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2012  
Spotlight  
on  
Leadership  
Campaign

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**2012 Spotlight on Leadership Campaign Guide book**

**Dates:** 02 April 2012 – 27 April 2012

**Purpose:** Provide the opportunity Coast Guard-wide for units and personnel to focus on leadership development and recognition. The focus is on our core values of Honor, Respect, and Devotion to Duty and the 28 Leadership Competencies.

Each week of the campaign will focus on one of the different 28 Leadership Competencies. This guidebook serves as a resource tool to provide you with various ideas for how your unit can choose to highlight the competency for that given week. The campaign is flexible, you are not limited to what is contained in this guidebook and are encouraged to come up with new and innovative ideas for recognizing leadership competencies within your unit.

**Theme:** *Partnership*

**Leadership Competencies of Focus:**

Week 1-Leading Self-*Aligning Values*

Week 2-Leading Others-*Team Building*

Week 3-Leading Performance and Change-*Conflict Management*

Week 4-Leading the Coast Guard-*Human Resource Management*

**Contest (Optional):** Submission Details and Deadline on p.23

**Mission:** *The Spotlight on Leadership campaign's mission is to effectively highlight exceptional models of Coast Guard leadership and leadership development at the Unit Level.*

**Vision:** *Our vision is that through the promotion of an exemplary Coast Guard unit, other units will be able to adapt leadership best practices resulting in superior Coast Guard-wide leadership.*

## Resources:

### Videos

*Videos are a great and memorable way to capture most any message, especially leadership. Not to mention, it is also a great opportunity for unit members to show off their acting skills! We encourage you to create an awe inspiring video to reflect your perception of leadership.*

#### **CG-133 Office of Leadership and Development Video**

Participants who create the best video highlighting leadership as a part of their contest submission will be considered for helping to create the official CG-133 Office of Leadership and Professional Development Video(s)! This group will have the help of a professional film production company to create these certified office videos.

### Books

*Reading a book, or even excerpts from a book, can be a great way to get your unit talking about leadership. Have each member of your group point out specific excerpts from the book that directly exemplify or address the leadership competency you are focusing on for the week! Choose a book of your own, or pick one from the various books recommended by your Coast Guard colleagues.*

- 1.) **Rescue Warriors: The U.S. Coast Guard, America's Forgotten Heroes** by David Helvarg
- 2.) **Fifth Discipline: The Art and Practice of the Learning Organization** by Peter Senge
- 3.) **A Passion for Excellence: The Leadership Difference** by Tom Peters and Nancy Austin
- 4.) \* **Bloodstained Sea**, by Michael G. Walling.
- 5.) **Partnering: The New Face of Leadership** edited by Lorraine Segil, James Belasco, and Marshall Goldsmith.
- 6.) **Getting Partnering Right: How Market Leaders are Creating Long-Term Competitive Advantage** by Neil Rackham, Lawrence Friedman, and Richard Ruff
- 7.) \***Until the Sea Shall Free Them**, by Robert Frump.
- 8.) \***Heroic Leadership: Best Practices from a 450 year-old Company that Changed the World**, by Chris Lowney.  
Author Chris Lowney offers leadership lessons from the Jesuits, the renowned religious order whose originality and expertise have stirred admiration for nearly five centuries.
- 9.) **Alliance Advantage: The Art of Creating Value Through Partnering** by Yves Doz & Gary Hamel
- 10.) **Innovation and Entrepreneurship** by Peter Drucker

- 11.) **\*Social Intelligence, by Daniel Goleman.** A critique of society's creeping disconnection in the age of the iPod, constant digital connectivity, and multitasking. Goleman discusses the "toxicity" of insult and unpleasant social experience as he warns of the dangers of self-absorption and poor attention.
- 12.) **It's Your Ship** by Capt. D. Michael Abrashoff
- 13.) **\*The Warmth of Other Suns: The Epic Story of America's Great Migration,** by Isabel Wilkerson  
Stories of migration in America that will enrich the context of any immigration debate.
- 14.) **\*Successful Leadership** by J.F. Leahy.
- 15.) **\*Ask the Chief** by Stephen Covey.  
A compilation of leadership experiences by Navy Chiefs from the aviation, surface, submarine, and special warfare communities, this book provides words of wisdom to guide the Coast Guard and Navy Chief alike.
- 16.) **\*Strengthening the Soul of Your Leadership** by Ruth Haley Barton.  
This is a book that gets to the heart of the difficulties and struggles that leaders face.
- 17.) **\*Employee's Survival Guide to Change,** by Jeffrey Hiatt
- 18.) **\*Disappearing Through the Skylight: Culture and Technology in the Twentieth Century** by O.B. Hardison Jr.  
The key take away from this book is that is the recognition that when an entire culture understands something it becomes "invisible." It doesn't go away, it becomes intuitive, and it becomes culture.
- 19.) **Longitude: The True Story of a Lone Genius Who Solved the Greatest Scientific Problem of His Time** by Dava Sobel.  
This is the engrossing story of the clockmaker, John "Longitude" Harrison, who solved the problem that Newton and Galileo had failed to conquer, yet claimed only half the promised rich reward.
- 20.) **\*Epic Change: How to Lead Change in the Global Age** by Timothy Clark.  
Epic Change presents a strategic-level road map, along with tactical level tools, for the every-day needs of leaders who must respond to all types of adaptive challenge to remain competitive..
- 21.) **Implementing Diversity** by Marilyn Loden.  
This guide provides the strategies and tactics used by organizations committed to implementing diversity from the top down. The author discusses how to position diversity initiatives for maximum buy-in and support, proven strategies for managing resistance to this important change, the 18 classic mistakes made when implementing diversity initiatives—and how to avoid them
- 22.) **The Customer Driven Company** by Richard Whiteley.  
Integration of technology to improve mission performances starts with knowing what the customer wants. This book covers this area very well. Creating an overview from the introduction and the first chapter would be a good way to start people thinking about customer focus.

- 23.) **The Leader’s Guide to Storytelling: Mastering the Art and Discipline of Business Narrative** by Stephen Denning.  
Shows how storytelling is one of the few available ways to handle the principal – and most difficult – challenges of leadership: sparking action, getting people to work together, and leading people into the future.
- 24.) **The Power of Alignment: How Great Companies Stay Centered and Accomplish Extraordinary Things** by George Labovitz and Victor Rosansky.  
Provides senior managers with a tool to ensure their unit is focused on the “main thing” and provides an alignment diagnostic profile tool that captures just how well your unit is aligned to accomplish the “main thing!”
- 25.) **First, Break All the Rules: What the World’s Greatest Managers Do Differently** by Marcus Buckingham and Curt Coffman.  
The authors outline four keys to becoming an excellent manager: finding the right fit for employees, focusing on strengths of employees, defining the right results, and selecting staff for talent—not just knowledge and skills.

\*Books from the Coast Guard [reading list](#)

### Movies

*Movies are a great way to engage talks and learn about leadership. We recommend watching the film as a unit and having members write down specific quotes that characters said the prompted them to think about leadership, as it relates to the competency you are choosing to highlight for the week. Pick a movie of your own or we have provide recommendations for you (If you pick a movie of your own, please ensure the name, year, and director are included in your submission so we can pass it along!).*

- 1.) **Men of Honor**, 2000, Directed by George Tillman Jr.
- 2.) **The Guardian**, 2006, Directed by Andrew Davis
- 3.) **Passion and Discipline: Don Quixote's Lessons for Leadership**, 2003, Directed by Steve Schecter
- 4.) **Mister Roberts**, 1955, Directed by John Ford
- 5.) **Tuskegee Airmen**, 1995, Directed by Robert Markowitz
- 6.) **Leadership for All the Mountains You Climb**, 2009, Directed by Brad Montesi
- 7.) **Bee Movie, 2007**, Directed by Steve Hickner
- 8.) **Gardens of Stone**, 1987, Directed by Francis Ford Coppola
- 9.) **A Bug's Life**, 1998, Directed by John Lasseter
- 10.) **Miracle**, 2004, Directed by Gavin O'Conner
- 11.) **A Bridge Too Far**, 1977, Directed by Richard Attenborough
- 12.) **Saving Private Ryan**, 1998, Directed by Steven Spielberg
- 13.) **Braveheart**, 1995, Directed by, Mel Gibson
- 14.) **The Great Escape**, 1963, Directed by John Sturges
- 15.) **12 Angry Men**, 1957, Directed by Sidney Lumet
- 16.) **Finding Forrester**, 2000, Directed by Gus Van Sant
- 17.) **Dead Poets Society**, 1989, Directed by Peter Weir
- 18.) **Training Day**, 2001, Directed by Antoine Fuqua
- 19.) **A Few Good Men**, 1992, Directed by Rob Reiner
- 20.) **Twelve O'Clock High**, 1949, Directed by Henry King
- 21.) **Muppet Treasure Island**, 1996, Directed by Brian Henson
- 22.) **Conspiracy**, 2001, Directed by Frank Pierson
- 23.) **The Lion King**, 1994, Directed by Roger Allers and Rob Minkoff
- 24.) **We Were Soldiers**, 2002, Directed by Randall Wallace

## Games

*Games are a wonderful way to get your unit discussing the highlighted leadership competency for the week. Use the games below, or get leadership really going and come up with a game of your own! With each game below you will find notes and some debrief questions to help you initiate insightful discussion on leadership.*

### **Blind Fold**

Materials needed:

- Blindfolds
  
- 1.) Divide the group into two by counting them off into twos.
- 2.) Lead one group out of the room. Hand them the blindfolds and ask them to blindfold themselves.
- 3.) Tell them that their colleagues will come and take them by the hand and lead them to two objects in the room which they are to identify. Their partners however will not talk to them but communicate to them through touch.
- 4.) Assure them that their colleagues will ensure that they will be safe.
- 5.) Instruct the participants in the room to step out and lead one person each. They cannot talk to their blindfolded partners. They can only use the sense of touch to communicate to their partners.
- 6.) Yet through this sense of touch they should lead them safely about the task. The task is to lead their blind partners to any two objects in the room and help them identify the objects.
- 7.) Start this leadership game.

Notes (for person/s leading the game):

- You'll notice quite a few things which are similar to how people behave in real life. The blindfolded participants are very unsure of themselves and yet are willing to be led.
- Among those who can see, some will barge towards the closest blind person; grab them by the arm and start to lead them along, forgetting that they cannot speak. When they come across the first obstacle the blind partner is stumbling along. Suddenly they realize the caution of leading them safely. After that one slip they become more careful.
- Some others are sensitive and communicate through touching the elbow or the knee to nudge their blind partners around obstacles.
- The blindfolded partners easily identify two objects and are led to their seats and their blindfolds removed.

Debrief:

- How do you feel?
- What are you learning about leadership?

Among feelings of anxiety, insecurity, responsibility and empathy with blind you'll draw your unit's attention to the following:

- Leaders always have the bigger picture
- The rest of the them have different pieces of the picture clear
- To follow a leader confidently, the leader needs to be trustworthy and communicate her trustworthiness to the person following her.

## Shape Time

Materials Needed:

- None
- 1.) You can play this game in a large group (30 or so people) or in small groups (say 10 or so people).
  - 2.) Let's say you are playing this game in small groups. Each group has to choose a facilitator. The task is to give each facilitator a shape, say a square, a circle, a triangle etc. The task for the facilitator is to get the group to stand in that shape.
  - 3.) *There's a catch:* the facilitator/the group cannot speak or draw. They can only gesture or touch to get the task done. They cannot push or pull people into position.
  - 4.) *The variation:* The task can also be to get the all the group to sit in that shape. Or it could be that all the group members are meant to stand on one leg, or with their eyes closed. Be as creative as you want.

Notes (for person/s leading the game):

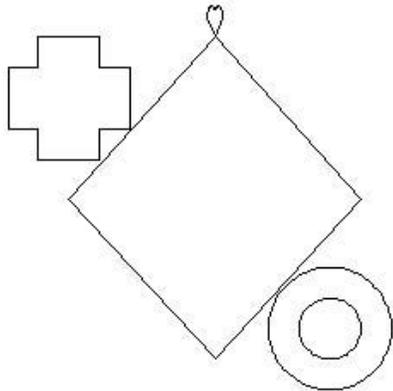
- Leadership Vision: Only the leader is given the task. Similarly, only the leader has the complete picture. The leader can only make sure that every person knows this picture and participates in achieving this picture, without forcing them to have it.
- When no force is used, there is willing participation. When no telling is used, there is challenge in sharing it and achieving it.
- Leading by example. The best way to demonstrate task, willingness to achieve, and dignity of labor is to lead by example. Telling will impress only those whose style it is to do when told (which is probably only 10% of your team strength).
- Debrief

- How do you feel?
- Do you think this could have been easier if all participants had the same 'vision' of the shape as the leader? Why?

## Follow the Leader

Materials Needed:

- Blank sheets of Paper
  - Pencil
  - Various graphics with shapes
- 1.) A group of people are divided into pairs. One of the pair is assigned the letter A and the other is assigned the letter B.
  - 2.) Each pair is handed a pencil and a sheet of paper. The group is presented with a graphic like the one given below.



- 3.) The aim of the game is for both to hold the pencil and draw as per directions given by you. The directions to call out are:
  1. **A** to lead.
  2. **B** to lead.
- 4.) When "**A** to lead" is called out **A** will direct the movement of the pencil while drawing the graphic on the paper. When "**B** to lead" is called out **B** will direct the movement of the pencil while drawing the graphic on the paper.
- 5.) When it is **A**'s turn to lead, while **B** is still holding the pencil along with **A**, he will just follow the lead of **A** and not apply any pressure to the pencil which counters that of **A**. **A** will do the same when it is **B**'s turn to lead. They can change the position of their fingers on the pencil as the directions are called out.

Notes (for person/s leading the game):

- This way the pair will complete the drawing. They can take time to plan the exercise after a few trials, when they learn each others' strengths.
- Leadership is understanding
- Leadership is patient
- Leadership listens

Debrief

- How do you feel?

## Responsibility

Materials Needed:

- None
- 1.) Group the participants into pairs and give them the following instructions!
    - a. Stand facing each other with your toes touching.
    - b. Reach out and clasp each others' hands
    - c. Lean backwards, balancing your weight until the arms are straight without letting go of each others' hands.
    - d. Squat down as a pair.
    - e. Stand up as a pair.
    - f. Repeat the process if you did not get it right!

Notes (for person/s leading the game):

- Ask the participants to be seated after they are done.

Debrief:

- How do you think this exercise is related to responsibility?
- What did you do to succeed in this activity?
- How did you feel when you failed to do it?
- What are the consequences when a person does not take responsibility for the success of his/her partner?

## Risk Taker

Materials Needed:

- Paper and Pen
- 1.) Make a handout that contains qualities and general statements that convey the qualities of a true leader. For example, "I always take responsibility for my failures and try and learn from every failure". Distribute these handouts to the participants and make them stand at a common start line. Now, read out the first sentence aloud and ask all the participants to judge for themselves whether that sentence holds true for them, and if it does they can move one step ahead. While taking that step ask participants to narrate or illustrate a short example to support their assertion. Continue the activity until you have a winner. The winning group/individual is the one which has the most 'quality innovative' solutions

Notes (for person/s leading the game):

- Qualities you should be looking for in a winner of this task: Confidence to accept one's positive and negative points and honesty.

Debrief:

- How do you feel?
- Why do you think people find it so hard to recognize/confront areas where they could use improvement?

## Straw Hat

Materials Needed:

- Plastic straws (the kind you use to drink)
  - Pins (ball pins)
- 1.) Divide the group (a group of around 20) into three small groups.
  - 2.) Give each group a bunch of around 50 plastic straws and a packet of pins.
  - 3.) The task is for them to build a strong, stable and tall structure within 15 minutes.
  - 4.) Tell one group that they do not have a leader and yet they are expected to complete the task as per rules

- 5.) Tell the second group that they have to choose a leader whose directions they will follow.
- 6.) Tell the third group to choose a leader too, but whose task is to facilitate the building of the straw structure.

Notes (for person/s leading the game):

- After 15 minutes the group stops the task.
- Have everyone consider the following while completing the task
  - Efficient completion of task
  - Comfort level in the group process with respect to leadership behavior
  - Comfort level in the group process with respect to team functioning

Debrief:

- How do you feel?
- Do you think there are ever instances when a task can be best accomplished alone?

## Decisions, Decisions

Materials Needed:

- PDF on decisions: [read this](#)
- 1.) Divide the large group into smaller groups of 5-7 people. Assign each group the name of one of the four different decisions: Paradigm, Policy, Functional and Structured.
  - 2.) If there are more than four groups, the same names are used, for the others too. So it is possible that there will be more than one group working on a couple of the decision types.
  - 3.) Give each group five minutes to come up with at least five if not more decisions belonging to the type that they have been named after. After they have finished, the small groups will present their list to the large group.

Notes (for person/s leading the game):

- While the large group can ask clarification questions, they cannot negate the entries in the presentation. The facilitator however can facilitate the group to analyze any ambiguous entries and help the group to correct them.

Debrief:

- How do you feel?
- What type of decisions do you think our unit makes most? Why?

## Activities

*Activities are a great way to get members to introspect themselves and look at the positive and negatives of their own behaviors. They also help to boost morale and enhance the overall confidence of people who participate in leadership activities.*

## **Stories**

*While elementary in nature, stories are a great way to get a simple, but sometimes hard to implement, message. You can read the stories below and discuss the leadership message within each. However, we encourage you to come up with a short story, as a unit, with the underlying message begin whatever leadership competency you are choosing to focus on for the week. This type of activity not only gets you talking about leadership, it actually gets you practicing it. Story comprising makes for a great unit activity and it creative and fun!*

### **The Crow and the Pitcher (Skill Set Focus: Persistency)**

A Crow, half-dead with thirst, came upon a Pitcher which had once been full of water; but when the Crow put its beak into the mouth of the Pitcher he found that only very little water was left in it, and that he could not reach far enough down to get at it.

He tried, and he tried, but at last had to give up in despair. Then a thought came to him, and he took a pebble and dropped it into the Pitcher. Then he took another pebble and dropped it into the Pitcher. Then he took another pebble and dropped that into the Pitcher.

Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher. Then he took another pebble and dropped that into the Pitcher.

At last, at last, he saw the water mount up near him, and after casting in a few more pebbles he was able to quench his thirst and save his life.

Notes (for person/s leading the activity): Persistency Leadership - Commitment does the trick. If you have a vision, follow it. Consistent effort and commitment to the vision will lead to success.

### **The Hare and the Tortoise (Skill Set Focus: Consistency)**

Have you heard the story? Once there were two friends - a hare and a tortoise. The hare was known for his swiftness and the tortoise was known for his sluggishness. The tortoise was extremely slow.

One day, as they chatted, the hare began making fun of the tortoise for his slowness.

The tortoise was slightly annoyed but said with a smile, "I may be slow, but I can beat you in a race."

The hare was astonished to hear this. He thought the tortoise was utterly foolish and totally unaware of what he could not do, even in his wildest dreams.

"Are you kidding?, said the hare in bewilderment."I hope you are not serious."

"I am very serious. I am sure I can outrun you," said the tortoise. Seeing the tortoise so serious, the hare said, "All right, in that case, we shall appoint a referee and fix a venue for the event."

On that note they parted, to meet again on the appointed date

A rat was appointed as referee. A large field beside the river was selected for the unusual race and a big banyan tree, about a mile away from the rat's hole, was decided on to be the winning post.

The rat stood ready to blow the whistle and start the race. The tortoise and the hare tensed at the start line.

"On your mark, get set, GO", called the rat, and the race began.

The hare took off at lightning speed, and soon ran out of sight towards the finish line. Meanwhile the tortoise began the race at a very slow pace. The sight was almost funny if not pitiful.

"Poor tortoise," thought the rat, "The hare will win the race hands down, and cover the length of the field ten times before the tortoise can cover it even once. No match at all!"

The hare must have reached about half a mile when he stopped to see where the tortoise was. He looked back. The tortoise was not to be seen. "Oh he is far behind; I can't even see him yet. I think I will wait here until I can see him and then I'll run the remaining distance. Hey, why don't I eat some grass and rest in the meanwhile." said the hare to himself.

The hare snacked and drank some water, and lay down in the shade of a tree to wait and watch. Soon the cool air from the riverside lulled him into deep sleep. The tortoise on the other hand, kept moving slowly but steadily

The hare slept for a long time. When he woke up, he looked around and the tortoise was not to be seen anywhere. He felt rested and so decided to complete the race. As he approached the finish line, he grew more and more astonished. The tortoise had already reached the finish line.

The hare had lost the race. He accepted the defeat graciously. After that he never poked fun at the tortoise or his slowness.

Notes (for person/s leading the activity):

- If you have all that you need to win the race, the only thing that could stop you from winning the race is lack of persistence in effort.
- Which one of the two was Consistent? The tortoise of course. What are the characteristics of Consistency?
- The tortoise believed that it did not matter how tough the goal was, if he kept at it and did a little every moment, he would be able to achieve it.
- It did not matter what others are able to do or not able to do, goal achievement means, that one should do his/her piece consistently.
- Doing what you need to do slowly, steadily day in and day out makes goal achievement effortless.
- Ability is inadequate, if effort is inconsistent.
- The hare knew he could do it ten times over and well. Yet he thought that the effort could wait till the goal was near. He left putting in the effort till too late.

## **The Ant and the Grasshopper (Skill Set Focus: Proactive Leadership)**

Proactive Leadership: There was once a grasshopper who loved life. He spent his time lazing in the sun, eating when he wanted to, sleeping when he wanted to, and generally enjoying himself all the time. He lived like he did not have a care in the world.

One day as he was sun-bathing, he saw an ant pushing a bread crumb across the ground. The grasshopper asked, "Hey brother! What are you doing?" The ant replied, "I am gathering food for the winter while the weather is still warm. Once winter sets in, I am going to stay home and just eat from my stock of food."

The grasshopper made fun of the ant's dull life and went on sun bathing saying, "There's enough time for such boring work. You should take time to have fun like me." Soon the summer passed and the winter started to set in.

As the weather became colder, it became harder for the grasshopper to get out. However, he soon started to feel hungry. He decided to brave the weather and find himself some food.

When he stepped out, everything was covered with snow and he could not find anything to eat. He continued to search for food every day. He did not find anything. Finally, he grew weak and died of hunger.

Notes (for person/s leading the activity):

- Which of the two was Proactive? The ant of course.
- What were the characteristics of Proactivity present in the ant? He knew himself, potentials and strengths: that he was tiny; that with the help of his teammates, there was nothing he could not achieve - it did not matter how big the morsel of food was.
- The ant knew the event that was coming on him: the winter and its severity. He knew the resources at his disposal: his teammates and time available to him in the summer.
- What are the characteristics of non-Proactivity present in the grasshopper? He did not know himself, potentials or strengths. He thought he was bigger than the ant and so nothing could happen to him. He was big enough to carry his food singlehandedly.
- The grasshopper did not know the severity of the event that was going to visit him - the winter. He did not know the 'limitedness' of the resources at his disposal. He had no teammates and before he could say 'Jack Robinson' the summer had passed.

## **The Landing on the Moon (Skill Set Focus: Team Leadership)**

The Lunar Module (LM) navigation and guidance computer reported several unusual "program alarms" as it guided the LM's descent, drawing the crew's attention from the scene outside as the descent continued.

Inside NASA's Mission Control Center in Houston, Texas, computer engineer Jack Garman told guidance officer Steve Bales it was safe to continue the descent in spite of the alarms.

When Armstrong returned his attention to the view outside it was apparent the computer was guiding them towards a large crater with rocks scattered around it.

Armstrong took manual control of the LM and with Aldrin calling out data from the radar and computer, guided it to a landing at 20:17 Universal Time Coordinate (UTC) on July 20, 1969 with about 30 seconds of fuel left.

Michael Collins said, "...All this is possible only through the blood, sweat, and tears of a number of a people...All you see is the three of us, but beneath the surface are thousands and thousands of others, and to all of those, I would like to say, 'Thank you very much.'"

Aldrin said, "... This has been far more than three men on a mission to the Moon; more, still, than the efforts of a government and industry team; more, even, than the efforts of one nation...."

Notes (for person/s leading the activity):

- Above are excerpts from the story of the first landing on the moon by Neil Armstrong, Edwin Aldrin and Michael Collins. The whole exercise was the result of innumerable plans and teams. Yet it continually required corrections and counsel from different parts of the team until the landing and return back to the Earth.
- Planning in a team and valuing the counsel of your team members will reach you to your goal

## Cartoons/Jokes

*Humor is a great way to reach audiences in order to convey very important and underlining messages about leadership. Good leadership jokes play on accepted leadership theories and practices to promote key leadership principles. We encourage you to come up with some cartoons or jokes of your own!*

## Webinars

*Web conferencing is the new and improved way to conduct meetings, presentations or training. More importantly it allows you to talk with an attendee from afar in order to gain a differing perspective or outlook on a given subject; in this case, leadership. You are encouraged to visit one of the webinars below, or host your own, and invite fellow CG members to attend. Post webinar you should not only discuss what thoughtful leadership came about, but also look into the usefulness (or lack thereof) of using the webinar technology.*

- **Ken Blanchard:**  
[http://www.kenblanchard.com/News\\_Events/Leadership\\_Management\\_Webinars/](http://www.kenblanchard.com/News_Events/Leadership_Management_Webinars/)
- **Center for Creative Leadership:**  
<http://www.ccl.org/leadership/community/webinars.aspx>
- **Plateau**  
<http://www.plateau.com/ne/webcal.htm>

## Speed Mentoring

*Speed Mentoring is a great way to not only get discussion going regarding leadership, but also a great way to learn about others and possibly gain a mentor or mentee in the process! Speed Mentoring is beginning to be widely used as benefits are endless. Below are the resources you need to give it a shot!*

- Speed Mentoring Event [GUIDEBOOK](#)
- Speed Mentoring Please email [Mike Maher](#) or call at 202-475-5512 for more information!

## Marketing

*Below are some helpful tools that will help you to better market your leadership campaign and unit activities!*

### [Spotlight on Leadership Poster/Flyer](#)

-Print this flyer and post in cafeterias, hall-way, signing boards, anywhere you feel it will best expose this year's spotlight on leadership.

### [Spotlight Poster for Events](#)

-You can use this flyer to market/promote specific events within your unit! The document is in Word allowing you for the easiest accessibility to manipulate the document however you want.

### [Spotlight Daily Journal](#)

-You can pass this Daily Journal out to unit members and encourage them to keep track of their feeling, perspectives, likes, and dislikes throughout the campaign! It's a great tool to track self growth and progress!

### [Spotlight Logo](#)

-You can use this logo (suggested: at Unit Leader discretion) to place on marketing materials you may create/use that are not listed here!

### [Spotlight Certificate of Recognition](#)

-You can use this to certificate to recognize exceptional participants and leaders at the end of your campaign!

## Your Leadership and Professional Development

*Below is a list of training courses that can be take in the area of each leadership competency of focus for this year's campaign. Click [here](#) to apply for a specific course!*

1.     **Leading Self-Aligning Values**  
Aspiring Leader Program  
New Leader Program  
Executive Leader Program  
Executive Potential Program  
Leadership & Management School  
AILA International Fellows Program
  
2.     **Leading Others-Team Building**  
Executive Leadership in Changing Environment  
Senior Leadership Principles and Skills  
Leadership Potential  
Supervisory Leadership Seminar  
Management Development
  
3.     **Leading Performance and Change-Conflict Management**  
Power of Vision  
Federal Executive Institute: Leadership for a Democratic Society  
Strategic Leadership
  
4.     **Leading the Coast Guard-Human Resource Management**  
Excellence in Government and e-Government Fellows Programs  
DHS Fellows  
Executive Development Seminar  
Capitol Hill  
White House

## Spotlight on Leadership Contest Rules (note: contest is *optional*):

### Required

- 1.) Summary of your campaign in Coast Guard Memo Format not to exceed two (2) pages.

### Optional

- 1.) Supplemental materials, to include but not limited to: photos, video, materials used, etc. should not exceed ten (10) pages or pieces

### Judging

All entries will be judged on the following criteria:

- 1.) Innovation
  - 2.) Creativity
  - 3.) Apparent tie-in to Leadership Competencies
  - 4.) Potential Application as a Unit Best Practice
  - 5.) Comprehensiveness of Campaign (Several Elements used vs. one or two)
  - 6.) Inclusiveness (all personnel considered Target Audience)
  - 7.) Level of Participation by Target Audience
  - 8.) Fun Factor
- Winning Units will receive a plaque of recognition and be featured on the Unit Leadership Development Program and Office of Leadership Development websites for one (1) calendar year from entry deadline.

### Entry Deadline

- 1.) 20 May 2012 (to be received by CG-133)
- 2.) ALL entries must be sent via express mail to COMDT (CG-133), ATTN: Veronique Freeman, 2100 2<sup>nd</sup> St SW, Stop 7801, Washington, DC. 20593, or via e-mail to: [Veronique.freeman@uscg.mil](mailto:Veronique.freeman@uscg.mil)