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SEP 17 2008

MEMORANDUM

A. T. Ewalt

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

Reply to LCDR Q. Davis
Attn of: (757) 856-2372

To: COMDT (CG-133)

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

Ref: (a) MID-GRADE OFFICER LEADERSHIP GAP ANALYSIS (MOLGA) REPORT
DATED 27 Dec 07

1. The Performance Technology Center (PTC) conducted a Strategic Needs Assessment (SNA) to identify the root cause of gaps identified in the leadership skill set of Mid-Grade Officers (O-3s and O-4s) and to identify interventions needed to close those gaps.
2. This analysis report is the continuation of reference (a) and contains a presentation of findings from the analysis of the data from a survey sent to all O-5s in the Coast Guard. The survey return rate exceeded 50% and provided substantial data to identify root causes for leadership gaps within the Mid-Grade Officer ranks.
3. The analysis identified current leadership development initiatives and organizational problems that are hindering the Coast Guard's current experiential leadership development model. The report recommends solutions to remove the barriers and close the performance gaps, and identifies the parties that should work together to implement the solution.
4. My point of contact for this report is LCDR Quincy Davis.

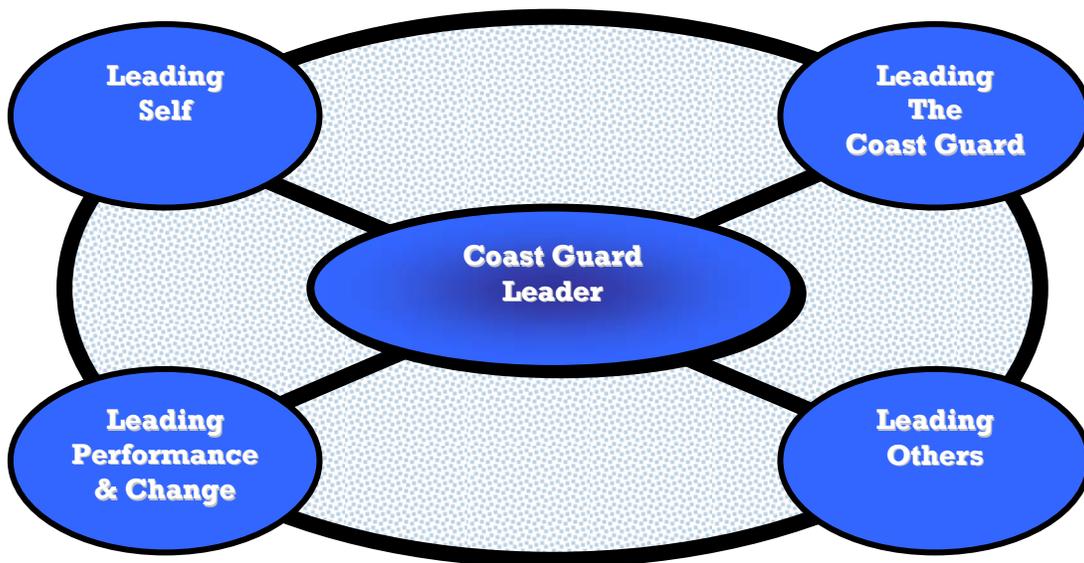
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Enclosure: (1) Mid-Grade Officer Leadership Gap Analysis (MOLGA) Report Phase II

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



Mid-Grade Officer Leadership Gap Analysis (MOLGA Phase II) Report



Performance Technology Center

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

August 2008

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Executive Summary

Purpose of Analysis

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 gap analysis revealed significant gaps in the following areas: Strategic Thinking, Political Savvy, Human Resource Management (Civilian Management), and Vision Development & Implementation. Based upon these results, CG-133 and CG-132 initiated a Root Cause Analysis and intervention selection for each identified performance gap.

Findings

The overall goal of the Mid-Grade Officer Leadership Gap Analysis (MOLGA) was 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?

There are many positive leadership development initiatives within the Coast Guard to support the development of Mid-Grade Officers. However, more restraining forces are offsetting the current developmental process. The current organizational culture of doing more with less and confusion about the application of the 28-leadership competencies make the experiential leadership model difficult to implement at the unit level.

Root Cause Findings and Recommendations

Six root causes were identified as the reason for the Gaps in the Mid-Grade Officer Leadership skill set. These root causes and recommendations to close the gaps are listed in the below table:

Competency	Root Causes	Recommendation	Page
<ul style="list-style-type: none"> Strategic Thinking Political savvy Vision Development and Implementation 	<ul style="list-style-type: none"> Lack of a structured leadership development process to guide officers and supervisors Not enough time: Optempo No expectations for Mid-Grade Officers to demonstrate skill 	¹ CG-133 and the Leadership Development Center create a leadership development continuum that is unified and distinguishable. It would include formal training and emphasize training already in place.	11
		² Advertising Campaign	14
Human Resources Management	<ul style="list-style-type: none"> Existing training targets only the civilian managers Competency is only needed for specific units (limited opportunity for officers) No pipeline training 	Officers that receive assignments that require the management of civilians will be eligible for the Supervisor of Civilian Personnel Training.	12
		Advertising Campaign	14

¹One alternative to the recommendation is outlined in the recommendation section on page 14.

²Recommended solution applies to the recommended solution and the alternative.

Project Background

Background

The Office of Leadership and Development (CG-133) requested the Performance Technology Center (PTC) at Training Center Yorktown to conduct a Performance Gap Analysis regarding leadership skills of Mid-Grade Officers (O-3s & O-4s). The goal of this project was to determine if a performance gap existed between the actual state of Mid-Grade Officer leadership and the optimal state according to the 28 leadership competencies.

The analysts used surveys, interviews, and an extant data review as data collection methods to determine the actual state of the leadership ability of the Mid-Grade Officers. This analysis identified significant leadership gaps within the competencies of: Human Resources Management (Civilian Management), Political Savvy, Strategic Thinking, and Vision Development and Implementation.

Specific to this analysis, a gap is defined as a cumulative negative response (strongly disagree or disagree) greater than 30% in the survey responses provided by the O-3s, O-4s, and O-5s.

Gaps were determined from the interview data based on triangulation of the competencies interviewees said were weak among Mid-Grade Officers with O-3s, O-4s, and O-5s responses from the survey.

Extant data gaps were identified by triangulation with data from both the survey responses of the O-3s, O-4s, and the O-5s and the senior leadership interview data.

Based upon these results, CG-133 initiated a Root Cause Analysis and intervention selection for each identified performance gap, which are the last two phases of the Needs Assessment described in the Analysis SOP.

Performance Gap Summary Table

The table on the following page shows competency ranking and overlap according to the different data collection methods.

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

Data sources and Collection Methods

In addition to the analysis of the data collected during the initial survey, MOLGA II included an online survey to all O-5s. The survey asked the O-5s to indicate the primary barrier to Mid-Grade Officers leadership development in the above competencies.

Root Cause Analysis

Root Cause Analysis Table

The following table includes each performance gap, identified barriers to performance, root causes, and classification of the root causes. Root causes are the reasons for Mid-Grade Officers' low performance in the task. The classification of the root causes is important to the final step of determining interventions to close the performance gaps.

Root Cause Analysis (Continued) – Strategic Thinking

Performance Gap Area	Strategic Thinking		
Performance Gaps	<ul style="list-style-type: none"> ▪ 52% of Sr. Leadership interviewed stated that Mid-Grade Officers were weak in the area of strategic thinking. 	<ul style="list-style-type: none"> ▪ 41% of supervisors disagreed or strongly disagreed that Mid-Grade officers could manage with strategic intent. 	<ul style="list-style-type: none"> ▪ 34% of supervisors were neutral. <p style="margin-top: 10px;">Data Source: Performers & Supervisors</p> <p style="margin-top: 10px;">Data Collection Methods: Surveys and Interviews</p>
Identified Barriers to Performance	<ul style="list-style-type: none"> ▪ 36% of O-5s who indicated less than optimal proficiency in strategic thinking specified the organizational culture does not encourage the skill. 	<ul style="list-style-type: none"> ▪ 34% of Mid-Grade Officers who indicated less than optimal proficiency in strategic thinking specified the lack of skill and knowledge as the barrier to performance. 	
Root Causes	<ul style="list-style-type: none"> ▪ Competency/skill is viewed as a job specific and /or rank requirement; therefore, not all Mid-Grade Officers are expected to demonstrate skills. 	<ul style="list-style-type: none"> ▪ Lack of a structured leadership development process to guide officers and supervisors. 	<ul style="list-style-type: none"> ▪ Not enough time: Optempo does not allow unit to focus on leadership development.
Classification of Root Causes	<ul style="list-style-type: none"> ▪ Skills and Knowledge 	<ul style="list-style-type: none"> ▪ Processes/ Organizational Culture 	<ul style="list-style-type: none"> ▪ Expectation and Feedback

Root Cause Analysis (Continued) – Political Savvy

Performance Gap Area	Political Savvy		
Performance Gaps	<ul style="list-style-type: none"> ▪ 45% of supervisors disagreed or strongly disagreed with the statement, “Mid-Grade Officers comprehend the political realities that impact the Coast Guard and the Department of Homeland Security”. ▪ 31% of supervisors were neutral. 	<ul style="list-style-type: none"> ▪ 39% of supervisors disagreed or strongly disagreed with the statement, “Mid-Grade Officers recognize the political impact of various courses of action”. ▪ 34% of supervisors were neutral. 	<ul style="list-style-type: none"> ▪ 34% of supervisors disagreed or strongly disagreed with the statement, “Mid-Grade Officers understand the political realities that impact their units”. ▪ 31% of supervisors were neutral. <p>Data Source: Performers & Supervisors Data Collection Method: Surveys</p>
Identified Barriers to Performance	<ul style="list-style-type: none"> ▪ 45% of Mid-Grade Officers who indicated less than optimal proficiency in Political Savvy specified the lack of skill and knowledge as the barrier to performance. 	<ul style="list-style-type: none"> ▪ 41% of O-5s who indicated less than optimal proficiency in Political Savvy specified the lack of skill and knowledge as the barrier to performance. 	<ul style="list-style-type: none"> ▪ 37% of O-5s who indicated less than optimal proficiency in Political Savvy specified the organizational culture does not encourage the skill.
Root Causes	<ul style="list-style-type: none"> ▪ Lack of a structured leadership development process to guide officers and supervisors. 	<ul style="list-style-type: none"> ▪ Competency/skill viewed as a job specific and/or rank requirement; therefore, not all Mid-Grade Officers are expected to demonstrate skill. 	<ul style="list-style-type: none"> ▪ Not enough time: Optempo does not allow unit to focus on leadership development.
Classification of Root Causes	<ul style="list-style-type: none"> ▪ Skills and Knowledge 	<ul style="list-style-type: none"> ▪ Processes/ Organizational Culture 	<ul style="list-style-type: none"> ▪ Expectation and Feedback

Root Cause Analysis (Continued) – Human Resource Management

Performance Gap Area	Human Resource Management (HRM)		
Performance Gaps	<ul style="list-style-type: none"> ▪ 74% of supervisors disagreed or strongly disagreed with the statement Mid-Grade officers understand the civilian personnel system. 	<ul style="list-style-type: none"> ▪ 46% of Mid-Grade Officers disagreed or strongly disagreed that they understand the civilian personnel system. 	<ul style="list-style-type: none"> ▪ 30% of supervisors disagreed or strongly disagreed with the statement, “Mid-Grade Officers are proficient at assessing staffing needs based on organizational goals”. <p style="text-align: right;">Data Source: Performers & Supervisors</p> <p style="text-align: right;">Data Collection Method: Surveys</p>
Identified Barriers to Performance	<ul style="list-style-type: none"> ▪ 56% of Mid-Grade Officers who indicated less than optimal proficiency in HRM specified the lack of skill and knowledge as the barrier to performance. 	<ul style="list-style-type: none"> ▪ 45% of O-5s who indicated less than optimal proficiency in HRM specified the lack of skill and knowledge as the barrier to performance. 	<ul style="list-style-type: none"> ▪ 33% of O-5s who indicated less than optimal proficiency in HRM specified the organizational culture does not encourage the skill.
Root Causes	<ul style="list-style-type: none"> ▪ Existing training to address this performance primarily targets only the civilian managers. 	<ul style="list-style-type: none"> ▪ No pipeline training for jobs that require Mid-Grade Officers to manage civilians. 	<ul style="list-style-type: none"> ▪ Competency is only needed for specific units that have civilians and jobs that require the management of civilians (limited opportunity for officers learn on the job).
Classification of Root Causes	Processes/ Organizational Culture		

Root Cause Analysis (Continued) – Vision Devlp. & Implementation

Performance Gap Area	Vision Development and Implementation (VD&I)		
Performance Gaps	<ul style="list-style-type: none"> ▪ 42% of the Sr. Leadership interviewed stated that Mid-Grade Officers were weak in the area of vision development and implementation. <p>Data Source: Supervisors</p> <p>Data Collection Method: Interviews</p>		
Identified Barriers to Performance	<ul style="list-style-type: none"> ▪ 33% of O-5s who indicated less than optimal proficiency in VD&I specified the organizational culture does not encourage the skill. ▪ 54% of Mid-Grade Officers who indicated less than optimal proficiency in VD&I specified the organizational culture does not encourage the skill. 		
Root Causes	<ul style="list-style-type: none"> ▪ Competency/skill is viewed as a job specific and/or rank requirement; therefore, not all Mid-Grade Officers are expected to demonstrate skills. ▪ Lack of a structured leadership development process to guide officers and supervisors. ▪ Not enough time: Optempo does not allow unit to focus on leadership development. 		
Classification of Root Causes	<ul style="list-style-type: none"> ▪ Skills and Knowledge ▪ Processes/Organizational Culture ▪ Expectation and Feedback 		

Qualitative Data Analysis

Assessment of Qualitative Data

In addition to the quantitative data collected, the survey sent to all O-5s included specific written comments. Most of the comments identified what the O-5s considered as the root cause for the identified gaps. To use the data, the analysis team separated the comments into the following three categories based on the stated reasons for the gaps:

- Environment
 - Elements of the environment include information, resources, and incentives/consequences - a detailed breakdown is on the following page.
- Individual
- Other

The other category captures information not applicable to the scope of this analysis. The environment and individual category corresponds with Gilbert's Behavior Engineering Model discussed more on the next page.

A total of 188 comments were submitted by the 431 survey participants.

Classification	Frequency	Percent (%)
Environment	151	80.3
Individual	12	6.4
Other	25	13.3
Total	188	100

Root Cause Classification

Location of Performance Barrier

The table below is a refinement of Thomas Gilbert's Behavior Engineering Model (BEM). The BEM provides a way to systematically identify barriers to organizational and individual performance. The model makes a distinction between the environmental support and individual factors, which allows for the determination of where the responsibility lies for the performance barrier.

The bolded portions of the table identify where problems exist in the leadership skill set of Mid-Grade officers based on the data from the Mid-Grade Officer and O-5 surveys, plus the written comments. In this specific case, the lack of resources, unclear expectations, absence of a well-defined performance management system (includes relevant feedback/evaluation system), lack of time, and unclear process/procedures result in a knowledge skill gap for Mid-Grade Officers.

Environment	Information <ul style="list-style-type: none"> • Clear expectations • Standards • Relevant feedback • Relevant Guides • Performance management system 	Resources <ul style="list-style-type: none"> • Material/tools • Systems • Safe/organized environment • Time • Reference materials • Clear processes/procedures 	Incentives / Consequences <ul style="list-style-type: none"> • Financial • Tangible rewards • Recognition • Promotions • Punishments • Positive work environment
Individual	Knowledge / Skills <ul style="list-style-type: none"> • Necessary knowledge • Necessary skills • Proper placement • Cross trained 	Capacity <ul style="list-style-type: none"> • Capacity to learn • Capacity to do what is needed • Recruit/select right people • Emotional limitations 	Motives <ul style="list-style-type: none"> • Motives aligned w/work • Employees desired to perform • Expectations are realistic • Recruit/select right people

Force Field Analysis

Forces Affecting Leadership

There are many positive leadership development initiatives within the Coast Guard to support the development of Mid-Grade Officers. However, there are restraining forces that are offsetting the current developmental process. Below is a list of the forces currently at work.

Positive Forces:

- LAMS
- Unit Leadership Development Program (ULDP)
- Leadership Development Framework
- Unit Level Training
- Graduate School
- Individual Development Plan
- Structured OJT
- Civilian Supervisor Training
- Skillsoft
- Commandant Reading List
- Mentoring Program

Restraining Forces:

- No formal leadership training for all Officers beyond LAMS
- No unified leadership development process/continuum
- High OPTEMPO- Do More with less
- Not many are aware of 28 leadership competencies
- Confusion about applicability of 28 leadership competencies
- No accountability for the required routine use of the ULDP
- Valuable online training (Skillsoft) for each leadership competency is not taken advantage of due to infrequent/no use of the ULDP and advertising
- No way of accessing personal leadership ability (360 survey)
- No alignment between OER and 28 leadership competencies

See Appendix C for a visual display of the force field analysis.

Recommendations

The following section of this report provides solution sets to close the described gaps. A solution set contains various parts and not just one specific intervention. A solution set implemented entirely will provide the biggest benefit. However, segments of the solution set can be implemented and still improve performance.

Competencies:	Root Causes:	Classification:
<ul style="list-style-type: none"> • Strategic Thinking • Political savvy • Vision Development and Implementation 	Lack of needed resources to develop Mid-Grade officers, specifically no/ineffective training to address this performance need.	Skills and Knowledge
<ul style="list-style-type: none"> • Strategic Thinking • Political Savvy 	Not enough time: Optempo does not allow units to focus on leadership development.	Processes/ Organizational Culture
<ul style="list-style-type: none"> • Human Resources Management 	Existing training to address this performance primarily targets only the civilian managers.	Processes
<ul style="list-style-type: none"> • Human Resources Management 	No pipeline training for jobs that require Mid-Grade Officers to manage civilians.	Processes
<ul style="list-style-type: none"> • Human Resources Management 	Competency is only needed for specific units that have civilians and jobs that require the management of civilians.	Process

Recommended Solution

Formal Leadership Development Process - CG-133 and the Leadership Development Center create a leadership development continuum that is unified and distinguishable. This process could include the following individual pieces already in place: Leadership and Management School (LAMS), Supervisor of Civilian Personnel (SCP) Training, Unit Leadership Development Program (ULDP), Skillsoft, and Senior Leadership Principles and Skills (SLPS).

O-2's and junior O-3's would attend a basic officer leadership course that introduces the 28 leadership competencies and how they should be incorporated at the JO management level. The basic officer leadership course would include an introduction to Leadership Theory, Leadership Development Framework, and supplemented with ULDP to assess leadership skills, and Skillsoft online modules to develop weak areas. The class would be similar to the current LAMS (traveling) course, but specifically target O-2's and O-3's.

Recommendations, (Continued)

Senior O-3's or O-4's would have the opportunity to attend the *SLPS course*. Modify the SLPS course to include lessons in each of the 28-leadership competencies and how to use them strategically within the Coast Guard. The course objective should be to prepare Mid-Grade Officers for the transition from tactical expertise to positions that require more strategic expertise. As a result, the course would require an increase in the current number of quotas and convenings.

Officers that receive assignments that require the management of civilians will be eligible for the Supervisor of Civilian Personnel Training. This is also the recommendation by CG-132 to close a knowledge skill gap revealed in a recent Front End Analysis (FEA) completed to identify the current world of work for the Supervisor of Civilian Personnel positions. The FEA recommends SCP training as a stopgap measurement until the Coast Guard can develop in-house training.

Even though the main recommendation of this analysis contains formal training, officers are still expected to improve their leadership ability through On Job Training (OJT). In addition to OJT, officers will have the following resources to support their performance: supervisors (coaches), reading list, ULDP, and Skillsoft online modules.

This high-level solution is rational, brings value, would be acceptable to the majority of Coast Guard Members and with effort can be integrated into the current organizational structure. It brings all pieces together and creates a process for Coast Guard leadership development, which is currently missing. From the interviews with the senior leadership, 42 % disagreed or strongly disagreed that the current leadership development system provides Mid-Grade Officers the support they need to succeed. The solution requires an organizational culture change, but is able to lessen each current restraining force.

Recommendations, (Continued)

Current Restraining Force	How the Restraining Force is Reduced
Unclear Expectations	A formal advertised and implemented leadership development process will answer the question, “How does the Coast Guard develop leaders and prepare tomorrow’s mentors and Coaches?” The formal instruction will cover the Leadership Framework and its applicability to all officers.
Lack of Relevant Feedback	Relevant feedback should be provided once clear expectations are established. In addition, full implementation of the ULDP, Skillsoft courses, IDP, and the Commandants requirement for OERs to be signed by the reported on officers will ensure feedback on many levels.
Time Restraints	An established course, with quotas, will not require a unit to devote limited time from the workday to unit leadership training.
Lack of clear processes and procedures	Implementation of the recommended leadership development continuum will establish a leadership development process for Mid-Grade Officers. It will also demonstrate the importance of leadership development in the U.S. Coast Guard.
Skills and Knowledge Gaps	The training described on pages eleven and twelve will provide a solution set to close the knowledge/skill gaps.

Alternative Solution

A stopgap or an alternative to the above formal training is to implement the interventions for each gap found in the Unit Leadership Development Program (ULDP). These interventions are in the form of e-learning modules, job aids, and books. They provide resources for the skill knowledge gap and provide resources for Mid-Grade Officers and supervisors that support all 28 Leadership Competencies.

However, this alternative solution does not close the gap found in the civilian management competency. However, this gap can be closed by making the Supervisor of Civilian Training course available to all eligible officers.

If this solution is selected, CG-133 can implement it with an ALCOAST that summarizes the results of the MOLGA project. The ALCOAST should include information about the Skillsoft e-learning modules and encourage Mid-Grade Officers to participate in the courses that correspond with the four Leadership Competencies with gaps.

Recommendations, (Continued)

This option requires the least amount of change and resources compared to formal training. However, it requires unit level implementation, which has not been effective in implementing the Unit Leadership Development Program or the Leadership Development Framework. In addition, it may receive some pushback due to the current required amount of on-line GMT training.

Competency	Root Causes:	Classification:
<ul style="list-style-type: none"> • Strategic Thinking • Political Savvy • Vision Development and Implementation 	Competency/skill viewed as a job specific and/or rank requirement; therefore, not all Mid-Grade Officers are expected to demonstrate skill.	Expectation and Feedback

Recommended Solution

Regardless of the solution selected, it should be combined with an advertising campaign to inform the Coast Guard about the existence of the 28 Leadership Competencies and its applicability as outlined in the Leadership Development Framework.

- LDC and TRACEN Yorktown include an instructional module about the Leadership Development Framework as part of every Command and Operation course (PCO/PXO Afloat Course, TRACEN Yorktown Sector Command Cadre Course, Boat Forces Command Cadre, etc).
- CG-133 use the monthly Leave and Earning Statement (LES) to advertise Leadership Development Framework and its applicability to each rank.
- Publish MOLGA findings (ALCOAST, Online, etc.) to provide feedback to the field and further increase awareness of the Leadership Framework.

Recommendations, (Continued)

- Due to the confusion over what competencies apply to what ranks, update the layout of the 28 leadership competencies, found in the Leadership Development Framework, from a table to a non-linear circular diagram and publish widely.
- LDC and CG-133 increase accountability of the mandatory deployment of the ULDP in accordance ALCOAST 057/05. This could be accomplished by creating a CG-133 'Leadership Development' metric that must be updated annually, which will drive participation in the ULDP. Participation in the ULDP will then provide areas for improvement and influence the use of the Skillsoft e-learning modules and Leadership Development Framework.

Final Comment

The leadership gaps identified in this report were echoed in the 1999 Junior Officer Needs Assessment and some of the recommendations, that were not implemented, are very similar to the ones found in this report. The findings in this report indicate an ongoing systemic problem that requires change to the organizational culture. To prevent a fragmented leadership initiative, the LDC and CG-133 should work together to develop a leadership continuum that combines the current initiatives and implements training beyond the current experiential model.

APPENDIX A - LEADERSHIP BARRIER COMPARISON

O-3 & O-4 Survey Responses									
Leadership Competency	Leadership knowledge, skill, or ability	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	Lack of expectations/ feedback	n= (total= 1427)	n=%
Human Resources Management	Applying Coast Guard Human Resources guidance to perform/support mission	4.3	19.1	46.8	19.1	10.6		47	3.3
	Assessing staffing needs based on organizational goals	6.4	22.4	44.0	8.8	15.2	3.2	125	8.8
	Guiding others in proper use of Coast Guard personnel systems	3.0	13.7	60.7	11.9	7.1	3.6	168	12.0
	Making recommendations to senior managers concerning personnel issues	2.1	38.3	42.6	6.4	2.1	8.5	47	3.3
	Understanding the civilian personnel system	4.6	15.3	56.4	9.5	9.2	5.1	653	45.8
Political Savvy	Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	5.8	18.9	45.3	17.9	7.4	4.7	190	13.3

O-3 & O-4 Survey Responses									
Leadership Competency	Leadership knowledge, skill, or ability	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	Lack of expectations/ feedback	n= (total= 1427)	n=%
	Recognizing the political impact of various courses of action	8.1	23.5	40.9	13.4	9.4	4.7	149	10.4
	Taking action consistent with organizational and political realities	7.3	25.7	46.8	8.3	3.7	8.3	109	8.0
	Understanding the political realities that impact their unit	5.0	24.2	47.5	12.5	6.7	4.2	120	8.4
Strategic Thinking	Considering the implications of their actions within the greater Coast Guard organization	7.5	30.0	32.5	15.0	10.0	5.0	40	2.8
	Participating in development of unit-level strategic planning	3.8	39.4	27.9	24.0	1.0	3.8	104	7.3
	Managing with strategic intent	6.7	23.8	34.3	17.1	3.8	14.3	105	7.4
Vision Development and Implementation	Aligning their unit's vision with that of the overall Coast Guard	9.1	32.7	21.8	21.8	10.9	3.6	55	3.9
	Anticipating future requirements	5.9	21.2	31.8	28.2	9.4	3.5	85	6.0
	Championing organizational change	7.2	39.2	20.6	17.5	8.2	7.2	97	6.8

O-3 & O-4 Survey Responses

Leadership Competency	Leadership knowledge, skill, or ability	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	Lack of expectations/ feedback	n= (total= 1427)	n=%
	Participating in development of their unit's vision	5.3	53.7	11.6	16.8	8.4	4.2	95	6.7

O-5 Survey Responses

Leadership Competency	Leadership knowledge, skill, or ability	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	Lack of expectations/ feedback	n= (total =411)	n=%
Human Resources Management	Applying Coast Guard Human Resources guidance to perform/support mission	9.9	25.9	45.7	8.6	7.4	2.5	81	20
	Assessing staffing needs based on organizational goals	14.3	23.1	38.8	10.2	8.2	5.4	147	36
	Guiding others in proper use of Coast Guard personnel systems	5	17.8	47.5	14.9	7.9	6.9	101	25
	Making recommendations to senior managers concerning personnel issues	7.4	20.4	51.9	7.4	5.6	7.4	54	13
	Understanding the civilian personnel system	5.5	32.8	44.5	5.5	8	3.7	326	79
Political Savvy	Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	7.3	37.1	32.5	9.9	5.3	7.9	151	37
	Recognizing the political impact of various courses of action	3.9	31.3	41.4	9.4	4.7	9.4	128	31

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O-5 Survey Responses

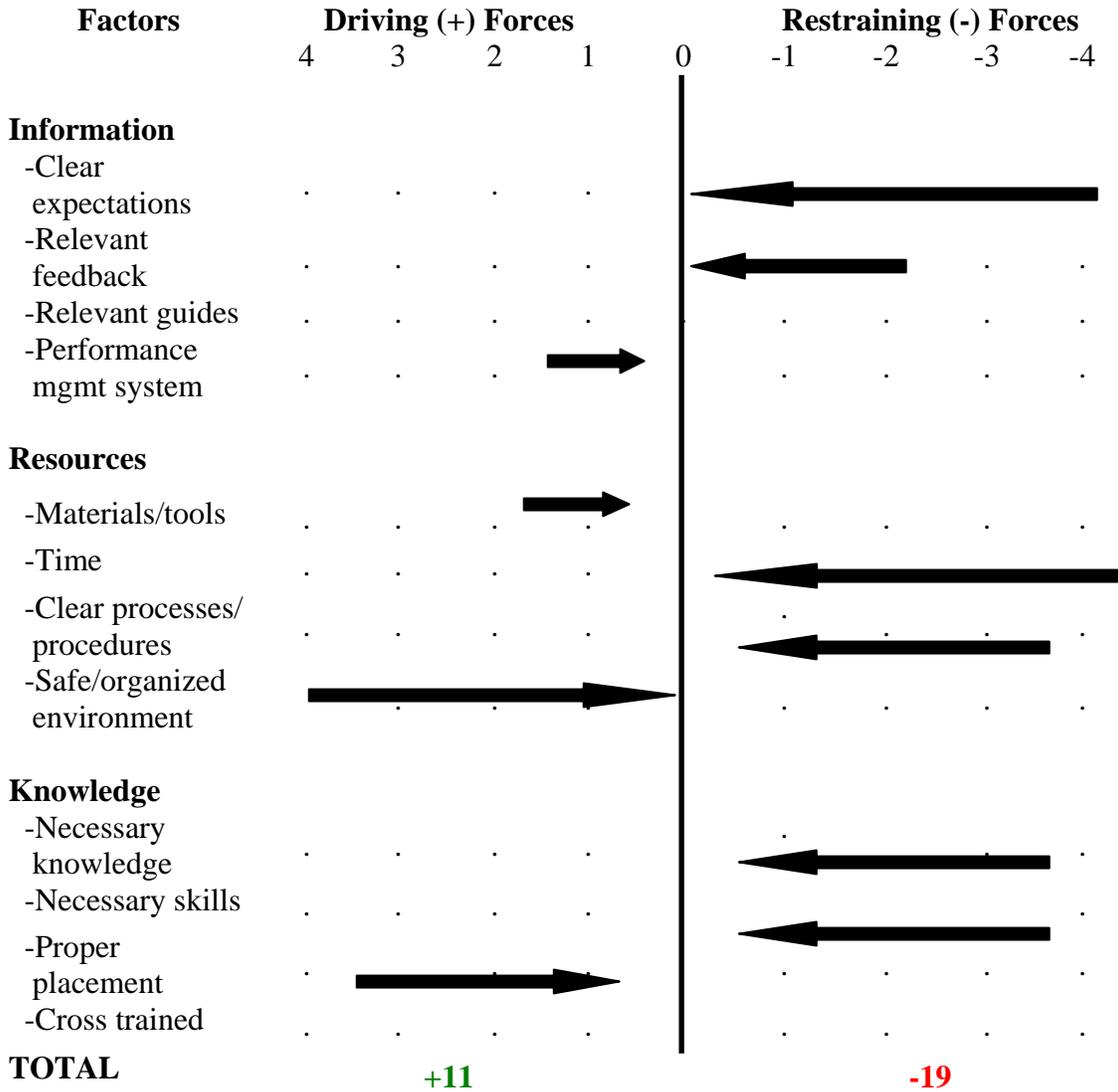
O-5 Survey Responses									
Leadership Competency	Leadership knowledge, skill, or ability	Lack of policy/ doctrine	Organizational culture/ system does not encourage this skill	Do not have the skill or knowledge	Not enough time/high OPTEMPO	Lack of tools/ resources	Lack of expectations/ feedback	n= (total =411)	n=%
	Taking action consistent with organizational and political realities	8.2	16.4	45.2	5.5	6.8	17.8	73	18
	Understanding the political realities that impact their unit	4.4	25.7	42.5	8.8	1.8	16.8	113	27
5-Y Strategic Thinking	Considering the implications of their actions within the greater Coast Guard organization	7.1	37.6	32.9	11.8	2.4	8.2	85	21
	Participating in development of unit-level strategic planning	4.4	38.5	22	23.1	4.4	7.7	91	22
	Managing with strategic intent	3.9	35.5	30.9	17.8	3.3	8.6	152	37
Vision development and Implementation	Aligning their unit's vision with that of the overall Coast Guard	12.3	22.8	35.1	10.5	3.5	15.8	57	14
	Anticipating future requirements	7.4	19.1	31.9	20.2	11.7	9.6	94	23
	Championing organizational change	2.2	33.7	25	20.7	7.6	10.9	92	22
	Participating in development of their unit's vision	9.5	33.3	19	21.4	4.8	11.9	42	10

**APPENDIX B: O-3/O-4 & O-5 SURVEY RESPONSE COMPARISON
TABLE**

Competency	Tasks	Mid-Grade Officers	O5 and above
Human Resources Management	Applying Coast Guard Human Resources guidance to perform/support mission	5.2%	19.7%
	Assessing staffing needs based on organizational goals	8.8%	35.8%
	Guiding others in proper use of Coast Guard personnel systems	11.8%	24.6%
	Making recommendations to senior managers concerning personnel issues	3.3%	13.1%
	Understanding the civilian personnel system	45.8%	79.3%
Political Savvy	Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	13.3%	36.7%
	Recognizing the political impact of various courses of action	10.4%	31.1%
	Taking action consistent with organizational and political realities	7.6%	17.8%
	Understanding the political realities that impact their unit	8.4%	27.5%
Strategic Thinking	Considering the implications of their actions within the greater Coast Guard organization	2.8%	20.7%
	Participating in development of unit-level strategic planning	7.3%	22.1%
	Managing with strategic intent	7.4%	37.0%
Vision Development and Implementation	Aligning their unit's vision with that of the overall Coast Guard	3.9%	13.9%
	Anticipating future requirements	6.0%	22.9%
	Championing organizational change	6.8%	22.4%
	Participating in development of their unit's vision	6.7%	10.2%
*The numbers in this table correspond to the percent of respondents among the O-3s/O-4s & O-5s that indicated disagree or strongly disagree with the statements listed above.			

APPENDIX C - FORCE FIELD ANALYSIS

There are many positive things that the Coast Guard is doing to develop the leadership abilities of the Mid-Grade Officer. However, there are restraining forces that are offsetting the current developmental process. The table below provides a visual of those forces at work as indicated from the data collected.



APPENDIX D - MOLGA II SURVEY



Mid-Grade Officer Leadership Gap Analysis II (MOLGA II)



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 II (MOLGA II)



This survey is designed to **gather additional information from O-5 Managers** related to 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 as related to the following areas:

Strategic Thinking
Political Savvy
Human Resource Management
Vision Development and Implementation

Your participation is vital to capturing the leadership skills of today's Mid-grade Officer and directly influencing the quality of tomorrow's Coast Guard.

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

This survey should take approximately 10 minutes to complete.

Click on "Next" to continue

Previous	Next
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Mid-Grade Officer Leadership Gap Analysis II (MOLGA II)



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 II (MOLGA II)



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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**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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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

Previous	Next
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Your assessment of O3/O4 Leadership Competencies

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

Example

Political Savvy	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Mid-grade officers are proficient at:	1	2	3	4	5
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	X				
Recognizing the political impact of various courses of action				X	
Taking action consistent with organizational and political realities		X			

This example shows responses to three sample questions:

The respondent **Strongly Disagreed** (rating of 1) that mid-grade officers are proficient at “Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security”.

Agreed (rating of 4) that mid-grade officers are proficient at “Recognizing the political impact of various courses of action”.

Disagreed (rating of 2) that mid-grade officers are proficient at “Taking action consistent with organizational and political realities”.

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 – 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

Click on "Next" to continue

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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

Click on "Next" to continue

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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

Click on "Next" to continue

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Barriers to O3/O4 Leadership Proficiency

You responded that O3/O4 personnel do not have optimal proficiency in some leadership areas. Please indicate which response below best describes the primary barrier to O3/O4 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

Lack of expectations/feedback

Example

Political Savvy O3/O4 leadership competency is less than optimal in this area because of:	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	Lack of expectations/feedback
Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security	X					
Recognizing the political impact of various courses of action				X		

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

- Indicated that a **Lack of policy/doctrine** barrier exists at the O3/O4 level for “Comprehending the political realities that impact the Coast Guard and the Department of Homeland Security”.
- Indicated that a **Not enough time/high OPTEMPO** barrier exists at the O3/O4 level for “Recognizing the political impact of various courses of action”.

General Comments

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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You have completed the MOLGA II 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 II (MOLGA II)



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

Survey Submitted

Thank you for completing the
Mid-Grade Officer Leadership Gap
Analysis II Survey

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