer, Sector Boston
CAPT	Bobby	Lam	D5 Electronic Division Chief
CAPT	John	Macaluso	RDT&E Program Manager (CG-926)
CAPT	Matthew	Miller	Special Assignment
CAPT	Peter	Neffenger	Chief, Office of Budget & Programs (CG-82)
CAPT	Elisabeth	Pepper	CG-0945
CAPT	Karl	Schultz	Command Officer Sector Miami
CAPT	Frederick	Sommer	MLCLANT Civil Engineer
CAPT	Curt	Springer	CGPC-OPM
CAPT	Graham	Stowe	LDC
CAPT	Paul	Thomas	Sector Jacksonville CO
CAPT	David	Throop	Captain Detailer - OPM
CDR	Peter	DeCola	XO ISC Boston
CDR	McKinley	John	Command Officer, WMEC -270
CDR	Ron	LeBroc	Training Officer, Training Center Yorktown
CDR	Andrea	Marcille	Asst COMDT of Cadets
CDR	John	O'Connor	OCS School Chief
PERS4	Dean	Clark	TRACEN Administrative CWO
MSS4	Ken	Edmundson	Marine Safety Instructor
ISCM	Mark	Pearson	Course Writer
MKCM	Scott	Wilder	Course Writer
CMC	Michael	Wilton	TRACEN Yorktown Command Chief
MKC	Oscar	Burns	Instructor
PSC	Robert	Colbert	Instructor
EMC	Keith	Macklin	Instructor

APPENDIX D

INTERVIEW INSTRUMENT

Appendix D – Interview Instrument

<i>MOLGA O-5 & above INTERVIEW QUESTIONS</i>	
Name & Rank:	Date:
Current Billet/Position:	Gender:
Ethnic Background: Circle/Mark all that apply:	
Asian Black Hispanic Pacific Islander White Other _____	
<p>Preamble: “CDR/CAPT/ADM, I have been assigned to the Mid-Grade Officer Leadership Gap Analysis (MOLGA) team. The team’s goal is to determine what, if any, leadership or performance gaps exist within the Mid-Grade (O-3 and O-4) population. To do this we logically must gather input from people in the field like yourselves, who are in the best position to evaluate what the field requires of the ideal or optimal Mid-Grade Officer. So the purpose of this discussion is to get your feelings about the desired performance of Mid-Grade Officers to support the Coast Guard’s goals and mission accomplishments of the unit.”</p>	
All comments will be kept confidential and will be used only by the PTC for the MOLGA study.	
Leadership Competency table and Likert scale handouts available for reference.	

QUESTIONS	RESPONSES
1. Which of the following communities do you identify with? Aviation Marine Safety C4IT Management Operations Ashore Finances Human Resources Engineering Intel Operations Afloat Reserve Programs Medical	
Assess your agreement with the following statements according to the provided 5 point Likert scale: 2. I am familiar with the 28 leadership competencies found in the Leadership Development Framework (provided in the table below). 3. Based on my experience, there are current leadership gaps in the Mid-Grade Officer (O-3 & O-4) ranks. 4. The Coast Guard’s leadership development system provides Mid-Grade Officers the support they need to succeed. 5. I am confident my current Mid-Grade Officers have the ability to lead effectively in a major incident.	
6. During major incidents (natural disasters, oil spills, Aircraft/vessel casualties, interagency operations, etc.), what leadership competencies do you consider critical for your subordinates responsible for response? (PSC, OSC, PA officer, etc.)	
7. Of the 28 competencies – which ones are weakest among Mid-Grade Officers?	

8. What formal opportunities exist for Mid-Grade Officers to develop their leadership skills? 9. What informal ones exist?	
10. What leadership competencies have been most critical to <u>your</u> success?	
11. What competencies will Mid-Grade Officers need to respond to future organizational mission requirements?	
12. Are the needed leadership competencies standard or do they vary by assignment? 13. Are the needed leadership competencies standard or do they vary by community?	
14. Are there any important leadership issues we missed during this interview?	

Twenty-Eight Leadership Competencies

Leading Self	Leading Others	Leading Performance & Change	Leading The Coast Guard
Accountability & Responsibility	Effective Communications	Conflict Management	Financial Management
Aligning Values	Team Building	Customer Focus	Technology Management
Followership	Influencing Others	Decision Making & Problem Solving	Human Resource Management
Health & Well Being	Mentoring	Management & Process Improvement	External Awareness
Self Awareness & Learning	Respect for Others & Diversity Management	Vision Development & Implementation	Political Savvy
Personal Conduct	Taking Care of People	Creativity & Innovation	Partnering
Technical Proficiency			Entrepreneurship
			Stewardship
			Strategic Thinking

5 point LIKERT scale rating response system:

1=Strongly Disagree

2=Disagree

3=Neither Agree or Disagree

4=Agree

5=Strongly Agree

APPENDIX E

MOLGA SURVEY COMMENT ANALYSIS

Appendix E – MOLGA Survey Comment Analysis

The on-line survey recorded 1008 comments. Many focused on the survey itself, but 788 were considered pertinent to Coast Guard and or Mid-Grade Officer Leadership.

One hundred eighty seven (187) comments were classified as requesting a Skills and Knowledge intervention or Training to improve Mid-Grade Officer Leadership. Statements like:

“There needs to be something to help mid-grade officers with the turning point from tactical to strategic. Whether it is a “C” school or seminar or PQS system (like E-PME) there needs to be a way to help us understand the big political, business and organizations goals and methodologies.”

“A 1-2 week course covering various leadership & Dept head competencies would be a great help to our O-3/4’s”

“We need to look at providing our officers more officer training similar to what DOD does with their Officer Basic and Advanced courses. This would be an ideal way to introduce new general core competencies such as financial and acquisition management.”

Mentioned often were JPME, leadership training promotion requirements, a LAMS style course catered to the mid-grades and other DOD officer leadership offerings.

One hundred seventy five (175) comments indicated that organizational culture and change was hindering leadership. Statements like:

“It is time to start removing requirements that suffocate leadership instead of allowing the nonstop increase of administrative burden to continue.”

“Organizational culture prevents mid level supervisors to provide feedback to policy makers.”

“There has been so much change in the CG especially since 2001 that any effort to advocate for the CG organizational vision to reorganize itself is muted. I think by a perception of mental ‘fatigue’ with the idea of change. (e.g. sectors, deepwater, CAIOs, DHS influence on the CG through CFO audit, marine safety mission, etc).”

Forty eight (48) comments specifically mentioned “OPTEMPO” or a lack of time as a hindrance to leadership.

“Time is the issue: Mid-grade officers don’t have the time to be more proficient in the categories above...”

Criticism of the cultural attitudes paraphrased by the statements “Do more with less” and “Jack of all trades master of none” were also prevalent.

One hundred and sixteen (116) comments were classified as negative about Senior Coast Guard leadership. Statements like:

“The biggest problem I see with mid-grade officers is in fact senior officers...There is more micro managing from the top than I have seen in 23 years of service.”

“Senior Leadership does not promote or value the opinions of mid-level management.”

Complaints were related to setting an example “walking the walk”, a lack of feedback, and lack of empowerment.

One hundred ten (110) comments indicated that mentorship was critical to Mid-Grade Officer leadership and currently not being done satisfactorily. Statements like:

“A mentoring program should become formalized & required for all JO in their first tour...Assess similar program for mid-grade officers w/ senior ranking officials.”

“As for being mentored, I do not often get specific performance feedback unless something is wrong in the operational effectiveness or administration of the unit”

Ninety three (93) comments were classified as negative about the OER and promotion system. Statements like:

“By design of the OER, leadership abilities is unfairly evaluated across the officer spectrum due to the differences in leadership opportunities that each job entails”

Leadership by OER is a bain to Coast Guard leadership...the CG needs to streamline the OER process!”

“Mid-grade officer leadership is most in danger as a result of the inconsistency and impenetrability of the code for the promotion cycles after LT...There is no feedback method to describe the process effectively”

Ninety (90) comments indicated that Strategic Thinking and Political Savvy were lacking among Mid-Grade Officers. Statements like:

“The biggest general weakness I see is understanding the bigger picture political, policy, fiscal, regulatory constraints and influences on the Coast Guard as a whole and successfully translating that in to action”

“Leadership at O3 and O4 is still too task oriented and not enough emphasis is given to “big-picture” planning and strategic thinking”

“We need to develop strategic management skills in our O-2 to O-4 officer corps. The application of objectives and strategies to the development of departmental, program and unit goals and annual budget builds is a critical skill set that is lacking in our organization”

Seventy (70) comments indicated that new or digital technology was hindering Mid-Grade Officer leadership. Statements like:

“The more the CG moves towards technology, i.e. doing away with the YN structure and requiring individuals to update and maintain the knowledge to complete travel claims, evals, direct access, etc., the less time you have to actually perform leadership functions”

“The biggest leadership challenge I've had to endure is the incorporation of ‘new technology’ into the fleet before it is ready”

“Systematically, e-mail has corrupted this organization. Too often, we see mid grade leadership (Es and Os) spending inordinate amounts of time hammering out an e-mail that take 20 minutes

or more to discuss one side of a conversation. In a 20 minute phone call or face-to-face, so much more can be accomplished with the sharing of ideas”

Sixty eight (68) comments were classified as generally positive about the leadership status quo in the Coast Guard for Mid-Grade Officers. Statements like:

“The officer corps is healthy”

“Presently I do not see a shortfall with the mid-level officers”

“Mid-grade officers on the whole are doing the job expected and needed from them”

The following topics were repeatedly mentioned, but not in significant numbers (less than 5% approx 40 comments):

Lack of Accountability (33)

Negative impacts of Sector re-organization (25)

Poor Writing Skills (24)

Lack of Risk Taking/Assertiveness (23)

Negative impacts of the assignment process (22)

Lack of supervision opportunities (DCOs, Aviators, Staff) (15)

Disagreement with Entrepreneurship as a competency (8)

Lack of Taking care of people (7)

360 Feedback (7)

Respect for Diversity (5)

APPENDIX F

MOLGA LEADERSHIP DUTY AREA COMPARISON

Appendix F – MOLGA Leadership Duty Area Comparison

MOLGA Leadership Duty Area Comparison				
Leadership Competency	O3/4	O5/6	Delta	Ranking Factor
Political Savvy				2.9
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	3.7	2.8	0.9	
Recognizing the political impact of various courses of action	3.8	2.9	0.9	
Taking action consistent with organizational and political realities	3.8	3.1	0.7	
Understanding the political realities that impact my unit	3.9	3.0	0.9	
Strategic Thinking				3.1
Considering the implications of my actions within the greater Coast Guard organization	4.2	3.2	1.0	
Participating in development of unit-level strategic planning	4.0	3.2	0.8	
Managing with strategic intent	3.9	2.8	1.1	
Human Resource Management				3.1
Applying Coast Guard Human Resources guidance to perform/support mission	3.8	3.5	0.3	
Assessing staffing needs based on organizational goals	3.8	3.1	0.7	
Guiding others in proper use of Coast Guard personnel systems	3.7	3.1	0.5	
Making recommendations to senior managers concerning personnel issues	4.2	3.6	0.6	
Understanding the civilian personnel system	2.7	2.0	0.7	
Vision Development and Implementation				3.2
Aligning my unit's vision with that of the overall Coast Guard	3.9	3.3	0.6	
Anticipating future requirements	3.9	3.1	0.8	
Championing organizational change	3.8	3.0	0.8	
Participating in development of my unit's vision	3.9	3.4	0.5	
Entrepreneurship				3.2
Actively marketing new products/processes	3.6	3.2	0.4	
Encouraging appropriate risk taking in others	3.9	3.1	0.8	
Initiating actions involving deliberate risk, when needed, to achieve a benefit	4.0	3.2	0.8	
External Awareness				3.3
Gaining a broader perspective by interacting with local/state/federal/commercial agencies	3.9	3.3	0.6	
Keeping abreast of national and international policies and economic, political, military, and social trends	3.7	3.0	0.8	

MOLGA Leadership Duty Area Comparison				
Leadership Competency	O3/4	O5/6	Delta	Ranking Factor
Telling the Coast Guard's story whenever the opportunity presents itself	4.0	3.5	0.5	
Management and Process Improvement				3.4
Determining the root cause of a problem	4.2	3.5	0.8	
Implementing process improvement	4.2	3.5	0.6	
Periodically assessing my unit's work processes	4.0	3.3	0.7	
Financial Management				3.4
Advocating for appropriate funding levels for my area of responsibility	3.8	3.2	0.6	
Applying principles of sound financial management	4.0	3.4	0.6	
Prioritizing expenditures in support of programs and policies	4.0	3.5	0.6	
Seeking best value in procurement decisions	4.0	3.4	0.6	
Strictly adhering to Coast Guard policy in managing finances	3.9	3.4	0.5	
Customer Focus				3.4
Knowing my customers	4.2	3.7	0.5	
Responding to the changing needs of my customers	4.1	3.6	0.6	
Seeking customer feedback	3.9	3.1	0.8	
Conflict Management				3.4
Facilitating open communication of controversial issues	4.1	3.4	0.7	
Minimizing conflict by communicating clear expectations	4.1	3.3	0.7	
Reducing negative impact of conflict by building strong relationships	4.2	3.6	0.6	
Effective Communications				3.5
Communicating face-to-face whenever possible	4.4	3.5	0.9	
Facilitating an open exchange of ideas	4.4	3.7	0.7	
Practicing active listening	4.3	3.5	0.8	
Verbally communicating effectively to all audiences	4.2	3.6	0.6	
Writing clear, concise, & organized correspondence/reports	4.3	3.1	1.2	
Partnering				3.5
Building alliances across functional boundaries	4.1	3.5	0.5	
Collaborating with local/state/federal/commercial agencies to improve mission execution	3.9	3.5	0.4	
Demonstrating an understanding that the Coast Guard exists within a broader envelope of partners and stakeholder organizations	4.1	3.4	0.7	
Mentoring				3.5
Being a mentor	4.1	3.4	0.6	
Being mentored	3.8	3.5	0.3	
Providing sound professional advice to others	4.2	3.6	0.6	

MOLGA Leadership Duty Area Comparison				
Leadership Competency	O3/4	O5/6	Delta	Ranking Factor
Decision Making and Problem Solving				3.5
Practicing risk management	4.2	3.6	0.6	
Understanding the impact and implications of decisions	4.4	3.5	0.9	
Using all available resources to determine best solutions	4.3	3.4	0.8	
Influencing Others				3.6
Building consensus with stakeholders	4.0	3.5	0.5	
Influencing others to support organizational change	4.0	3.4	0.6	
Providing effective direction to accomplish CG missions	4.2	3.9	0.3	
Creativity and Innovation				3.6
Applying innovative approaches to solve problems	4.1	3.7	0.3	
Applying lessons learned from reasonable risk taking	4.3	3.7	0.6	
Creating a work environment that encourages creative thinking and innovation	4.1	3.4	0.8	
Thinking outside the box	4.1	3.5	0.7	
Self Awareness and Learning				3.7
Adapting own behavior/work methods in response to changing conditions	4.3	3.8	0.5	
Continually seeking opportunities to improve	4.3	3.8	0.5	
Seeking feedback to identify areas for personal improvement	4.1	3.4	0.6	
Followership				3.7
Seeking guidance and feedback from leaders	4.2	3.7	0.4	
Translating understanding of organizational priorities to subordinates	4.1	3.4	0.7	
Working with leaders to ensure successful mission accomplishment	4.3	4.0	0.3	
Accountability and Responsibility				3.7
Applying CG policies and regulations	4.3	4.0	0.3	
Bringing potentially unpopular concerns to senior leaders	4.3	3.5	0.8	
Holding my subordinates accountable for the performance of their duties	4.2	3.6	0.6	
Taking ownership for the performance of my subordinates	4.4	3.5	0.9	
Aligning Values				3.8
Applying Coast Guard values to guide my performance, conduct, and decisions	4.3	4.0	0.3	
Assisting subordinates in alignment of individual values with Coast Guard core values	4.1	3.7	0.4	
Holding others accountable to organizational values	4.2	3.7	0.5	
Team Building				3.8
Building cooperation and collaboration at all organizational levels	4.1	3.6	0.5	
Fostering esprit de corps and strong relationships	4.2	3.8	0.4	

MOLGA Leadership Duty Area Comparison				
Leadership Competency	O3/4	O5/6	Delta	Ranking Factor
Motivating and guiding team members toward a common goal	4.2	3.9	0.3	
Taking Care of People				3.8
Actively participating in developing others	4.3	3.9	0.4	
Adjusting my leadership style to meet needs and abilities of others	4.2	3.5	0.7	
Ensuring fair and equitable treatment of people	4.5	4.2	0.3	
Providing constructive feedback to others	4.3	3.6	0.6	
Supporting the individual growth of others	4.4	3.9	0.5	
Using reward systems to recognize high performance	4.1	3.7	0.3	
Technology Management				3.9
Embracing the impact of technological changes	4.0	4.1	0.0	
Identifying opportunities for improvement through the use of technology	3.9	4.0	-0.1	
Implementing technology to improve effectiveness	3.9	3.9	0.0	
Using technology to enhance decision-making	3.8	3.7	0.2	
Stewardship				3.9
Ensuring the proper use and maintenance of Coast Guard resources	4.3	3.9	0.3	
Making operational decisions to maximize limited resources	4.3	4.0	0.4	
Seeking resources to execute mission	4.3	3.8	0.4	
Personal Conduct				4.0
Appropriately using position and personal power	4.5	3.9	0.6	
Embodying Honor, Respect and Devotion to Duty	4.5	4.1	0.4	
Making the right ethical decisions	4.6	4.1	0.5	
Health and Well-being				4.0
Actively promoting fitness	4.1	3.9	0.3	
Contributing to a positive work life environment	4.3	4.0	0.4	
Contributing to the well being/safety of others	4.4	4.0	0.3	
Technical Proficiency				4.1
Completing mission tasks with no supervision	4.6	4.0	0.6	
Demonstrating expertise within my specialty	4.5	4.1	0.3	
Embracing advances in my specialty	4.4	4.1	0.3	
Respect for Others and Diversity Management				4.1
Creating an environment that actively supports the COMDT's diversity policy	4.2	4.0	0.2	
Respecting the benefits of cultural, personal and professional differences	4.3	4.1	0.2	
Responding with sensitivity to the needs and feelings of others	4.2	4.1	0.2	
Ranking Factor = AVG (O3/4 responses) MINUS THE AVG (O3/4 TO O5 DELTA)				

APPENDIX G

LEADERSHIP BARRIER COMPARISON

Appendix G – Leadership Barrier Comparison

Leadership Barrier Comparison								
Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Understanding the civilian personnel system	4.8	16.2	52.4	12.5	9.9	4.2	1009	70.7
Actively marketing new products/processes	7.4	22.9	22.1	26.1	14.9	6.7	596	41.8
Keeping abreast of national and international policies and economic, political, military, and social trends	2.8	14.6	12.2	61.9	6.5	2.0	502	35.2
Guiding others in proper use of Coast Guard personnel systems	3.9	10.5	51.5	20.1	10.1	3.9	491	34.4
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	5.8	18.1	37.5	23.7	9.5	5.4	481	33.7
Advocating for appropriate funding levels for my area of responsibility	4.0	20.0	46.5	9.9	16.3	3.3	452	31.7
Being mentored	3.6	29.6	11.1	38.8	13.1	3.8	442	31.0

G-1

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Recognizing the political impact of various courses of action	6.5	18.7	39.1	18.1	12.4	5.2	440	30.8
Assessing staffing needs based on organizational goals	7.6	15.9	40.8	14.5	17.1	4.1	433	30.3
Using technology to enhance decision-making	5.6	11.0	37.8	17.2	24.2	4.2	429	30.1
Championing organizational change	8.7	29.8	17.0	27.7	9.9	6.9	422	29.6
Strictly adhering to Coast Guard policy in managing finances	5.6	16.1	49.3	14.6	9.3	5.1	407	28.5
Implementing technology to improve effectiveness	5.9	12.0	36.6	19.6	24.4	1.5	393	27.5
Taking action consistent with organizational and political realities	8.4	18.2	37.9	15.6	10.0	10.0	388	27.2
Managing with strategic intent	7.0	21.2	31.3	17.6	10.3	12.7	385	27.0
Gaining a broader perspective by interacting with local/state/federal/commercial agencies	4.7	18.5	18.0	40.2	15.7	2.9	382	26.8

G-2

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Collaborating with local/state/federal/commercial agencies to improve mission execution	10.9	20.3	22.6	31.9	12.7	1.6	381	26.7
Telling the Coast Guard's story whenever the opportunity presents itself	7.4	13.7	19.2	43.2	9.5	7.1	379	26.6
Seeking customer feedback	6.6	22.4	7.1	45.6	14.2	4.0	376	26.3
Understanding the political realities that impact my unit	6.3	18.3	36.8	19.8	11.1	7.7	375	26.3
Identifying opportunities for improvement through the use of technology	4.6	11.4	39.3	21.4	21.1	2.2	369	25.9
Participating in development of my unit's vision	7.1	41.1	15.1	24.7	7.1	4.9	365	25.6
Seeking best value in procurement decisions	3.1	18.8	45.6	17.1	12.0	3.4	350	24.5
Anticipating future requirements	7.2	19.4	26.1	31.0	12.8	3.5	345	24.2
Aligning my unit's vision with that of the overall Coast	11.7	26.0	19.3	23.4	12.6	7.0	341	23.9

G-3

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Guard								
Participating in development of unit-level strategic planning	3.9	32.0	28.4	25.7	6.0	3.9	332	23.3
Encouraging appropriate risk taking in others	6.5	46.9	17.7	17.1	6.8	5.0	320	22.4
Applying principles of sound financial management	5.0	19.6	50.8	10.9	9.7	4.0	319	22.4
Embracing the impact of technological changes	4.4	15.0	34.2	20.1	22.3	4.1	319	22.4
Initiating actions involving deliberate risk, when needed, to achieve a benefit	3.3	50.0	17.7	12.7	8.7	7.7	299	21.0
Prioritizing expenditures in support of programs and policies	5.1	18.8	45.2	14.4	12.7	3.8	290	20.3
Influencing others to support organizational change	9.8	22.5	29.1	21.8	13.1	3.6	274	19.2
Periodically assessing my unit's work processes	5.5	15.0	19.0	45.6	11.7	3.3	271	19.0
Actively promoting fitness	1.1	9.0	9.4	74.1	5.3	1.1	266	18.6

G-4

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Using reward systems to recognize high performance	3.7	25.8	12.7	33.7	19.9	4.1	264	18.5
Applying Coast Guard Human Resources guidance to perform/support mission	5.1	14.2	39.4	19.3	13.0	9.1	252	27.6
Being a mentor	2.0	14.7	26.3	43.0	10.4	3.6	250	17.5
Demonstrating an understanding that the Coast Guard exists within a broader envelope of partners and stakeholder organizations	7.2	23.3	22.5	26.5	12.9	7.6	245	17.2
Applying innovative approaches to solve problems	1.7	28.8	24.2	27.5	15.8	2.1	238	16.7
Building consensus with stakeholders	6.8	19.4	31.2	21.5	13.5	7.6	237	16.6
Thinking outside the box	0.4	40.5	31.5	17.7	5.6	4.3	232	16.3
Seeking feedback to identify areas for personal improvement	2.7	33.3	10.4	44.1	5.4	4.1	222	15.6
Building alliances across functional boundaries	9.0	22.6	20.4	27.6	10.9	9.5	220	15.4

G-5

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Facilitating open communication of controversial issues	3.7	38.1	33.0	18.1	4.2	2.8	211	14.8
Making recommendations to senior managers concerning personnel issues	5.3	29.8	36.5	13.5	9.1	5.8	207	14.5
Assisting subordinates in alignment of individual values with Coast Guard core values	6.3	17.5	17.5	30.6	20.4	7.8	206	14.4
Building cooperation and collaboration at all organizational levels	2.5	30.0	26.5	27.5	10.0	3.5	198	13.9
Creating a work environment that encourages creative thinking and innovation	2.0	46.2	20.3	23.4	6.6	1.5	197	13.8
Practicing risk management	6.6	29.4	18.8	26.9	13.2	5.1	197	13.8
Considering the implications of my actions within the greater Coast Guard organization	4.3	24.9	28.1	24.9	10.3	7.6	184	12.9
Responding to the changing needs of my customers	11.4	22.8	12.0	29.9	16.3	7.6	182	12.8

G-6

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Implementing process improvement	5.5	23.5	17.5	36.6	12.0	4.9	182	12.8
Translating understanding of organizational priorities to subordinates	9.9	18.7	22.5	25.8	16.5	6.6	181	12.7
Reducing negative impact of conflict by building strong relationships	1.8	22.4	27.1	30.0	10.6	8.2	170	11.9
Creating an environment that actively supports the COMDT's diversity policy	3.5	14.0	22.2	29.2	12.9	18.1	170	11.9
Seeking guidance and feedback from leaders	1.8	41.6	13.3	33.7	7.2	2.4	166	11.6
Minimizing conflict by communicating clear expectations	6.0	25.7	32.3	24.0	7.8	4.2	165	11.6
Responding with sensitivity to the needs and feelings of others	1.8	26.7	30.3	30.9	4.8	5.5	164	11.5
Verbally communicating effectively to all audiences	0.6	8.0	60.7	17.8	11.0	1.8	163	11.4

G-7

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Adjusting my leadership style to meet needs and abilities of others	2.5	19.0	39.3	25.8	10.4	3.1	162	11.4
Fostering esprit de corps and strong relationships	3.1	21.0	30.2	35.8	6.8	3.1	160	11.2
Holding my subordinates accountable for the performance of their duties	2.5	33.5	27.3	20.5	13.0	3.1	159	11.1
Seeking resources to execute mission	9.0	16.8	25.2	21.3	25.2	2.6	154	10.8
Knowing my customers	10.0	22.0	14.7	34.7	10.7	8.0	148	10.4
Holding others accountable to organizational values	5.6	29.2	22.9	21.5	13.2	7.6	144	10.1
Using all available resources to determine best solutions	4.9	17.6	26.8	25.4	23.2	2.1	141	9.9
Providing sound professional advice to others	3.5	14.8	35.2	29.6	12.7	4.2	141	9.9
Providing effective direction to accomplish CG missions	10.7	17.9	29.3	20.7	16.4	5.0	140	9.8
Determining the root cause of a problem	3.8	16.0	29.0	31.3	16.0	3.8	131	9.2

G-8

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Writing clear, concise, & organized correspondence/reports	0.8	5.6	55.2	25.6	11.2	1.6	125	8.8
Motivating and guiding team members toward a common goal	4.8	18.4	32.8	31.2	11.2	1.6	123	8.6
Continually seeking opportunities to improve	2.5	12.5	10.8	65.0	8.3	0.8	120	8.4
Making operational decisions to maximize limited resources	6.7	25.0	25.8	22.5	15.8	4.2	119	8.3
Bringing potentially unpopular concerns to senior leaders	1.7	56.9	19.0	12.9	6.0	3.4	115	8.1
Communicating face-to-face whenever possible	0.9	14.9	28.1	49.1	4.4	2.6	114	8.0
Practicing active listening	1.8	11.6	50.0	30.4	3.6	2.7	112	7.8
Providing constructive feedback to others	3.6	19.1	31.8	35.5	8.2	1.8	109	7.6
Taking ownership for the performance of my subordinates	3.8	28.6	17.1	20.0	21.0	9.5	105	7.4

G-9

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Ensuring the proper use and maintenance of Coast Guard resources	4.8	16.3	23.1	30.8	20.2	4.8	103	7.2
Embracing advances in my specialty	3.9	14.7	20.6	36.3	11.8	12.7	102	7.1
Contributing to the well being/safety of others	2.0	8.9	9.9	58.4	17.8	3.0	101	7.1
Respecting the benefits of cultural, personal and professional differences	2.0	20.0	23.0	24.0	11.0	20.0	99	6.9
Contributing to a positive work life environment	1.0	13.5	9.4	62.5	7.3	6.3	96	6.7
Actively participating in developing others	3.2	17.0	14.9	45.7	16.0	3.2	93	6.5
Applying lessons learned from reasonable risk taking	3.3	42.4	18.5	25.0	5.4	5.4	92	6.4
Adapting own behavior/work methods in response to changing conditions	5.6	20.2	25.8	33.7	11.2	3.4	89	6.2

G-10

Leadership Barrier Comparison

Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
Applying Coast Guard values to guide my performance, conduct, and decisions	9.1	31.8	14.8	20.5	6.8	17.0	88	6.2
Demonstrating expertise within my specialty		14.3	38.1	27.4	10.7	9.5	84	5.9
Working with leaders to ensure successful mission accomplishment	3.7	42.0	8.6	23.5	17.3	4.9	81	5.7
Understanding the impact and implications of decisions	9.9	22.2	30.9	24.7	7.4	4.9	80	5.6
Applying CG policies and regulations	2.5	15.2	26.6	35.4	16.5	3.8	78	5.5
Appropriately using position and personal power	4.2	26.8	32.4	15.5	7.0	14.1	71	5.0
Facilitating an open exchange of ideas	2.8	36.6	29.6	25.4	4.2	1.4	71	5.0
Supporting the individual growth of others	3.1	20.3	10.9	46.9	14.1	4.7	63	4.4
Embodying Honor, Respect and Devotion to Duty	12.1	34.5	15.5	15.5	8.6	13.8	57	4.0

G-11

Leadership Barrier Comparison								
Leadership knowledge, skill, or ability	Barrier						Number of respondents who indicated less than optimal proficiency (total respondents = 1427)	Percent of respondents who indicated less than optimal proficiency
	Lack of policy or doctrine	Organization culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute		
	Percent for each barrier (highlighted to indicate largest barrier)							
	Ensuring fair and equitable treatment of people	1.9	28.8	15.4	30.8	13.5		
Completing mission tasks with no supervision	9.1	25.0	22.7	20.5	20.5	2.3	44	3.1
Making the right ethical decisions	10.7	46.4	3.6	17.9	7.1	14.3	28	2.0

APPENDIX H

MOLGA SURVEY



Mid-Grade Officer Leadership Gap Analysis (MOLGA)



Login Directions

Username:

The Username is any name you select. Please make it easy for you to recall, as you will need it in the event you need to log-on again. We recommend using your initials + the last four digits of your EMPLID. For example:

JS1972
AB2345

There will be no attempts to track/identify you based on this sign-in or any of the demographic information in the survey.

Password:

The password you will use was provided to you in the email notifying you of this survey.

It is important that you remember both your **Username** and your **Password** so that you will be able to re-enter the survey should you not finish it for any reason. Your Username will allow you to continue the survey where you left off in the event you are disconnected (**however you must wait 30 minutes before logging in again**).

Please enter your **Username** and **Password** in the spaces provided:

Username

Password

Login **Cancel**

If you have any questions, please contact:
uscgptcoa@uscg.mil



Mid-Grade Officer Leadership Gap Analysis (MOLGA)



Click on "Next" to continue

This survey is designed to assess the leadership skill sets of Mid-grade Officers (O-3 and O-4) in today's Coast Guard. **Input from this survey will be used to refine those skill sets by helping to identify the strengths, weaknesses and opportunities in Mid-grade officer leadership.**

Your participation is vital to capturing the leadership skills used by today's Mid-grade Coast Guard officer.

The information will not be used to evaluate you as an individual, your supervisor, your subordinates, or your unit.

Please take the time to thoroughly respond to this survey so that the final analysis may accurately reflect the leadership competencies as they exist today.

This survey should take 60 minutes or less to complete and is anonymous.

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Next



Mid-Grade Officer Leadership Gap Analysis (MOLGA)



Survey General Directions

Survey General Directions

It is strongly recommended that you complete the survey in one sitting. However, if for any reason you are unable to complete the survey in one sitting you may exit your browser and resume the survey at a later time. You can resume the survey from any computer with access to the Internet.

If you exit your browser or lose your Internet connection you must WAIT 30 MINUTES to log back in again.

The survey program automatically logs you out after 30 minutes (TIMED-OUT) of inactivity but will permit you to log in again with your same Username and Password. Whether you were TIMED-OUT or intentionally chose to quit the survey before you finish, you can re-enter it later with your Username and Password. The program will AUTOMATICALLY PLACE YOU WHERE YOU LAST LEFT THE SURVEY.

Click on "Next" to continue

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Mid-Grade Officer Leadership Gap Analysis (MOLGA)



Survey General Directions (con't)

To review and/or correct your answers:

Use the "**Previous**" button at the bottom of the screen to return to the previous question.

Use the "**Next**" button to continue.

DO NOT USE YOUR BROWSER "BACK" BUTTON; it will cause problems with the survey.

Click on "Next" to continue

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How long have you served in the Coast Guard?

- Less than 1 year
- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- Over 20 years

Click on "Next" to continue

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What is your current duty status?

- Active
- Reserve
- Reserve on ADT
- Extended Active Duty
- Civilian

Click on "Next" to continue

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What is your gender?

- Male
- Female

Click on "Next" to continue

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What is your ethnicity?

- Asian
- Black
- Hispanic
- Pacific Islander
- White
- Other _____

Click on "Next" to continue

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**Which of the following specialties/communities do you identify with?
(Select all that apply)**

Aviation	C4IT	
Management	Operations Ashore-Response	Finance
Human Resources	Engineering	Intelligence
Operations Afloat	Reserve Programs	Medical
Operations Ashore-Prevention		Legal

Click on "Next" to continue

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What are your career intentions?

Get out at next available opportunity
Complete next tour and decide then
Complete 20 years and retire
Complete 20+ years and retire

Click on "Next" to continue

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What is your current pay grade?

Senior Officer (O-5 and above) ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
O-4 ([branch to "Which statement below best describes your current leadership position"](#))
O-3 ([branch to "Which statement below best describes your current leadership position"](#))
Junior Officer (O-2 and O-1) ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
Chief Warrant Officers ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
Senior Enlisted (E-7 and above) ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
Junior Enlisted (E-6 and below) ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
Non-Rated Personnel (E-3 and below) ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))
Civilians ([branch to "Your assessment of \(03/04\) Leadership Competencies"](#))

Click on "Next" to continue

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Which statement below best describes your current leadership position? (Select only one)

- CO/XO
- Supervise over 15 people
- Supervise 8-15 people
- Supervise 1-7 people
- Supervise no personnel

Click on "Next" to continue

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Measurement of your Leadership Competencies

For each leadership knowledge, skill, or ability, rate your agreement with each statement.

Example: Mentoring

I am proficient at:	Strongly Disagree 1	Disagree 2	Neither Agree nor Disagree 3	Agree 4	Strongly Agree 5
<i>Developing plans to broaden my own knowledge</i>	X				
<i>Developing plans to broaden others in the workplace</i>				X	
<i>Providing informal feedback to colleagues</i>		X			

This example shows responses to three sample questions:

The respondent:

Strongly disagreed (rating of 1) that he/she is proficient at "developing plans to broaden own knowledge".

Agreed (rating of 4) that he/she is proficient at “developing plans to broaden others in the workplace”.

Disagreed (rating of 2) that he/she is proficient at “providing informal feedback to colleagues”.

If answer equals 1, 2 or 3 then Branch to “Barriers to your leadership proficiency” for the subsequent display.

Leadership Competency – Conflict Management

I am proficient at:

Facilitating open communication of controversial issues
Minimizing conflict by communicating clear expectations
Reducing negative impact of conflict by building strong relationships

Click on "Next" to continue

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Leadership Competency – Creativity and Innovation

I am proficient at:

Applying innovative approaches to solve problems
Applying lessons learned from reasonable risk taking
Creating a work environment that encourages creative thinking and innovation
Thinking outside the box

Click on "Next" to continue

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Leadership Competency – Customer Focus

I am proficient at:

Knowing my customers
Responding to the changing needs of my customers
Seeking customer feedback

Click on "Next" to continue

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Leadership Competency – Decision Making and Problem Solving

I am proficient at:

Practicing risk management
Understanding the impact and implications of decisions
Using all available resources to determine best solutions

Click on "Next" to continue

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Leadership Competency – Entrepreneurship

I am proficient at:

Actively marketing new products/processes
Encouraging appropriate risk taking in others
Initiating actions involving deliberate risk, when needed, to achieve a benefit

Click on "Next" to continue

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Leadership Competency – External Awareness

I am proficient at:

Gaining a broader perspective by interacting with local/state/federal/commercial agencies
Keeping abreast of national and international policies and economic, political, military, and social trends
Telling the Coast Guard's story whenever the opportunity presents itself

Click on "Next" to continue

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Leadership Competency – Financial Management

I am proficient at:

Advocating for appropriate funding levels for my area of responsibility
Applying principles of sound financial management
Prioritizing expenditures in support of programs and policies
Seeking best value in procurement decisions
Strictly adhering to Coast Guard policy in managing finances

Click on "Next" to continue

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Leadership Competency – Human Resource Management

I am proficient at:

Applying Coast Guard Human Resources guidance to perform/support mission
Assessing staffing needs based on organizational goals
Guiding others in proper use of Coast Guard personnel systems
Making recommendations to senior managers concerning personnel issues
Understanding the civilian personnel system

Click on "Next" to continue

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Leadership Competency – Management and Process Improvement

I am proficient at:

Determining the root cause of a problem
Implementing process improvement
Periodically assessing my unit's work processes

Click on "Next" to continue

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Leadership Competency – Mentoring

I am proficient at:

Being a mentor
Being mentored
Providing sound professional advice to others

Click on "Next" to continue

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Leadership Competency – Partnering

I am proficient at:

Building alliances across functional boundaries
Collaborating with local/state/federal/commercial agencies to improve mission execution
Demonstrating an understanding that the Coast Guard exists within a broader envelope of partners and stakeholder organizations

Click on "Next" to continue

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Leadership Competency – Political Savvy

I am proficient at:

Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security

Recognizing the political impact of various courses of action

Taking action consistent with organizational and political realities

Understanding the political realities that impact my unit

Click on "Next" to continue

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Leadership Competency – Respect for Others and Diversity Management

I am proficient at:

Creating an environment that actively supports the COMDT's diversity policy

Respecting the benefits of cultural, personal and professional differences

Responding with sensitivity to the needs and feelings of others

Click on "Next" to continue

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Leadership Competency – Stewardship

I am proficient at:

Ensuring the proper use and maintenance of Coast Guard resources

Making operational decisions to maximize limited resources

Seeking resources to execute mission

Click on "Next" to continue

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Leadership Competency – Strategic Thinking

I am proficient at:

Considering the implications of my actions within the greater Coast Guard organization
Participating in development of unit-level strategic planning
Managing with strategic intent

Click on "Next" to continue

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Leadership Competency – Taking Care of People

I am proficient at:

Actively participating in developing others
Adjusting my leadership style to meet needs and abilities of others
Ensuring fair and equitable treatment of people
Providing constructive feedback to others
Supporting the individual growth of others
Using reward systems to recognize high performance

Click on "Next" to continue

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Leadership Competency – Team Building

I am proficient at:

Building cooperation and collaboration at all organizational levels
Fostering esprit de corps and strong relationships
Motivating and guiding team members toward a common goal

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Leadership Competency – Technology Management

I am proficient at:

- Embracing the impact of technological changes**
- Identifying opportunities for improvement through the use of technology**
- Implementing technology to improve effectiveness**
- Using technology to enhance decision-making**

Click on "Next" to continue

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Leadership Competency – Vision Development and Implementation

I am proficient at:

- Aligning my unit's vision with that of the overall Coast Guard**
- Anticipating future requirements**
- Championing organizational change**
- Participating in development of my unit's vision**

Click on "Next" to continue

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Leadership Competency – Accountability and Responsibility

I am proficient at:

- Applying CG policies and regulations**
- Bringing potentially unpopular concerns to senior leaders**
- Holding my subordinates accountable for the performance of their duties**
- Taking ownership for the performance of my subordinates**

Click on "Next" to continue

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Leadership Competency – Aligning Values

I am proficient at:

Applying Coast Guard values to guide my performance, conduct, and decisions
Assisting subordinates in alignment of individual values with Coast Guard core values
Holding others accountable to organizational values

Click on "Next" to continue

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Leadership Competency – Followership

I am proficient at:

Seeking guidance and feedback from leaders
Translating understanding of organizational priorities to subordinates
Working with leaders to ensure successful mission accomplishment

Click on "Next" to continue

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Leadership Competency – Self Awareness and Learning

I am proficient at:

Adapting own behavior/work methods in response to changing conditions
Continually seeking opportunities to improve
Seeking feedback to identify areas for personal improvement

Click on "Next" to continue

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Leadership Competency – Health and Well-being

I am proficient at:

Actively promoting fitness
Contributing to a positive work life environment
Contributing to the well being/safety of others

Click on "Next" to continue

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Leadership Competency – Personal Conduct

I am proficient at:

Appropriately using position and personal power
Embodying Honor, Respect and Devotion to Duty
Making the right ethical decisions

Click on "Next" to continue

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Leadership Competency – Technical Proficiency

I am proficient at:

Completing mission tasks with no supervision
Demonstrating expertise within my specialty
Embracing advances in my specialty

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Leadership Competency – Effective Communications

I am proficient at:

Communicating face-to-face whenever possible
Facilitating an open exchange of ideas
Practicing active listening
Verbally communicating effectively to all audiences
Writing clear, concise, & organized correspondence/reports

Click on "Next" to continue

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Leadership Competency – Influencing Others

I am proficient at:

Building consensus with stakeholders
Influencing others to support organizational change
Providing effective direction to accomplish CG missions

Click on "Next" to continue

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Where/how did you obtain the majority of leadership competencies that you are proficient in?

Inside the CG Formal Training (“C” schools, Accession training, LAMS, etc.)
Inside the CG On-the-job training/mentorship
Outside the Coast Guard

Click on "Next" to continue

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Barriers to your Leadership Proficiency

You have responded that you do not have optimal proficiency in some leadership areas. Please indicate which response below best describes the primary barrier to your leadership development in that area.

Lack of Policy/Doctrine

Organizational culture/system does not encourage this skill

Do not have the Skill or Knowledge

Not enough Time/High OPTEMPO

Lack of Tools/Resources

Do not understand the leadership skill/attribute

Mentoring My leadership competency is less than optimal in this area because of:	Lack of policy/ doctrine	Organization al culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Do not understand the leadership skill/ attribute
<i>Developing plans to broaden own knowledge</i>	x					
<i>Developing plans to broaden others in the workplace</i>						x
<i>Providing informal feedback to colleagues</i>				x		

This example shows responses to three sample questions. The respondent:

- *Indicated that a lack a **Lack of policy/doctrine** barrier exists for “developing plans to broaden own knowledge”.*
- *Indicated the he/she **Does not understand the leadership skill/attribute** for “developing plans to broaden other in the workplace”.*
- *Indicated that a **Not enough time/high OPTEMPO** barrier exists for “providing informal feedback to colleagues”.*

Your assessment of (03/04) Leadership Competencies

For each leadership knowledge, skill, or ability, rate your agreement with each statement.

Example

Mentoring	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Mid-grade officers are proficient at:	1	2	3	4	5
<i>Developing plans to broaden own knowledge</i>	X				
<i>Developing plans to broaden others in the workplace</i>				X	
<i>Providing informal feedback to colleagues</i>		X			

This example shows responses to three sample questions:

The respondent **Strongly Disagreed** (rating of 1) that mid-grade officers are proficient at “developing plans to broaden own knowledge”.

Agreed (rating of 4) that mid-grade officers are proficient at “developing plans to broaden others in the workplace”.

Disagreed (rating of 2) that mid-grade officers are proficient at “providing informal feedback to colleagues”.

Leadership Competency – Conflict Management

Mid-grade officers are proficient at:

- Facilitating open communication of controversial issues**
- Minimizing conflict by communicating clear expectations**
- Reducing negative impact of conflict by building strong relationships**

Click on "Next" to continue

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Leadership Competency – Creativity and Innovation

Mid-grade officers are proficient at:

Applying innovative approaches to solve problems
Applying lessons learned from reasonable risk taking
Creating a work environment that encourages creative thinking and innovation
Thinking outside the box

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Leadership Competency – Customer Focus

Mid-grade officers are proficient at:

Knowing my customers
Responding to the changing needs of **their customers**
Seeking customer feedback

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Leadership Competency – Decision Making and Problem Solving

Mid-grade officers are proficient at:

Practicing risk management
Understanding the impact and implications of decisions
Using all available resources to determine best solutions

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Leadership Competency – Entrepreneurship

Mid-grade officers are proficient at:

Actively marketing new products/processes

Encouraging appropriate risk taking in others

Initiating actions involving deliberate risk, when needed, to achieve a benefit

Click on "Next" to continue

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Leadership Competency – External Awareness

Mid-grade officers are proficient at:

Gaining a broader perspective by interacting with local/state/federal/commercial agencies

Keeping abreast of national and international policies and economic, political, military, and social trends

Telling the Coast Guard's story whenever the opportunity presents itself

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Leadership Competency – Financial Management

Mid-grade officers are proficient at:

Advocating for appropriate funding levels for **their area of responsibility**

Applying principles of sound financial management

Prioritizing expenditures in support of programs and policies

Seeking best value in procurement decisions

Strictly adhering to Coast Guard policy in managing finances

Click on "Next" to continue

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Leadership Competency – Human Resource Management

Mid-grade officers are proficient at:

- Applying Coast Guard Human Resources guidance to perform/support mission**
- Assessing staffing needs based on organizational goals**
- Guiding others in proper use of Coast Guard personnel systems**
- Making recommendations to senior managers concerning personnel issues**
- Understanding the civilian personnel system**

Click on "Next" to continue

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Leadership Competency – Management and Process Improvement

Mid-grade officers are proficient at:

- Determining the root cause of a problem**
- Implementing process improvement**
- Periodically assessing **their** unit's work processes**

Click on "Next" to continue

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Leadership Competency – Mentoring

Mid-grade officers are proficient at:

- Being a mentor**
- Being mentored**
- Providing sound professional advice to others**

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Leadership Competency – Partnering

Mid-grade officers are proficient at:

Building alliances across functional boundaries

Collaborating with local/state/federal/commercial agencies to improve mission execution

Demonstrating an understanding that the Coast Guard exists within a broader envelope of partners and stakeholder organizations

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Leadership Competency – Political Savvy

Mid-grade officers are proficient at:

Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security

Recognizing the political impact of various courses of action

Taking action consistent with organizational and political realities

Understanding the political realities that impact **their unit**

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Leadership Competency – Respect for Others and Diversity Management

Mid-grade officers are proficient at:

Creating an environment that actively supports the COMDT's diversity policy

Respecting the benefits of cultural, personal and professional differences

Responding with sensitivity to the needs and feelings of others

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Leadership Competency – Stewardship

Mid-grade officers are proficient at:

Ensuring the proper use and maintenance of Coast Guard resources

Making operational decisions to maximize limited resources

Seeking resources to execute mission

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Leadership Competency – Strategic Thinking

Mid-grade officers are proficient at:

Considering the implications of **their actions within the greater Coast Guard organization**

Participating in development of unit-level strategic planning

Managing with strategic intent

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Leadership Competency – Taking Care of People

Mid-grade officers are proficient at:

Actively participating in developing others

Adjusting **their leadership style to meet needs and abilities of others**

Ensuring fair and equitable treatment of people

Providing constructive feedback to others

Supporting the individual growth of others

Using reward systems to recognize high performance

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Leadership Competency – Team Building

Mid-grade officers are proficient at:

Building cooperation and collaboration at all organizational levels

Fostering esprit de corps and strong relationships

Motivating and guiding team members toward a common goal

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Leadership Competency – Technology Management

Mid-grade officers are proficient at:

Embracing the impact of technological changes

Identifying opportunities for improvement through the use of technology

Implementing technology to improve effectiveness

Using technology to enhance decision-making

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Leadership Competency – Vision Development and Implementation

Mid-grade officers are proficient at:

Aligning **their unit's vision with that of the overall Coast Guard**

Anticipating future requirements

Championing organizational change

Participating in development of **their unit's vision**

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Leadership Competency – Accountability and Responsibility

Mid-grade officers are proficient at:

Applying CG policies and regulations

Bringing potentially unpopular concerns to senior leaders

Holding their subordinates accountable for the performance of their duties

Taking ownership for the performance of **their subordinates**

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Leadership Competency – Aligning Values

Mid-grade officers are proficient at:

Applying Coast Guard values to guide **their performance, conduct, and decisions**

Assisting subordinates in alignment of individual values with Coast Guard core values

Holding others accountable to organizational values

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Leadership Competency – Followership

Mid-grade officers are proficient at:

Seeking guidance and feedback from leaders

Translating understanding of organizational priorities to subordinates

Working with leaders to ensure successful mission accomplishment

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Leadership Competency – Self Awareness and Learning

Mid-grade officers are proficient at:

Adapting own behavior/work methods in response to changing conditions
Continually seeking opportunities to improve
Seeking feedback to identify areas for personal improvement

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Leadership Competency – Health and Well-being

Mid-grade officers are proficient at:

Actively promoting fitness
Contributing to a positive work life environment
Contributing to the well being/safety of others

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Leadership Competency – Personal Conduct

Mid-grade officers are proficient at:

Appropriately using position and personal power
Embodying Honor, Respect and Devotion to Duty
Making the right ethical decisions

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Leadership Competency – Technical Proficiency

Mid-grade officers are proficient at:

Completing mission tasks with no supervision
Demonstrating expertise within **their specialty**
Embracing advances in **their specialty**

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Leadership Competency – Effective Communications

Mid-grade officers are proficient at:

Communicating face-to-face whenever possible
Facilitating an open exchange of ideas
Practicing active listening
Verbally communicating effectively to all audiences
Writing clear, concise, & organized correspondence/reports

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Leadership Competency – Influencing Others

Mid-grade officers are proficient at:

Building consensus with stakeholders
Influencing others to support organizational change
Providing effective direction to accomplish CG missions

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General Comments

This is your chance to comment on mid-grade officer leadership.

Please write in below any comments you would like to make.

Your identity will remain confidential.

When you are finished, click on "Next" to continue

Click on "Next" to continue

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How many HOURS did it take you to complete this survey?

- Less than 1.0 Hour
- 1.0 - 1.5 Hours
- 1.5 - 2.0 Hours
- 2.0 - 2.5 Hours
- 2.5 - 3.0 Hours
- 3.0 or more Hours

Click on "Next" to continue

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You have completed the MOLGA Survey

Click on "Submit" to record your answers. Once submitted, you may NOT review and/or change any of your answers.

If you are satisfied with your input and would like to submit your answers now, click on the "Submit" option and then click on the "Next" Button. However, if you would like to review your answers before submitting, click on the "Go back to the beginning" option and you will automatically go back to the beginning of the survey. If you go back to the beginning you must review each question of the survey again.

Submit

Go back to the beginning

Click on "Next" to continue

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Mid-Grade Officer Leadership Gap Analysis (MOLGA)



Occupational Analysis Team
Performance Technology Center
U.S. Coast Guard Training Center, Yorktown

Survey Submitted

Thank you for completing the
MOLGA

Click on "X" in the upper right corner to
close the Survey.



Mid-Grade Officer Leadership Gap Analysis (MOLGA)



MOLGA Subject Matter Experts

LT Christopher Cederholm
LCDR John Dailey
LCDR Richard Gay
CDR Glenn Gebele
LCDR Eric Hoernemann
LCDR Lamar Johnson
LT Eric Jones
LCDR Erica Mohr
LCDR Scott Phy
LT Kevin Sligh
LCDR Heather Turner