The Leadership News

A magazine on leadership issues in the Coast Guard • 2012 Fall Edition • Issue 44

The new... DHS Cornerstone Program

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Plus:

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(CG-133)

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HOT News!

The Office of Leadership and Professional Development (CG-133) now falls under the direction of the Assistant Commandant for Human Resources, Diversity and Leadership, and no longer under Reserve and Leadership. As a result, in the coming months, you can expect to see changes in our CG unit number, website, and various printed and electronic collateral. This is an exciting change and our superior service and attention to your leadership and professional needs will continue uninterrupted. We will continue to provide updates in future editions of eLeadership News (TLN).

eLeadership News!

This will be the edition of TLN in this format, **NOW** You can receive the latest in leadership with the new eLeadership News Online. Visit our website today and read new and awesome articles centered around leadership best practices or download some of your past favorites!!!

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Next Up!

Get your articles in! Submissions can include: personal experiences, stories, and general perspectives. The theme for the next edition of TLN is:

Effective Communication

This publication is yours! We seek articles on leadership issues, best practices, and your feedback on news content. Please contact Veronique.Freeman@uscg.mil or 202-475-5514 for more info and details.

Captain's View

What I want to convey to every person in the Coast Guard is the importance of leadership training and education. Very few leaders just happen! Leadership is the cornerstone of the Coast Guard, and key to our continued success. There are two skill sets necessary to be a great Coast Guardsman or woman – technical skills and leadership skills. We frequently send folks to school for the technical skills, either "A" or "C" schools, graduate school, fellowships and quite a few commercial classes as well. However, as leaders, we often assume 'On the Job Training' (OJT) is all that is necessary for appropriate leadership training.

Maybe we have been all wrong. Leadership development requires as much effort to master as any technical skill – maybe even more since we are dealing with motivating and managing people whose needs, motivations and aspirations are ever changing. When was the last time you looked through the Coast Guard's Leadership Development Framework, COMDTINST M5351.3, to see how your leadership maturity stacks up against the 28 competencies that the Coast Guard expects from you? Inherent in this framework is the leadership continuum – the gradual development you undergo as you advance through the rates/ranks to positions of increased responsibility and accountability. But this does not happen magically, it takes leadership development – through the leadership development continuum.

The leadership development continuum is the way each the Coast Guard hopes, I might say, needs, each member to mature in their leadership skills. It includes schools, like LAMS, as well as e-Learning, command training and, of course, on-the-job training. But this is only part of the story. The other part is dependent upon the member to be a student of leadership through professional reading, self reflection, practice and I think probably the most important piece...mentorship. If you have not found a mentor to help you develop, get one. If you need one, call me, I will find you one or be yours myself!

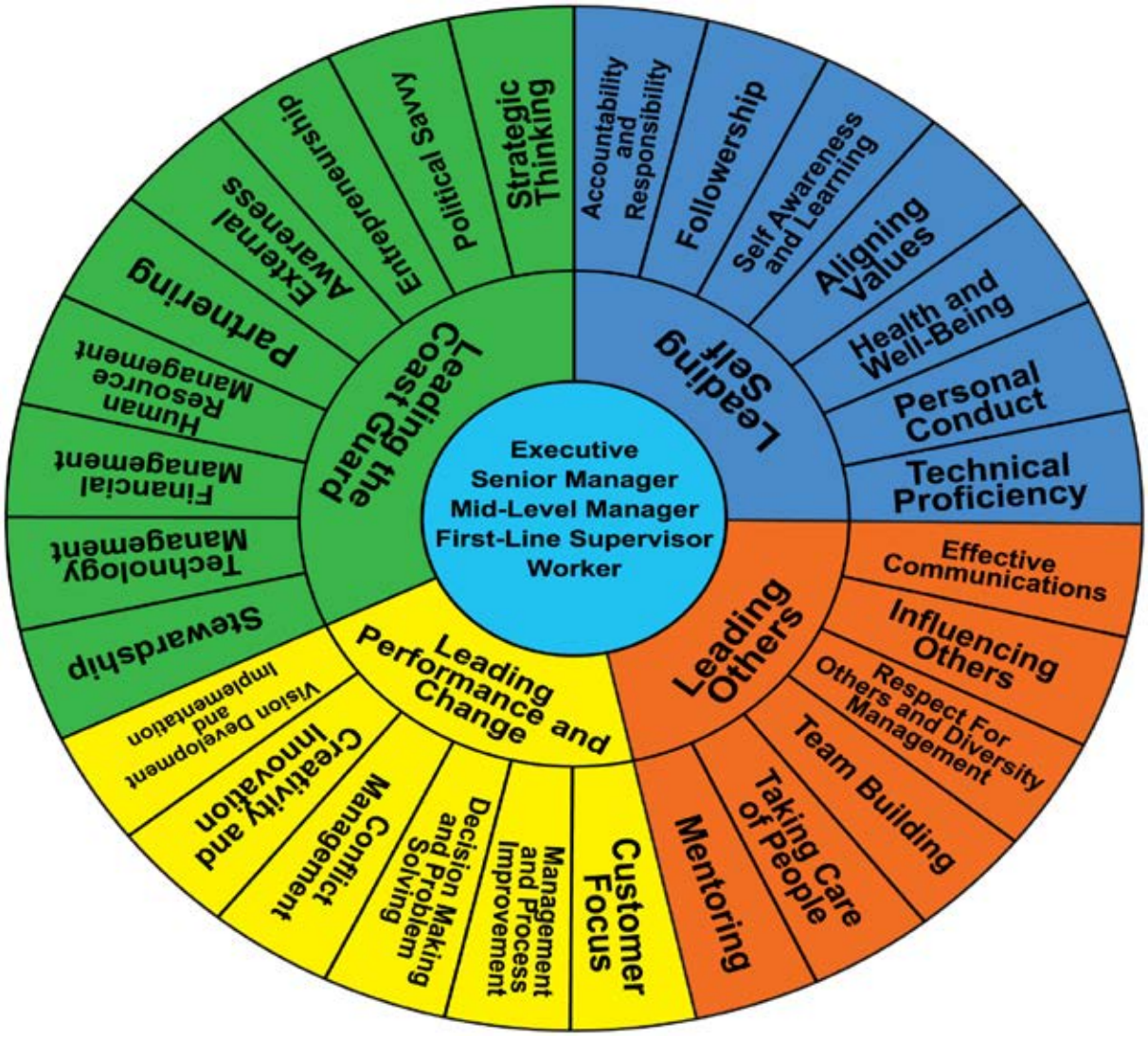
As I close, I suggest that if you are a supervisor then you have the responsibility to send your people to schools or training, then support them to master what they learned. I also recommend everyone in the Coast Guard continue to mature their leadership skills by reading, studying, practicing and reflecting on how you lead. As you become more proficient, you are expected to teach and mentor individuals. You are also expected to share best practices and lessons learned with the rest of the Coast Guard community by authoring and submitting articles to the Leadership News.

Be safe and be a leader – if you lead, and truly lead with your whole heart, mind, body, and soul, your people will gladly follow and they will be better for it, and you in turn will be better as well. Because together, we can do great things!

Semper Paratus!

Captain Christopher Calhoun,
Office of Leadership and Professional Development

INFLUENCING OTHERS



Leadership Design

A look into Leadership from a designer's perspective

By LCDR Charlotte Pittman
CG-133 Leadership &
Professional Development

www.uscg.mil/leadership

Leaders are often thought of as making the difference between a good and a great organization. They are the Captains of the ship, steering it on a steady course. But even Captains of ships are limited by what their ship is designed to do. A Captain is not very effective if he orders his ship to make 30 kts when it is only designed to do 20kts. This is a situation our leaders often find themselves in, trying to get an organization to do things it is not designed to do. In our increasingly dynamic and fast-paced world, we need leaders who can design the ships (and organizations) we need for the future, not just effectively navigate the ones we've inherited from the past. Leaders are often thought of as "problem solvers." Problem solving, however, doesn't always get us where we need to be. Science solves problems, which often create other problems and never stay solved in a dynamic environment. Design eliminates problems so they never have to be solved again.

Let me give you a real world example. Helicopters are complicated machines with many moving parts. Helicopter mechanics are human beings who are prone to human error just like the rest of us. If a helicopter mechanic makes a mistake and installs an important piece backwards, it can have enormous and fatal consequences. A problem solver would look at this situation and recommend training, checklists and quality control checks. These are all good solutions and would probably work for the most part, but it still doesn't eliminate the possibility that someone could make a mistake. A designer looks at the dilemma and works to eliminate the problem, rather than solve it. She designs the part so it is IMPOSSIBLE to put the part on the wrong way. The mechanic is forced to do the right thing, not through training, oversight, or punishment, but through making it impossible for him to do the wrong thing. This is the challenge for leaders; how do we design our organizations to set people up to do the right thing because we make it impossible or difficult to do the wrong thing?

The Lao Tzu quote above is one of my favorite definitions of leadership, because it embraces this idea of design. Design, when done well, is almost never noticed. This is the true difference between art and design. Art wants to be noticed and loved, or sometimes it wants to generate controversy and be hated. Either way, it succeeds when it is noticed. Design, however, is often invisible and only noticed when it fails. We need more designers than artists in leadership positions. We encounter good and bad design every day, and it's those encounters, when explored, that can teach us a lot about being good and effective leaders.

"A leader is best when people barely know he exists, not so good when people obey and acclaim him, worst when they despise him. But of a good leader, who talks little, when his work is done, his aim fulfilled, they will say, 'We did this ourselves.'" Lao Tzu

Donald Norman, in his book The Design of Everyday Things, illustrates the difference between good and bad design by describing our encounters with everyday objects like doors. We go through doors everyday without even thinking about it until we encounter a badly designed door. It's that door that you're trying to pull on until you see the sign that clearly says "PUSH." What's our first reaction? We think "Man, I am such an idiot. I can't even read." Except you're not an idiot; you go through doors everyday without needing labels. Good designers know that the human brain associates vertical handles with pulling and horizontal with pushing. When a bad designer throws vertical handles on both sides of a door, it needs labels to know which side to pull and which side to push. Bad design does two things: It gets in the way of you accomplishing your goal (who wants to take time to read when they're trying to get out of a burning building) and it makes you feel stupid. Good leaders are like well-designed doors: they get out of your way and help you accomplish your goal, and they don't make you feel stupid. Or as Lao Tzu so aptly put it "when his work is done, his aim fulfilled, they will say: we did it ourselves."

Another example of what leaders can learn from designers can be seen in a well-designed website. Think about a website like Amazon, where you have to order something through a series of steps. If the website is designed well, it does four things. The first thing the website does when you

press the "Order" button is it sets expectations. It gives you a message that says something like "This may take a couple minutes, please do not hit the Back button." The second thing the website does is give feedback in the form of a loading bar, a rotating hourglass, or something that clearly illustrates it is in the process of working on your request. The third thing a good website does is tell you when you are successful, usually with a message like "Your order has been successfully processed." The fourth thing a good website does is to followup, usually in the form of a confirmation and thank you email or a satisfaction survey. Once again, good leaders are like well-designed websites, they set expectations, give feedback, tell people when they are successful and followup (say thank you).

Another design feature of good websites (and good leaders) is they let you get back to the home page when you make a mistake. We've all encountered those poorly designed websites where if you accidently navigate to the wrong page, you can't get back to where you started to get to the right page…it's frustrating as hell! You're yelling at the computer screen "I just made a mistake! Let me go back and I promise I'll do it right this time!" This is often how your subordinates feel when they make a mistake. There have to be consequences for serious mistakes, but we also have to let them get back to the home page and try again. This is what is called "failing smartly."

Trying to prevent all failure is a losing battle (especially with human beings) and is why having a "zero mistakes" mentality is so damaging. All you succeed in doing is getting people really good at denying or covering up their mistakes rather than learning from them. What we need to concentrate on is how to prevent people from "failing badly" and set up situations where if they do fail, they "fail smartly" and learn from the experience. This is what training is all about. The best definition I've seen of training is by the science fiction author, Orson Scott Card, who said "the essence of training is failure without consequences." That's why we practice dangerous maneuvers in simulators (where you can crash and reset) and also why we set limits on training conditions. The whole idea behind training is to make mistakes and learn. If we create training scenarios without limits (hoisting in 10 foot seas instead of 4 foot seas) then it is no longer training because any mistake will have serious consequences. We've put ourselves in a situation where we can't fail, because if we do, we will fail badly.

This is what leadership schools and leadership training provide, a safe environment to fail and learn. The biggest problem with on-the-job leadership training is that when it fails, it fails badly. There are real world consequences that often affect people's lives. We, as leaders, need to start designing those safe environments for our next generation of leaders to fail smartly and learn, so when we send them out there into the world as the next leaders we have faith that they've seen it before and will do the right thing.

Leadership, like design, is an invisible art. It's about making doing the right thing simple. Simple is not always easy, it takes a lot of time and investment. Design, like leadership, is a lot of work without a lot of glory. The glory is in watching your people succeed and knowing you had something to do with it, even if they don't notice that you did.

Dr. Russ Ackoff, an architect and champion of design-thinking management, describes the four different styles of change management through the analogy of a boat fighting an incoming tide. Some leaders throw down the anchor and try to hold steady in the tide, some drive backwards and resist the tide, some ride the leading edge of the tide, and some (the most effective) control the tide. Good leaders, when faced with change, don't stubbornly hold the status quo, resist change through old solutions, or try to predict the future through contingency plans. Good leaders design the future and the future leaders they want and need.

Leadership Competencies Addressed:
Leading the Coast Guard, Respect for Others and Diversity Management Leading Others, Influencing Others, Leading Self

Distance Leadership: Making it Work

By LCDR Sarah Unthank and LT Lushan Hannah, HSWL Service Center

As our workforce continues to adapt to the needs of the service, more commands are utilizing distance or detached relationships with their personnel in order to effectively provide services over a vast area of responsibility while maintaining a centralized administrative presence. This requires a unique blend of techniques and traits in order to overcome the challenges presented in a distance work relationship. Both the worker and supervisor must create a work environment that sustains the detached relationship.

Successful detached workers create role clarity by recognizing top priorities and pointing themselves in that direction; giving the worker permission to "attach" to the job. Self-sufficiency is key to the detached workers' success; giving them the ability to maintain their workload with minimal outside aid. This demonstrates confidence in the workers ability, worth to the organization, and allows their creativity and problem solving skills to thrive. Self-sufficiency means that the detached worker operates as a self-starter who performs work that they are proud of. In addition, they work with minimal oversight from their supervisors, doing what they know must be done instead of waiting to be told what to do. Essential to this is the ability to use their core resources, having ample access and using their resources wisely. They must use concentric followership skills effectively: out of good communication comes good relationships and out of good relationships comes trust --- trust gained by delivering on promises consistently. This is essential because their supervisors aren't there to see day-to-day activities, so the detached worker's judgment must be relied upon to dutifully carry out the mission with minimal instruction and without constant oversight.

Effectively managing staff from a distance is a constant balancing act; providing enough direction to clearly set programmatic objectives and priorities, but allowing staff the autonomy to effectively drive the implementation of their programs is crucial in the success of the mission. Providing quality leadership requires the supervisor to be accessible and responsive to the detached worker. Unlike traditional supervisor/staff relationships, there is little face to face contact so effective communication and flexibility in leadership style is the critical factor in ensuring this form of distance leadership works. Ensuring responsiveness and availability from the supervisors fosters the detached worker's ability to receive prompt feedback, assistance and guidance and gives them the confidence that they have the resources they need to be successful.

Although managing from a distance is challenging, it can be effective when both the staff and the managers are committed to making it work. Detached workers are given the opportunity to work independently and hone their self leadership skills; their ownership of the programs reinforces the sense of accountability to and responsibility for their area. Managers develop the skills to be flexible in their management style and oversight, adjusting their role and interactions based on the strengths and weaknesses of each staff member. This style of management fosters innovation and technical skill as detached personnel work through complex issues and derives solutions for a vast array of issues. Creating this symbiosis between the detached worker and the manager is essential to an effective distance leadership program.

Leadership Competencies Addressed:
Accountability and Responsibility, Followership, Influencing Others, Technology Management, Respect for Others and Diversity Managment

Are you a Leader, a Manager, or Both?

Both?

By CDR Mikeal S. Staier, XO
CG Recruiting Command

For the sports enthusiasts out there, we often hear of a player being a "student of the game." That's how I feel about the Coast Guard and about the topic of leadership. One subject that comes up from time to time is the difference between a leader and a manager. Metaphorically speaking, raise your hand if you know the

"For the sports enhusiasts out there, we often hear of a player being a, 'student of the game.' That's how I feel about the Coast Guard and about the topic of leadership."

difference. We've all got things to manage, right? People, budgets, processes, programs; all of these need to be managed….right?

What's the difference between position power and personal power? Succinctly, position power is given and personal power is earned. That's not to say that if you are assigned as an OIC or CO, it wasn't earned. A manager has position power based on a supervisory role, signature authority, and process expertise. Leaders combine the position power of a manager with personal power that enables the leader to get more out of a workforce inspired to a higher level of performance. Leadership processes are those that generally enable groups of people to work together in meaningful ways, whereas management processes are considered to be position and organization specific[1]. The relevance in the distinction between a manager and a leader lies in the ability of the leader to inspire commitment vice mere compliance. Managers provide a skill set that leaders then take to the next level of performance. Citing Mintzberg's seminal 1973 research, Hunt indicated that leadership involves motivating subordinates as well as taking their needs and the needs of the organization into account[2]. I would argue that a "leader" who is not competent, who does not take risks for the good of the organization or for the good of her people, or who does not show loyalty to the organization, her subordinates, and the leader's own ideals is not a "leader" at all.

Now, substitute the word "organization" with "Coast Guard;" are you leading or managing? Murray[3] described the modern business environment as a new model that will resemble the marketplace demanding that it be flexible, agile, able to quickly adjust to market developments, and ruthless in reallocating resources to new opportunities. This model provides an opportunity for the roles of leadership and management to be mutually beneficial. The two roles in concert must be able to create structures that motivate and inspire employees and instill the kind of drive, creativity, and innovative spirit more commonly found among entrepreneurs[3].

Are you in a leadership position, yet find yourself managing the mail? Step back, re-access and put your trust in your people. Power and decision-making should [sic] be driven down the organization rather than being concentrated at the top[3]. Bedeian & Hunt[2] indicated while management complements leadership, it cannot replace it. If the Coast Guard was your business, your baby, the nest egg you dumped your life savings into just to get it started, what would be different about how you manage; about how you lead?

(1) Day, D. (2000). Leadership development: A review in context. The Leadership Quarterly, 11(4), 581–613. doi:10.1016/S1048-9843(00)00061-8
(2) Bedeian, A. & Hunt, J. (2006). Academic amnesia and vestigial assumptions of our forefathers. Leadership Quarterly, 17(2), 190–205. doi:10.1016/j.leaqua.2005.12.006
(3) Murray, A. (2010, August 21). The end of management. Wall Street Journal (Eastern Edition), pp. D1-D4. Retrieved from http://online.wsj.com

Leadership Competencies Addressed:
Leading Others, Influencing Others, Respect for Others and Diversity Management, Teamwork

Generational Diversity

By Senior Chief Marcus Evans
USCG

When I say generation X, what comes to your mind? Most may say slackers, lazy, unmotivated, entitled, and ungrateful. I asked my crew what was the first thing that came to their minds when I said "traditionalist." They said hard working, determined, thrifty, proud, hard headed, and ornery. When I say Lutherans, what comes to your mind? That really isn't a politically correct question to ask is it? That is because asking about, or critically discussing religion and race for that matter is widely considered taboo, but generational stereotyping for some reason is fair game. In fact, most people will not hesitate to stereotype people of another generation right in front of their faces. Generational and cultural stereotypes are primarily caused not only by a lack of knowledge but also by a general lack of desire to know.

Cognitive Diversity was the theme of Admiral Allen's message at the 2010 Diversity Leadership Summit in Washington, DC. He said, "If you don't understand diversity, then how can you really ever become more diverse?" How often in our organization do we blame junior members or subordinates for the problems within our realm? We cannot forget that our young members are a product of their environment just like we are. They are rarely doing the wrong thing; it is us as leaders doing the wrong thing by failing to recognize why they are the way they are. Take these two terms into consideration regarding generations: Signposts and Lifelaws. These two terms are taken from the book Generations, Inc – by Meagan and Larry Johnson.

SIGNPOSTS:

- "Personal signposts are experiences in our lives that significantly contribute to who we are" (Johnson & Johnson, 2010)*.
- "Group signposts can also have strong impacts on us. They spring from the experiences of the groups to which we belong and the society in which we live." They are magnified by the power of numbers. Consider young racial minorities today. Many of them may or may not have endured racism themselves, but the fact that their friends, family, and colleagues probably did may affect how they view or handle the issue of discrimination (Johnson & Johnson, 2010)*.

You wouldn't know that I grew up in a wealthy East Indian American community in Northern California, and that I took Punjabi as a second language in high school. As a freshman, I dated an Indian (Asian American) girl; some of my best friends today were and still are of Indian descent and culture. Do you think that these personal signposts have significantly contributed to who I am today and how I form my own opinions about Asian and Indian cultures and minorities? They absolutely do!

Consider some of these signposts from your generation, and how they have contributed to how you view others and society, ultimately forming who you are today.

Traditionals, born 1900 – 1945:

- The Great Depression
- Hitler's invasion of Poland
- Pearl Harbor's attack and WWII
- Korean War
- President Eisenhower
- Polio Vaccine

Baby Boomers, born 1946-1964:

- JFK elected
- Cuban missile crisis
- Passage of the Civil Rights Act
- Man walks on the moon
- Woodstock
- Reagan elected and Iranian hostages released

Generation X, born 1965-1980:

- First cell phone call in 1973
- Black Monday
- Fall of the Berlin Wall
- Rodney King beating
- Death of Kurt Cobain
- O.J Simpson trial

Millennials (aka Generation Y), born from 1981 – 1995:

- First functional laptop
- Persian Gulf War
- Waco Massacre
- Monica Lewinski
- Columbine massacre
- 9/11
- Anthrax

Linksters, born after 1995

- TIVO television recorders
- Cell phone bans while driving
- Janet Jackson's wardrobe malfunction during the Superbowl
- First black president
- Death of Michael Jackson
- First AIDS vaccine that shows promise
- IPAD

Older generations often think that younger generations are insensitive to events and sacrifices that formed our society into what it is today, however, that is not the case at all. "It is just that the importance of the events that created your and my generational signpost are often lost on others because they didn't experience them, weren't there, and frankly might not even care. The lingering effects from these historic events are life laws, and just are" (Johnson & Johnson, 2010)*. Our personal signposts also create biases. If you can understand your own biases, you will be better prepared to know when they are adversely or unfairly affecting your decision and actions.

The other term that I mentioned was LIFELAWS: "These are events that have social, political, or economic influence on our lives, but occurred before we were old enough to remember any difference" (Johnson & Johnson, 2010)*. Remember before 9/11 when TSA security checkpoints did not exist. Back in those days you were able to watch planes land while waiting at the gate for your friends and loved ones to emerge from the jet way. The youth today cannot even fathom that concept. They have, and always will, deal with Ion Scans, 3-ounce containers, and full body x-rays. They won't complain about it either, for that is just how it has always been. On a similar note, can you imagine walking through a metal detector just to get to your locker in high school? Also consider the protective and safety equipment requirements in today's Coast Guard. Prior to the Station Niagara incident in 2001, resulting in the death of two young Guardians, we didn't carry Person Electronic Radio Beacons (PEPIRBs), issue properly fitting dry suits, or make

a point to ensure that our gear was being maintained and issued properly. We did not pay such close attention to where our boats were going, let alone mandate detailed float plans and strict loss of communication requirements to all of our crews. Now these common practices are viewed as some of our service's most critical. Our newest members would not dream of questioning them, for they have been engraved into their minds since accession, and are what they are.

In the book *When Generations Collide* by Lynne Lancaster and David Stillman, you will find an animation that shows a Baby Boomer gentlemen walking next to and having a conversation with a Generation Y teen. The older gentleman says: "I lost some of my best buddies in Nam". The teen replies: "What, was that the name of your high school?". Understand that today's younger generation (our recruits) are not as patient as your generation was. With the technology and information that they are accustomed to, they live faster paced lives than most of us ever did. They expect to see results right away and are generally shaped by their upbringing to be told what to do. How can you take someone with a completely different mindset than yours, who shows a spark of interest in our mission, and nurture that person into an active and productive member of our organization. The first step is closely analyzing our processes and approaches.

Dialogue v. Debate

Dialogue is a different kind of conversation, where we listen to try and find ideas with which we agree, and potentially combine those with our own ideas to form a larger truth than we had on our own. It is a structured conversation with ground rules that allow a group to truly share their experiences and opinions while others listen and absorb them. When it works well it will help form empathy for one another and prompt them to change or improve as a team instead of individually (Campt & Schirch, 2007)*.

One thing that I have done at Station Sheboygan to try and create buy in and draw from the experiences of others in our crew was to structure conversations in the form of a dialogue. Remember, "Dialogue is respectful listening, learning, and sharing of experiences, not an argument" (Campt & Schirch, 2007)*. One thing that I have learned about listening from the book by Dr. Campt and Ms. Schirch is that I far too often only listen to others long enough to form a rebuttal. Instead of hearing someone out and actually valuing his/her opinion, I just can't wait to get my two cents in. These types of behaviors are easily sensed by others and cause them to dismiss your desire to actually accept and learn from them. "When people feel like they are truly heard then they are more likely to accept your group and its decisions" (Campt & Schirch, 2007)*.

I leave you with these thoughts: What are you doing to understand and pursue the other generations, cultures, and demographics that are the future of the Coast Guard? Your experience and wisdom is valued far more than you may know; you must now go on the offense by taking an educated and tactful approach towards newer members. Don't think for one minute that the younger generation and minorities do not want to serve; they are far too often just not being pursued correctly. They will be personally rewarded in different ways than each and every one of us. The challenge now is to educate yourself on different ways to tap into that drive. Your recognition of diversity as being a mission readiness issue is essential to the sustainability of the great organization we have all worked so hard to develop. Like our Commandant said, "Achievement of this goal is an all-hands evolution." Unless we change our perspective and approach, we will continue to achieve the same results.

Leadership Competencies Addressed:
Respect for Others and Diversity Management, Influencing Others, Team Building, Conflict Management

***For a complete list of references on this article please visit: www.uscg.mil/leadership/resources/leadershipnews.asp**

By CDR Rick Gay
Leadership Development Center

The nuances related to the change in policy may represent some minor concern for leaders. I suggest that it's the new interpersonal skills that we need to develop which may be a greater hurdle for many folks in the Coast Guard. As a population, the Coast Guard has rare social interaction with members of the gay, lesbian or bisexual (GLB) community. This is especially true for older members of the organization. Opportunities exist for blunders from even the most well-meaning person. The interactions will be new for both parties. As a senior you'll be learning how to interact with others outside your comfort zone. Your job is to make the family members of subordinates and co-workers feel welcome, comfortable and part of the Coast Guard family. Your subordinates or co-workers who bring their same-sex guest to a Coast Guard function are also probably outside their comfort zone. They have a responsibility too: not to assume it's your problem and you need to "get over it" but to provide clues or indications of the nature and depth of their relationship. Just like opposite sex couples, same sex relationships have multiple layers of commitment, from casually dating to committed in a long term relationship for many years. There are a few things you can think about now to prepare for that first conversation. What stereotypes do you hold that may influence your perceptions, how should introductions be done and how do I have *that* first conversation?

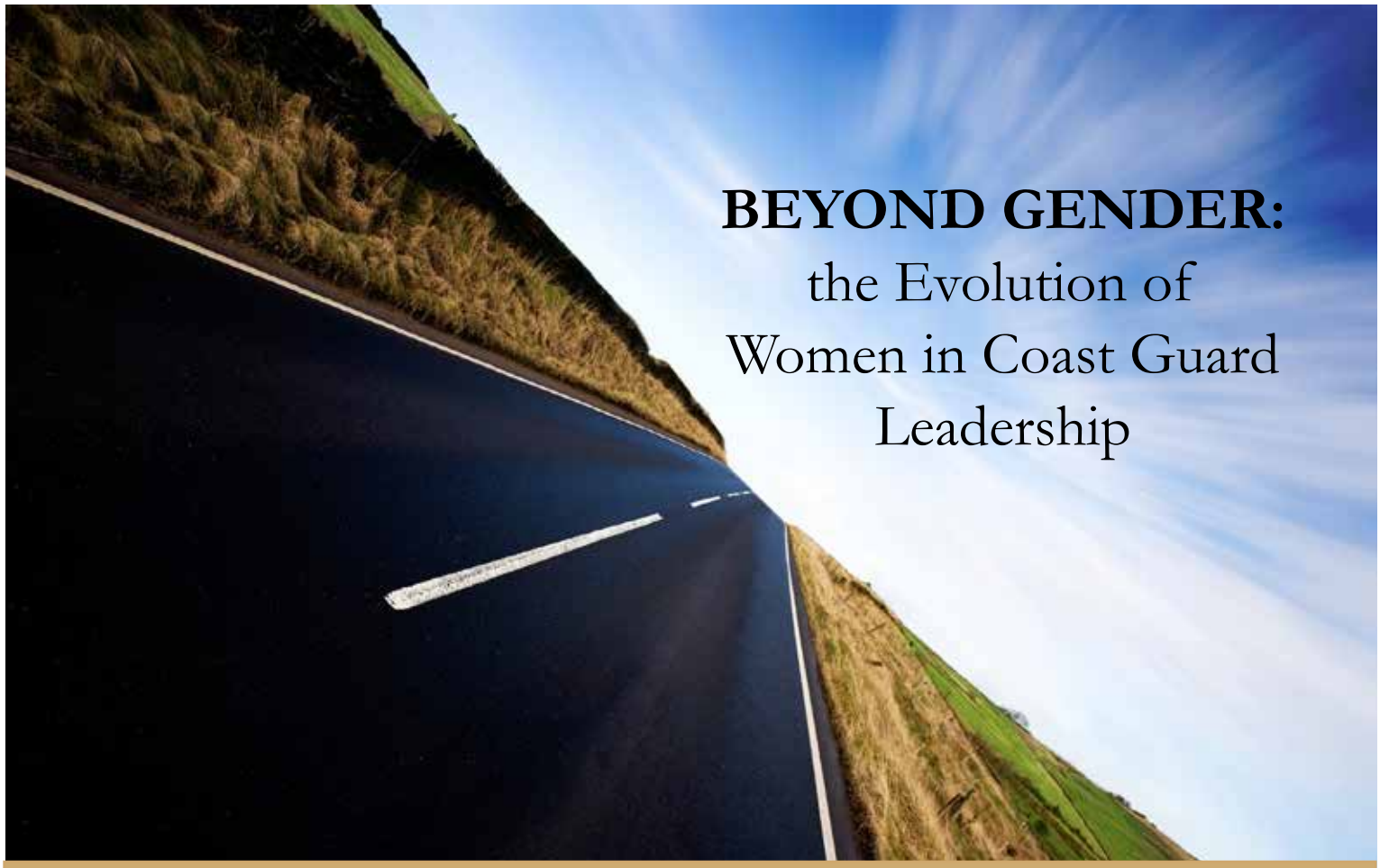
Stereotyping is a learned outlook derived from your parents, teachers, peers and the mass media. What stereotypes do you have now? Some might say a short review of the internet would indicate that all lesbians fall into one of two categories: butch, with short hair and boots or dyke, those focused on making a social statement. Conversely, all gays fall into one of three categories: the flaming queen who is a flamboyant, effeminate 'Ru Paul' type figure; the bear, described as large, hairy, hyper-masculine and suspender wearing (I can't explain that stereotype either); or the effeminate, fashionable, clean cut, show tune listening, promiscuous performing art lover. Bisexuals seemed to have dodged the stereotype bullet, unless you consider "confused" as a stereotype! Yes, these folk exist in reality and are probably the origins of the stereotype. However, the reality is far more GLB people cannot be determined from any outward characteristics contained in the list above. Even more people who are not GLB fit those descriptions – consider the whole "Goth" movement. Obviously, we should examine our internal messages – those stereotypes, and compare them with real people we know to evaluate if our perceptions are accurate. Ultimately, none of the stereotyping related to job performance or ability to be a team player – the two most important factors I consider when determining if I want someone to be on my team.

So, we've taken the time to reflect on our perceptions of a GLB member. Maybe we have someone we know who we can use to adjust our paradigm, maybe not. But now your unit's Sports Day or Coast Guard picnic is about to start. Shortly after arriving you start making your rounds, meeting and greeting while enjoying a cold beverage. Five minutes into the day, you are confronted by your first hurdle – one of your long time shipmates introduces you to their same-sex significant other and while your brain is digesting this information, your boss arrives and you now have to do the introductions. First off there are a few things to know. Don't assume that the term "partner" is correct – some people may find it offensive. Maybe they aren't partners but just dating. The appropriate terms for GLB couples do not currently exist in our vocabulary to cover all the ranges a relationship could take – like we have for different sex couples. Fortunately, if you were paying attention when you received your introduction, you have all the answers you need. The onus is on the couple to provide the appropriate word when they make their introductions. Just listen and use what they use. May I add a word of advice for any GLB member who is pondering this question – do not use the term "lover" because it is inappropriate in the military culture.

After introductions comes the next social discomfort zone – the conversation. By now I hope you've realized that having a conversation with any "significant other" is no different regardless of the relationship. Always have a toolbox of topics ready to discuss, like current events, movies, books, or new restaurants. Have your opening lines ready, perhaps "Did you see _(insert movie title here)__?" or "Have you noticed _(insert topic area here)_?" Always be truly engaged and make eye contact. Ask about the person, learn what they like and what their opinions are. Remember don't drive the conversation but do participate fully in it. Of course, avoid those hot bed topics like politics, religion or sex.

Keep these simple tools in mind and you'll have no problem ensuring each event is a successful event, with everyone feeling like they are truly a member of the Coast Guard family and respected for who they are. If in doubt, consult the oracle of wisdom, your dog eared copy of Service Etiquette.

Leadership Competencies Addressed:
Self Awareness and Learning, Influencing Others, Taking Care of People



BEYOND GENDER:
the Evolution of Women in Coast Guard Leadership

The concept of a glass ceiling for women in the Coast Guard is a fallacy. We must remember that milestones are a natural progression of talented officers whose performance has been exemplary. Although women had been integral to the regular Coast Guard since 1973, we must recall that ENS Jean Butler was the first woman to graduate from the Coast Guard Academy in 1980 – only 31 years ago! Given this time frame, it makes sense that the Flag Corps is finally just reflecting the gender composition of the junior officer corps – not because of limitations imposed by seniors or peers, but because the Coast Guard values solid performance, diversity of assignment, and dedication. The concept of a glass ceiling is a transparent construct – any person, man or woman, can continue to rise up through the ranks. What frequently happens is women turning down promising assignments because of pressure from their personal life; either husband, children, or parental care responsibilities. Fortunately, the Coast Guard has recognized these constraints and taken positive action to mitigate their influence. Last year, The Office of Leadership and Professional Development (CG-133), presented a Leadership News series that included interviews, perspectives, and achievements surrounding some of the most commendable women leaders of the U.S. Coast Guard. The accomplishments, viewpoints, and profound success of these women encompassed the true nature and meaning of sincere leadership. We end this series with the story of LCDR Holly Harrison: Guardian, Operation Iraqi Freedom Veteran and Bronze Star Recipient.

We hope you enjoyed the journey….beyond gender and artificial constraints!

LCDR Holly Harrison

Guardian, Operation Iraqi Freedom Veteran and Bronze Star Recipient

By William H. Thiesen, PhD
Coast Guard Atlantic Area Historian

As with any meaningful career, that of LCDR Holly R. Harrison reflects her hard work and devotion to duty. This native of Arizona comes from a military family tracing its connection to the nation's armed services back several generations. She spent a year in college working hard to prepare for entrance to the Coast Guard Academy. After completing four years at the Academy, Harrison received a variety of shipboard assignments, including tours on board the Storis (WMEC-38), and two 110-foot cutters. Harrison served as executive officer on board Kiska (WPB-1336) for two years before receiving command of her own cutter, the 110-foot Aquidneck (WPB-1309) homeported at Fort Macon, North Carolina.

Lt. Holly Harrison on board Coalition warship USS Milius

Near the end of 2002, after well over a year in command of Aquidneck, Harrison received orders to the Northern Arabian Gulf (NAG) to take part in Operation Iraqi Freedom (OIF). Harrison had to cancel Aquidneck's assignment to escort vessels in the Delaware River, return her cutter to homeport to load spare parts, and steam for the Integrated Support Center-Portsmouth, in Hampton Roads, Virginia. In Portsmouth, Harrison spent over two months preparing the cutter and crew for deployment to the Middle East. These preparations included rigorous training in small arms and chemical, biological and radiological warfare. Harrison and her crew also prepared Aquidneck for trans-Atlantic shipment on board a Military Sealift Command ship. Trans-shipment of Aquidneck and three other 110-foot cutters required a great deal of logistical work and, by January 2003, the four WPBs were ready to load onto the commercial heavy-lift ship Motor Vessel Industrial Challenger.

Harrison and her crew boarded a chartered jet for Bahrain and touched down on February 26. Shortly after arriving, Harrison and the three other patrol boat skippers boarded USS Valley Forge, a guided missile cruiser and command ship for U.S. Navy Task Force 55, under which the cutters would serve. Task force commander, Captain John W. Peterson, had specifically requested use of the Coast Guard patrol boats during the September 2002 planning for OIF naval operations. Peterson and his staff briefed Harrison and the others on their upcoming mission and the naval combat operations about to begin.

After the patrol boats arrived in Bahrain, the work tempo increased. Within ten days of Harrison's arrival, Industrial Challenger delivered Aquidneck and the other 110s after a thirty-five day passage. On March 5, a heavy-lift crane off-loaded the cutters and Harrison and her crew conducted sea trials for the next two days. On March 8, the crew stowed stores on board Aquidneck and, on March 9, the patrol boat sailed to the NAG with sister ship Adak. Once the two cutters arrived at their patrol area, they began maritime interdiction operations, boarding and inspecting indigenous watercraft that navigated the waters of coastal Iraq.

During March, Coalition naval forces restricted the flow of Iraqi watercraft along the Khawr Abd Allah (KAA) Waterway, the primary maritime link between Iraq and the Gulf. Coalition naval planners believed that these dhows and other watercraft might hold mines, weapons or escaping Iraqi officials. The Iraqi watercraft countered Coalition efforts by staging breakouts, which involved dozens of watercraft trying to escape to the Gulf at the same time. These attempts included a large breakout of sixty dhows on March 17. Aquidneck worked together with the other WPBs and an HH-65 helicopter from the high-endurance cutter Boutwell (WHEC-719) to corral the watercraft and board each of them. Together, they managed to inspect all the vessels and found no weapons, illegal cargoes or Iraqi officials.

In the evening of March 20, OIF combat operations began as Coalition warships launched Tomahawk missiles toward Baghdad. Aquidneck patrolled around the naval vessels during launch operations to screen them from intruders. The missile launches proved an awesome sight and none of the off-watch crew could sleep. Harrison was unaware of the fact that, as captain of Aquidneck, she had just become the first woman to command a Coast Guard vessel in a combat zone.

Early the next morning, a lookout on board Aquidneck spotted a British Royal Navy Sea King helicopter approach while another Sea King vectored in from the opposite direction. To the amazement of the crew, the two helicopters collided in mid-air and exploded on impact. Aquidneck reacted immediately and appeared at the site of the disaster before any other Coalition vessel. As jet fuel burned on the water's surface surrounding the wreckage, Aquidneck launched its small boat and commenced search operations; however, all of the seven helicopter crewmembers, including an American navy officer, died in the crash.

After Coalition naval forces wrapped up the initial phases of combat operations, naval planners focused on opening the KAA Waterway to vessel traffic. On March 22, Aquidneck joined the escort detailed to protect Coalition minesweeping vessels clearing the ship channel to the Iraqi port of Umm Qasr. In order to do this, Aquidneck and

the other escorts had to navigate upstream of the minesweepers. This mission proved to be a stressful one because Harrison's crew knew they were sailing through unswept waters and that the thin-skinned cutter could be torn apart by a floating mine. This mission concluded successfully with no casualties to the minesweepers or their escorts, but later analysis indicated Aquidneck had steamed through waters holding live mines.

Lt. Harrison receiving the Bronze Star with Atlantic Area-Commander and VADM James Hull looking on

Aquidneck performed numerous patrol missions to safeguard Iraq's oil platforms. On several of these patrols, Iranian gunboats would appear, test Harrison and her crew's reactions, and gauge

A Coast Guard WPB on patrol in the Gulf

the capabilities of Aquidneck. Harrison had to draw a fine line between responding assertively while not provoking hostilities. Harrison made sure her cutter did not present a threatening posture by having the crew ready to man the guns without training any weapons on the Iranian vessels. Whenever the Iranian vessels appeared in Aquidneck's patrol area, Harrison paralleled their course and matched their speed, sometimes exceeding thirty knots to do so. Harrison never backed down and the Iranian gunboats always broke off these encounters to retreat to their own territorial waters.

Lt. Holly Harrison's Aquidneck patrolling the Iraqi oil platfroms in Northern Arabian Gulf

Securing the KAA Waterway for regular commercial traffic required not only minesweeping operations, but the clearing of other obstacles as well. Wrecks and hulks of destroyed ships dating back as far as the Iran-Iraq War dotted the KAA Waterway's shoreline and armed boarding teams from the WPBs had to clear the shoreline of any potential threats hidden within these wrecks. During these operations, a boarding team from Aquidneck discovered military supplies within the hulk of a tanker, including Iraqi military uniforms, money, AK-47s, fresh food and drawings of Coalition naval vessels. Aquidneck's shore parties also secured a number of coastal bunkers that proved inaccessible to land forces.

While serving as Aquidneck's captain, Harrison's dedicated crew conducted innumerable maritime interdiction, search and rescue, escort and combat-related operations in the NAG. In OIF, Harrison had become the first woman to command a Coast Guard cutter in combat. In 2003, she also received recognition of Aquidneck's achievements under her command and became the first female member of the service to receive the Bronze Star Medal. Her service on board Aquidneck serves as another reminder of the Coast Guard's core values of honor, respect and devotion to duty.

Leadership Competencies Addressed:
Leading the Coast Guard, Influencing Others, Respect for Others and Diversity Management

U.S. Department of Homeland Security

CORNERSTONE PROGRAM

About

DHS/USCG Cornerstone Program

As a component of the Department of Homeland Security, U.S. Coast Guard has been mandated to deliver to their new and seasoned supervisors, both military and civilian, a supervisory training program that provides leadership training to anyone supervising a civilian. The Office of Leadership and Professional Development (CG-133) is the Program Manager for implementation of the Cornerstone Program within the Coast Guard. DHS launched the Cornerstone Program department wide in March 2012.

About the Program

Secretary Napolitano established the Leader Development Program Office in May 2010 under the Office of the Chief Human Capital Officer in order to elevate the importance of leader effectiveness across DHS as an investment in mission achievement. Through the dedicated efforts of cross-Component working groups, the DHS Leader Development Program was established around a DHS-specific Leader Development Framework and Leader Development Competencies. This Framework identified five levels of DHS leaders—Team Member, Team Lead, Supervisor, Manager, and Executive—and high-level roadmaps for foundational and best-practice developmental activities at each level. The purpose of the Leader Development Program is to ensure all DHS Components collaborate to support a consistent investment in the development of every leader across the Department.

Deputy Secretary Lute approved the Leader Development Framework in January 2011 and provided direction for the path forward. She prioritized the construction and implementation of the **Cornerstone Program**, which provides a developmental roadmap for new and seasoned supervisors at all levels across the Department, as the first and most critical element of the Framework. The Cornerstone Program is designed to take a baseline requirements approach in order to optimize the many established leader development activities already in place across the Department, and highlight opportunities for increasingly efficient, effective, and consistent development—while still supporting Component-specific mission-centric leader development as necessary. This approach allows Components to identify the best way for their target audiences to meet these requirements, whether through existing training, new developmental activities, collaborative cross-Component programming, or a combination.

The DHS/USCG Cornerstone Program includes:

- Understanding the DHS Leadership Commitment (non-supervisory audiences)
- Supervisor Onboarding: L90X (all first-time DHS supervisory appointments at all levels)
- Fundamentals of DHS Leadership (all new to federal supervision)
- Continuous Supervisory Leader Development (annual requirements for all DHS supervisors)

Understanding the DHS *Leadership Committment*

Although DHS offers extensive supervisory training across the Department, there are fewer resources available to introduce non-supervisory employees to the realities of supervision and allow them to consider their interest and fit. If non-supervisory employees have an opportunity to give thought to their strengths, interests, and gaps, they can also more efficiently develop and deploy effective leadership skills and manage the transition into supervision more effectively, should they choose such a career path. The requirement listed below will be supported by products developed by DHS Leader Development.

Audience :

•Non-supervisory Coast Guard employees seeking to better understand the roles & responsibilities inherent in supervision
•Coast Guard employees in "Acting" supervisory capacity
•External applicants to DHS supervisory positions

Required:

• A Day in the Life of a DHS Supervisor—interactive awareness session & online version
This session introduces the challenges and rewards of formal supervisory leadership. Addressing the responsibilities, complexities, and resources available to supervisors, non-supervisory employees can better understand the commitment involved in choosing to be a supervisor. Featuring lessons learned and helpful hints from seasoned supervisors, and an opportunity to reflect on their interest in supervision, attendees can make more informed decisions before pursuing the supervisory path.

Coast Guard Implementation:

As this information becomes available CG-133 will post it on their DHS Sponsored Course web page at http://www.uscg.mil/leadership/courses/dhs.asp. USCG may check here periodically for updated information.

For more information and details about the Cornerstone Program please visit:
www.uscg.mil/leadership/courses/dhs_cornerstone.asp

Supervisor Onboarding: L90X

As described in the Cornerstone Program Requirements, Coast Guard must ensure all of the requirements described below are completed by the appropriate population—employees new to supervision, new to federal supervision, and new to DHS supervision. This includes all new first-time federal supervisors regardless of organizational level. All requirements described below must be completed by each new supervisor within **90 days** after EOD.

Audience:

All first-time DHS supervisory appointments at all levels (whether new to supervision or new to DHS)

Required: All onboarding activities to be completed within 90 days of entrance on duty

- L90X Onboarding Checklist
- Individual assessment to baseline strengths and development needs
- 8 hours of Mentoring from seasoned supervisors
- Interactive Group Orientation—supervisory "compass" to navigate the new position, including references, policies, and expert POCs

Coast Guard Implementation:

Newly hired supervisors will receive an email from CG-133 with pertinent information about the Cornerstone Program requirement and specific instructions about L90X to include activities and timelines that must be completed within 90 days of entrance on duty. It will be the new hires supervisor who will ensure these timelines are met.

For more information and details about the Cornerstone Program please visit:
www.uscg.mil/leadership/courses/dhs_cornerstone.asp

Fundamentals of DHS Leadership

As described in the Cornerstone Program requirements, Coast Guard must ensure that all first-time DHS supervisors including those who are new to federal supervision, regardless of organizational level, complete 40 hours of development under the Fundamentals program. The Fundamentals of DHS Leadership experience must be completed within 11 months after EOD into the supervisory position. At least 24 hours of this development will be completed in a classroom setting; the remainder may be fulfilled through online products.

Audience:

All first-time federal supervisors

Required:

Minimum 40 hours (at least 24 classroom) to be completed within 11 months of appointment

- 18 Knowledge Areas and detailed learning objectives, such as
- Leadership Roles and Responsibilities
- How to get things done in a fluid/dynamic environment
- Building and Sustaining Your Team
- Diversity, Inclusion, and a Culture of Respect
- Managing Conflict
- Workforce management -- EEO, hiring process, performance management, mentoring, labor relations, workplace flexibilities, workplace safety, etc.

Coast Guard Implementation:

Supervisors of Civilians, Tier I (40-hr online course) and Supervisors of Civilians, Tier II (32-hr resident course) are two courses the Coast Guard designed to meet this requirement. The online course will be available via the CG Portal; all individuals hired as Code 2 supervisor will see this training as part of their General Mandated Training (GMT) requirements. The resident course will taught as a road show at various Coast Guard locations; dates and times will be released via ALCOAST and will also posted on the CG-133 web site.

For more information and details about the Cornerstone Program please visit:
www.uscg.mil/leadership/courses/dhs_cornerstone.asp

Continuous Supervisory Leader Development

As described in the Cornerstone Program requirements, Coast Guard is responsible for providing and ensuring employee compliance with the annual 12-hour self-development and 12-hour "leader as teacher" requirements below.

Audience :
•All Coast Guard supervisors at **all** levels beyond their first year

Required :

Minimum 12 hours of annual development from internal or external providers including performance management, and any of 6 additional competencies.
•These may include online, reading, classroom, or other learning activities

Continuous learning is essential to keeping pace with changing and increasing demands. A learning orientation is not only a vital quality in a leader, it is also what the Department expects our leaders to be willing to invest in executing mission excellence.

Minimum 12 hours of annual Leader-As-Teacher "Give-Back"
•These may include serving as a presenter in a leadership program, coaching or mentoring outside of supervisory duties, writing an article, or other activity that develops other leaders

Many supervisors "give-back" in many ways and never think about the valuable role they play in leader development – at DHS we want to recognize that significant effort and encourage more of it.

Coast Guard Implementation:

Coast Guard Implementation: New hires will be encouraged to look for ways they can give back in some instances that may already be occurring and we would simply ask you continue to serve. We also highly encourage individuals take advantage of e-Learning provided through Skillsoft courses, books and videos available 24/7 also via the CG Portal which provides training and on-the-job support tools that enhance business and technical skills.

For more information and details about the Cornerstone Program please visit:
www.uscg.mil/leadership/courses/dhs_cornerstone.asp

Resources for YOU!

Coast Guard has a variety of resources available to help you, so you can better understand and successfully complete the DHS Cornerstone Program!

- Our website offers a wealth of of most up-to-date information regarding the DHS Cornerstone program: www.uscg.mil/leadership/courses/dhs_cornerstone_asp.

- Skillsoft- is a leading provider of on-demand trainig and elearning solutions for global enterprises, government and education agencies, and small to medium-sized businesses. SkillSoft resources support the program in multiple areas. In the Fundamentals portion of the Cornerstone program, the following 4 courses have been identified as meeting the requirements:

  - Decision Making: The Fundamentals
  - Management Essentials: Delegating
  - Management Essentials: Managing a Diverse Team
  - Problem Solving: The Fundamentals

  In the Continuous Development portion of the program, 12 hours of annual continuous development are prescribed, and a multitude of SkillSoft's online courses, books, and videos have been approved to meet these requirements. Some of these resources include:

  - Preventing Problem Performance
  - The Science of Motivation and its Connection to High Performance
  - Federal Budgeting Process
  - Effective Team Communication
  - Presentations That Persuade and Motivate
  - Leading Teams: Dealing With Conflict
  - Talent Management: Retaining Talent
  - Giving Constructive Criticism (Please see insert included)

Why do we need a DHS Leader Development Program (LDP)?
At DHS, effective leadership is a mission-essential strategy. Establishing a Department-wide LDP enables both Department-wide consistency and mission-related Component flexibility in fostering a DHS culture of leadership effectiveness. The LDP establishes standards and requirements to support planning, investment, implementation, evaluation, and accountability processes that will create and sustain a high-performing, diverse, engaged, and inspiring cadre of effective leaders now and into the future. **Our mission demands outstanding talent, and our outstanding talent deserves outstanding leadership. We ask a lot of our leaders, so we must make an investment that sets them up for success.**

So, is the LDP just a fancy name for more training?
No. In fact, the LDP isn't really about "training." It goes beyond that, and starts before that. The LDP is about ensuring that leaders at all levels, any place in the Department, are exposed to a core set of developmental experiences, leadership principles, and investments, whether they are formal supervisors or employees looking to lead in place or considering how to increase their leadership responsibilities. The LDP not only sets standards and provides a range of optimized activities for sound leader development, but it also creates a culture that is deliberate in implementing practices that are proven to produce effective leadership talent. **It means we know you take leadership seriously, and that the Department does too.**

My Component already offers leadership training that is focused on our needs. What is the point of a DHS-wide effort, when Components have such different needs?
The LDP promotes collaboration where integrated, shared, or common investments benefit DHS mission. To be most effective, we must mature the capabilities of our workforce and our leaders to work across boundaries with each other on strategy, on the ground and on continually improving. We know that DHS does excellent work every day – yet, consistently, headlines are made in the gaps. Every part of DHS must invest in the quality of leaders in every other part of DHS in order to deliver on our promise to the taxpayer and our mission. At a practical level, when leaders across the Department have common experiences and exposure to common leadership principles, and take that back to their individual settings, it helps the entire Department become better, more integrated, seamless and efficient.

Why spend more money on training, when there are so many other things we need every day?
Developing leaders before, at the beginning and during their tenure is possibly the single biggest way to support the ability of our workforce to deliver. Good leaders can inspire and create the conditions for creativity, enhanced problem solving and increased engagement within their offices. Leaders who have been exposed to successful strategies for leading, decision-making and achieving goals not only help the workforce do that – but also reduce the severe price that errors in judgment and inadequate exposure or resources can cost the Department – and employee morale. Part of the purpose of the LDP is to ensure that training dollars are invested wisely, for the right things, in the right way, so that there is a return on a sound investment directly into our mission. We all know leaders who have been to "training" and return with no discernable improvement. The LDP not only provides a set of ideal development experiences vetted to provide the best possible return on investment, but creates an awareness and accountability for leadership performance in policy, strategy and practice, so that the actual training is only one critical part of an overall formula.

So, how is the LDP organized?
The LDP established DHS-specific **Leader Development Competencies**, in 5 domains: (1) Homeland Security Discipline, (2) Solutions Capabilities, (3) Building Engagement, (4) Management Skills, and (5) Core Foundations. These competencies support a **Leader Development Framework** which includes high-level roadmaps and specific developmental activities to be deployed across the Department in a phased approach, at 5 leader levels: Team Members (all non-supervisory employees), Team Leads (including non-supervisory Project and Program Managers), Supervisors (first-line supervisors), Managers (non-executive second-level supervisors), and Executives (and equivalent Flag officers.) You can find more information on the competencies and the Framework at xxxxxDHSConnect.

Wow. That's a lot of buzzwords. What does this really mean to me? I'm very busy DOING my job… is this going to impact my day in any way?
Glad you asked. If you are a Supervisory Leader (First-line Supervisor, Manager or Executive) then yes, it will definitely help you be what you committed to be when you took on a leadership position: continuously growing, supported in learning, and able to give back to developing leadership in others. If you are a non-supervisory employee, the Program offers some new opportunities now to consider your leadership contributions…with more to come in the future!

I'm a Supervisory Leader. How do I know what I have to do?

As the first phase of the LDP to be developed, the Cornerstone Program is a comprehensive, baseline set of experiences that are required for all supervisors at all levels across the Department. For each level of supervisor experience, the Program establishes specific activities or experiences that all Components must ensure are completed by their supervisors. However, in many cases, each Component can customize how they will provide or meet the requirements in order to take advantage of existing programs, or identify new or supplemental or collaborative activities.

United States Coast Guard Sector Long Island Sound Command Philosophy

Character

Integrity - Honor - Respect
Do what is right. Meet your responsibilities. Be true to your word.

Competency

Professional Knowledge - Advancements - Lifelong Learning
Know your job. Strive to improve. Build upon your experiences.

Care

Safety - Health - Compassion
Take care of yourself and your family. Look after your shipmates.

I am providing my Command Philosophy to the Coast Guard Active Duty, Reserve, Civilian, and Auxiliary men and women of Sector Long Island Sound to share my perspective and to outline my emphasis. Together we have a tremendous responsibility to the maritime public of Connecticut and Long Island, and I want each and everyone of my Long Island Sound shipmates to realize that their activities directly contribute to a wide variety of Coast Guard missions, ensuring the safety, security, and fair use of our waterways for the citizens of the United States.

Each and every member must appreciate the implicit trust that American citizens have in us, and that our daily actions must further promote not only public trust, but also the trust we have among ourselves. The public depends on us, and we depend on each other. We must continually earn trust with everyday activities that demon trate not only our competencies but our character.

We are carrying on a 220 year-old proud legacy deeply rooted in world class **character**. We are Coast Guard men and women of integrity, honesty, and distinguished service. Character is achieved by doing what is right, what is expected, and what we say we are going to do.

Being **competent** is at the core of our profession, and the only way that the Coast Guard completes the mission is with an unsurpassed workforce that persistently hones skills, embraces established tactics and techniques, takes care of its equipment, and seizes every opportunity to train and train others.

My final watchword is **care**. Take care of yourself and your family. Stay fit, maintain a healthy diet, get proper rest, and make *safety* an integral part of *all* your activities. Lend a compassionate hand to your shipmates when they need it, and work with the public, government partners, and industry members in the humble manner of a Coast Guardsman.

Proudly,
Joseph M. Vojvodich
Captain, U. S. Coast Guard

Sector Long Island Sound: Caring Coast Guard men and women providing meaningful service to the American public, demonstrating world class character and unsurpassed competency.