The Leadership News

A quarterly newsletter on leadership issues in the Coast Guard • Winter 2009-2010 • Issue 40

Are You An Effective Leader ?

Developing Subordinates, pg. 6

Plus:

Leading Change * Organizational Transparency

The Leadership News

Office of Leadership and Professional Development (CG-133)

Staff

Office Chief
CAPT Cameron Naron

Administrative Assistant
Tina Barnes

Deputy Office Chief
Alice Fleming

Officer Leadership Development
LCDR Charlotte Pittman

Editor/Marketing Analyst
Veronique Freeman

Funds Manager
CWO4 Jorge Cortes

CWO Professional Development
CWO2 Johnny Garcia

Enlisted PME Program Manager
HSCS Catherine Seybold

Leadership Awards/ECL
Program Manager
Shawn Lucas

Mentoring/ULDP
Program Manager
Michael Maher

Leadership "C" Schools Manager
Darlene Murphy

"C" Schools Funds Manager
Vacant

Captain's View

Welcome to the Winter 2009/2010 edition of the Leadership News! In this issue, we highlight the results of the 2009 "Spotlight on Leadership" campaign (on page 3). I view this campaign, and the write-ups we receive, as an outstanding opportunity to share innovative leadership ideas, programs, and best practices from throughout the Coast Guard. I highly encourage you to not only read the "Spotlight on Leadership" write-ups in this issue, but to review the additional entries at the bottom of the CG-133 "Announcements" page at http://www.uscg.mil/leadership/MiscPages/Announcements.asp and consider utilizing some of these excellent leadership tools and ideas within your own unit. If you would like more details about any of these entries or leadership tools, please feel free to directly contact the personnel mentioned within the entries or contact my staff and we will be happy to refer you to the appropriate point of contact or resource.

This Winter I am also issuing a call to all Coast Guard leaders (that's everyone in the Coast Guard, by the way) to take personal responsibility and on the spot action to correct all uniform discrepancies that you see on a daily basis. I'm not talking about issuing a CG-4910 or giving someone a good, old fashioned "Significant Emotional Experience" (unless warranted)...I'm just asking each and every one of you to point out these discrepancies to your fellow Guardians when you see them, explain the discrepancies and how to correct them, and ensure that they are properly corrected. Some potential examples including failing to stow the Foul Weather Parka hood when not in use, improper name tapes on ODUs, the wearing of inappropriate attire in the workplace (including by civilian employees), and the wear of dilapidated or unauthorized uniform items. Given our service's small advertising budget and national recognition challenges, especially compared to the DOD services, our personal appearance and professionalism are often the sole impression of the Coast Guard that many members of the public have to form their lasting opinions. It is our duty as Coast Guard leaders to ensure the best possible impressions as well as to consistently enforce the professional standards of our military service.

Have a great winter!

CAPT Cameron Naron

On the cover

BOSTON - The Coast Guard Cutter EAGLE waits at anchorage outside of Boston Harbor in anticipation of the Sail Boston 2009 tall ships event, Tuesday, July 7, 2009. The EAGLE is used to train future Coast Guard officers. (Coast Guard photo/ Petty Officer 2nd Class Lauren Jorgensen)

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

The Leadership News is published quarterly. Contents are unofficial and not authority for action. Views and opinions expressed do not necessarily reflect those of the Department of Homeland Security or the Coast Guard.

FROM THE FIELD !!!

"I really have to mention that I wouldn't have been able to have this experience if it had not been for the continued support of the amazing Vice Presidents White House Staff, and the funded training and leadership programs and staff support in the Office of Leadership at the United States Coast Guard, my home agency."
--Mr. Esteban Morales, CG participant in the USDA Executive Leadership Program on rotational assignmet as a White House Staffer

"We receive many newsletters in the Coast Guard, some are of course better than others. I read them all as they appear in my inbox and, more often than not, the publication lacks a certain polish. I felt that your newsletter was outstanding and very professionally presented. I especially appreciated the recognition of the graduates from the various leadership programs and the award recipients. I felt LCDR Daponte's article on the promotion certificate was very poignant as it highlights the traditions that are so important to our organization. I look forward to the next issue."
--CW03 Jason Briggs, CG-1134

CG-133 is proud to recognize the 2009 *Spotlight on Leadership* winners. This annual campaign provides a unique opportunity for units and personnel Coast Guard-wide to focus on leadership development and programs. Participants were asked to plan events during the campaign, focusing on one of four leadership competencies each week: Leading Self, Leading Performance and Change, Leading the Coast Guard, and Leading Others. Be sure to visit the announcements page on our site at www.uscg.mil/leadership for complete details on each winner and many other Spotlight entries.

First Place:

USCGC DEPENDABLE

DEPENDABLE conducted a month-long leadership seminar involving presentations, discussions, leadership personality tests, movie reviews, "homework," departmental leadership role swaps, and a presentation by a representative of the Massachusetts State Police Academy. All of these were achieved while DEPENDABLE was underway for a split D5/D1 patrol. The first week finished with a discussion on the importance and use of the IDP. During the second week, participants conducted interviews with crew members, selecting personnel with varying levels of experience…asking them questions about changes they have seen in the Coast Guard.

The highlight of their campaign involved two "leadership swaps." Two three-day periods saw junior personnel in each division filling the roles of their seniors, from Executive Officer (XO), to Department Heads, to Division Chiefs and Division Petty Officers. For example, the EM2 became the Engineering Officer (EO) for several days and was mentored by the EO. Those filling leadership positions were charged with organizing and carrying out work lists, attending all required planning meetings, and dining in the appropriate mess…giving the junior members a glimpse of the decision making process and exposure to future leadership positions.

Second Place:

MLCANT

MLCLANT conducted a wide-range of events and activities during the month. Examples included daily emails to the ULDP Advisory Team which included five suggested leadership related activities and an inspirational leadership quotation. Additionally, information was published in the monthly newsletter "MLCLANT Training and Educational Items of Interest," which was sent electronically to all members.

One partnering activity included hosting Norfolk State University (NSU) students and the Assistant Director of NSU Career Student Services to expose the students to Coast Guard employment opportunities both within military and civilian career fields.

For the first, week nine baskets were placed in key places throughout the command with a card that read: People want to be appreciated for doing their jobs. For the second week ten balloons were placed on members' desks with a card that read: THANKS FOR ALL YOU DO! Please keep the balloon for TWO working hours and then pass it on to someone else to thank him or her for doing something special. Keep moving it forward.

Third Place (Tie):

COMDT (CG-833) & LDC

CG-833 tailored their Spotlight on Leadership campaign to fit the diversity of their workforce, as well as the diversity of their interests and learning styles. In addition, the office instituted a points system to give members an incentive to get involved. Each activity was worth 5-10 points, and there were at least four options to choose from each week. Point sheets were created for participants to track their progress, and any member who accumulated 100 points by the end of April was presented a Leadership Certificate. The most popular activity during week one was the Jung Typology Test…which generated mini-discussion about personality preferences and differences. In week three, almost all of CG-833 and CG-8 took a "field trip" to the Leadership Library, and were amazed at the selection of books, books on tape, and videos that were available to them.

During the 2009 Spotlight on Leadership Campaign, the LDC commissioned a team comprised of various members of the staff who produced a series of web pages and audio programs for each of the Coast Guard's 28 Leadership Competencies, all aligned with a Twitter feed and an I-Tunes podcast. Each member brought their creativity to the campaign, either by building the script used to guide each day's efforts, recording their vocal talent for the audio programs, editing the recordings and adding royalty-free music, or preparing electronic documents as links from the daily web pages. These products are available for use by every Coast Guard unit, through links from our website or by subscribing to the iLeadership podcast program.

By Dr. Christopher Powell
CG-633
USCG HQ, Washington DC

Organizational transparency can be defined as: exposing as much organizational information, operational process data and decision-making as possible to internal and external stakeholders. Organizational transparency can lead to effective and efficient organizational behavior and outcomes. Many leaders suggest that transparency is necessary to achieve a level of success within an organization. Admiral Thad Allen, Commandant of the United States Coast Guard explained that, "Transparency of information breeds self-correcting behavior" (Excellence in Government, 2006). During his first days in office, President Barack Obama communicated that his administration would be a transparent administration and Former President Abraham Lincoln expressed similar admirations suggesting that transparency puts a leader in a position of strength; conversely, non-transparency breed weakness. Despite the emphasis leaders place on organizational transparency, many public and private sector organizations struggle with the notion. Research suggests that the lack of leadership integrity, organizational culture, and the inability to communicate effectively through interpersonal communication skills, are inhibitors to organizational transparency.

Integrity is doing the right thing. I believe that the integrity of leaders has become one of the most paralyzing inhibitors to organizational transparency. Banutu-Gomez (2006) noted that integrity is the most important leadership attribute and suggested, "A leader with integrity provides consistent responses that show a sense of equal respect for everyone . . . A leader who behaves consistently exhibits the integrity necessary to nurture the growth of trust" (p. 157). Zablow (2006) explained, "Employees are very sensitive to situations that impact their workplace and base many of their perceptions of the organizational culture on what they hear senior management say and, more importantly do" (p. 27). Organizational environments such as Tyco, Enron, Wall Street, and the Federal Government have long possessed closed regulatory policies and practices that do not promote transparency. An example of an industry that continues to be non-transparent is the mortgage lending industry (HUD, 2005). The lack of transparency in this industry resulted in continued leadership integrity challenges and unfair lending and predatory practices. I believe that the lack of leadership integrity has become the most prominent individual leadership challenge faced by today's global leaders.

A second inhibitor is organizational culture. Louis (1980) explained that organizational culture is a mutual comprehension of information, knowledge and intelligence shared by agroup of people that are largely implicit among members and are clearly relevant and distinctive to that particular group. The understanding is then passed on to new members of that group. Research suggests that a transformational leader can set the tone of an organization by providing a vision, communicating the vision, inspiring and empowering people, and displaying integrity regardless of circumstances (Boddie, 2009). However, the organizational culture is often developed, shaped, maintained, and transformed by members within the organization through formal and informal interpersonal communication processes.

> ***"a transformational leader can set the tone of an organization by providing a vision, communicating the vision, inspiring and empowering people and displaying integrity"***

Most organizational cultures are diverse and rely on effective communication to achieve a level of success. In the absence of effective communication and transformational leadership, organizational transparency is severely minimized, creating a less than optimal organizational culture state. Many organizational members can become culturally conditioned, that is, they are marginalized, undervalued, and unappreciated because of their position, values, or beliefs. As a result, organizational transparency is not realized. Instead, trust, appreciation, openness, self-confidence, recognition, inspiration, empowerment and the ability to participate in organizational decision making is taken away from organization members. Organization members are often micro-managed and instructed not to engage senior leadership with perceived challenges or solutions. Information is often not disseminated throughout organizations by management and leadership. As a result, organizational transparency is eliminated and the organization assumes a

Inhibitors to Transparency

reactive posture. ADM Allen explained that awareness of goals allows congruency in what needs to be done (Arizona Daily Star, 2006).

A final inhibitor to organizational transparency is the lack of interpersonal communication skills. Interpersonal communication is the process of communicating and interacting with people using verbal and nonverbal communication skills. Interpersonal communication skills are described as a critical competency for leaders and managers (Gatlin, 2005). Ahmad (2006) pointed out that interpersonal communication skills contribute to organizational transparency, effectiveness, and efficiency. A challenge for many organizations is that the average person is ineffective when using interpersonal communications (Bolton, 1997). The Government Accountability Office (1990) reported the Federal Government has concerns about government technical staffs' lack of verbal and nonverbal communication skills. The Government Accountability Office further observed interpersonal communication challenges when reviewing the Federal Bureau of Investigation's Trilogy project, Coast Guard Deepwater Program and Veterans Administration doctor and patient relationships. The inability of organizational members to effectively apply interpersonal communication skills will inhibit organizational transparency and productivity. Studies show that interpersonal communication skills are directly related to organizational performance. Wyatt (n.d.) reported that 46.5% of high performing companies ensured their managers received formal interpersonal communication skills training to enhance their leadership competencies; however, only 18.3% of lower performance companies do so. The Office of Personnel Management (2001) suggested that Interpersonal Communication skills are integral to organizational transparency. Based on my personal, practical, and theoretical experiences, without organizational transparency, there can be no accountability, and less than optimal performance expectations and desired outcomes. An actionable executable strategy to mitigate inhibitors to transparency is the integration of enterprise business processes such as governance, enterprise architecture, portfolio management, capital planning and investment control and transformation leadership.

Leadership Competencies Addressed: Leading Others, Leading the Coast Guard

Are YOU an EFFEC

By AET1 Christopher M. Owens
Leadership and Development Center
Coast Guard Academy
New London, CT

For many of us in leadership positions within the Coast Guard, how effectively we lead our people is a fairly difficult thing to define. If we ask ourselves 'how am I doing' we might have trouble being honest. None of us want to rate ourselves too low or too high for fear that, among other reasons, we are being too general or unrealistic. What would really be the point? What would we be using as a scale anyway? We could ask our supervisor for some feedback, but where are they going to get information from? They'll most likely measure our success; or how well we accomplish any given goal. We could then turn to our subordinates and ask them. Who else could give us better insight into our strengths and weaknesses than the people that we are influencing in the workplace? Again, what scale would they be using and which of our power bases (position or personal) would influence their feedback more?

We actually have something to measure our leadership effectiveness against: the scale, when used properly, reduces bias, creates a standard and even provides a written description to compare our actions against. When completing the Enlisted Employee Review (EER), in accordance with the Personnel Manual, Chapter 10.b, we can give ourselves an accurate measure of our effective leadership performance.

Often times, when considering someone's leadership abilities we think of how successful they and their workgroup are at accomplishing tasks at the workplace. Did you get the bulkhead painted on time? Did the training evolution get completed safely? Were the required reports submitted without error and on-time? Those may not be accurate measures of leadership, but rather the competencies 'Quality of Work' or 'Professional/Specialty Knowledge' found on the EER under the Performance category. What we're talking about is Effective Leadership. How well did I use my personnel and resources? Are my subordinates motivated to do this job again? Answering these questions can assist you in evaluating yourself as defined under the competencies of 'Developing Subordinates'. Take a moment to read the description of the competency. Here's the first sentence:

> "The extent this member used mentoring, counseling, training and education, and recognition to increase the knowledge and performance of subordinates or others."

That's far more complicated than just getting a job done right and on time. This is a hard task often overlooked or underappreciated. Consider the description of a two (out of six) in this category: "Contributed little to training and educational programs to develop subordinates or others". How many times have you, me, and our subordinates missed training opportunities because – and let's all say it together - "we don't have time to train; there's real work to be done". It's true that the workload never ends, but neither does our responsibility to develop our subordinates. Those training opportunities are not just time spent completing GMT on the computer, but also time spent being mentored (not the same as instructed) by you, their supervisor.

According to the EER, if my subordinates and I 'participate in formal, informal and on-the-job training', I may still only earn a four. Further, if I compare my leadership actions against 'Gave members assignments that helped develop their abilities', I'm meeting the requirements of my pay grade and therefore may only deserve a four. The problem is that we rarely set our sights on only a four. We'd like to see a five or six for ourselves – and so does the Coast Guard. However, to really earn a six, the bar is higher. For instance, reflect on your own actions over the last six month

TIVE Leader?

period and compare it to 'consistently share knowledge with subordinates and others through training and mentoring'. Be honest with yourself the key word is 'consistently'. How many times have we kept ourselves in a position of power by hoarding information or allowing only ourselves to be the expert at something? Can our egos allow us to relinquish some of our expertise and pass that along to our subordinates? It's difficult sometimes to embrace the concept of 'training our replacements'. Most of us have been tested with this. Once for me, when faced with that challenge, someone reminded me that I was not a civilian contractor competing to keep or even justify my job; I was a Petty Officer and my responsibility was to give freely of my experiences and knowledge to my coworkers. It was a humbling, and eye-opening lesson. The rest of the description of Developing Subordinates:

> "The degree of this member's sensitivity and responsiveness to the goals and achievements of others."

When considering your interactions with your subordinates and your evaluations of their performance and behaviors, measure against 'Initiated appropriate and timely recognition of subordinates and others'. Again, those are taken directly from the EER. Here, the active word is initiated. That is the action of the supervisor. Ideally, we are encouraged not to just wait for an occasion to speak with a subordinate to fall in our lap, but to seek out and even create opportunities to recognize the actions of our subordinates. We need to interact with them regarding their conduct – both good and bad. One key to giving feedback is preventing ourselves from being distracted by our own perceptions of the person or their attitude, but rather focus on the specific behaviors or actions that we need to address.

Remember, positive feedback increases the likelihood that the behavior will continue. To do this, let your subordinate know WHAT they did well and WHY it was good for the mission or unit. Conversely, constructive feedback will increase the likelihood that the behavior will change or stop. To do this, let your subordinate know WHAT was done incorrectly, WHY it is incorrect and WHAT you want to see next time. If you are not doing either of these, then by definition you are providing negative feedback by making statements focusing on the person or personality. Or worse, you're providing no feedback. Either way, there is no telling what will happen next time.

Don't forget to spend a moment on the 'Big Picture' – such as what effect they are having –good or bad – on the job, mission or unit. Your subordinates want to contribute and want to be considered a valuable asset, just as you do. How you address their work and conduct will effect their motivation to work for you and the Coast Guard. Many of us already know that when junior people leave the Coast Guard after only one or two tours of duty, they generally aren't quitting the Coast Guard; they're quitting their supervisor or their workplace environment. As supervisors, we have some of the greatest influence on our people. Ideally, we'd like to keep them with us, serving our country. By truly developing our subordinates through effective leadership skills, we stand a better chance of retaining them and keeping them motivated.

> The Coast Guard's definition of leadership is:
>
> *"YOU influencing or inspiring OTHERS to achieve a GOAL."*

Leadership Competencies Addressed: *Personal Conduct, Leading Others*

By CAPT William Kelly
Leadership Develpment Center
CG Academy, New London, CT

Leadership Development Center

During this dynamic time in the Coast Guard two essential elements will be critical to help navigate us through the challenges that lie ahead; those two elements are leadership development and a positive command climate. At the Leadership Development Center (LDC) we are focused on facilitating the development of leaders of character for service to our Nation and we are firmly fixed on assisting Guardians in enhancing and developing a positive command climate at their units.

Through the 22 courses the LDC offers, we provide an excellent venue for students of all ranks from E-3 through O-6 to develop and grow as a leader of character. One of our strengths as an organization is our ability to attract a diverse workforce that is truly dedicated to serving as Guardians for our nation. The great thing about Guardians is they want to be leaders and we see that dedication in the classroom every week with students in one of our LAMS, CWOPD, CPO Academy, Team Leader, or Senior Leadership and Principles courses. The great instructors at the LDC work closely with every student to facilitate their growth as a leader of character. A leader of character is a leader who consistently exhibits the Core Values of our Service. There are many leaders in society, but a leader of character is one who lives the Core Values 24/7/365.

One of the questions I ask of every single class is how you would rate your command climate. I've been doing this for over a year and consistently, whether it is a class of E-5's in LAMS, CWO's, new PCO/PXO's, or Chiefs at CPOA the answer I get is about 60% to 70% say they work at a unit with a good command climate and anywhere from 30% to 40% wish there command climate was better. For those of us in command, serving in the Chief's Mess, or in the Wardrooms throughout the fleet, I hope we take this as a wake-up call that our crews take notice and that command climate is an important issue. I personally believe that a positive command climate is one of the few force multipliers we have. Throughout our courses we strive to assist members in developing, fostering, and contributing to a positive command climate. We make it a point of instruction in all of our command cadre courses and we weave it into the discussions in every LDC course. We believe you can influence the command climate from whereever you work within the unit, but at the end of the day the command cadre must value the importance of command climate and work to measure, assess, and improve the climate at their unit.

We stand ready to serve all of our members, active duty or reserve, officer, enlisted, or civilian in the leadership courses provided at the LDC or through the opportunities provided in the Unit Leadership Development Program (ULDP). We look forward to working with all Guardians to facilitate individual development as a leader of character along with unit development to ensure a positive command climate at every Coast Guard unit.

For information about the LDC please check out our web-site at http://www.cga.edu/LDC or the ULDP at http://uldp.uscg.mil/

Leadership Competencies Addressed: *Personal Conduct, Self Awareness and Learning*

Q & A

A native of California, Jim Hartmann served in the United States Coast Guard for eight years. He is currently the Alexandria City Manager. Prior to assuming the position, Jim served as County Administrator of Spartanburg County, South Carolina. Mr. Hartmann also held a number of senior positions during his thirteen years tenure with Orange County, Florida. Mr. Hartmann earned his Bachelor's and Master's degrees in Public Administration from the University of Central Florida and later served as an adjunct faculty member for their MPA program. He also served as a visiting lecturer at the Clemson/University of South Carolina MPA program. Mr. Hartmann also attended the Program for Senior Executives in State and Local Government at Harvard's Kennedy School of Government. Jim is a member of the National Capital Region Chief Administrative Officer's Homeland Security Executive Committee and co-chairs the National Capital Region Interoperability Council.

Q1. What was your most memorable experience within the Coast Guard?

I actually have two experiences that are equally special to me. First, my four plus years as an instructor at the Hospital Corpsman School were very formative years for me. I was the junior enlisted member when I arrived, but I was expected to pull together and coordinate an Emergency Medical Technician program that was at least as good as if not better than the CG EMT school being started at TRACEN Petaluma. The many Chiefs that were senior to me allowed me to create the vision and lead the effort to establish a superior emergency medicine program, which involved all of them. An opportunity to "lead up" and be successful is quite gratifying. The second was to become one of the early CG EMTs and teach at the pilot program class at Petaluma. Thirty-two years later, I visited EMT school this past summer; I am proud to be part of that effort and the legacy of CG EMTs.

Q2. How do you feel the Coast Guard has prepared you for your current position as Alexandria City Manager?

My CG experience and training instilled in me the importance of team orientation, decisiveness and purposeful action, commitment to values, and striving for excellence. The Coast Guard set forth expectations that everyone had a role and was expected to be at the top of their game, to always be ready. You never stopped training and developing. When you were required to make a decision, it was well considered and sensitive to the environment and people around you. These same factors are immensely important in managing a city as complicated as Alexandria, VA. We are a full service municipality, densely populated, and located across the Potomac from Washington, DC. We conduct 500 major activities through 2500 employees 24/7/365. I believe the CG helped me develop the core discipline, management, and leadership skills to be successful in this environment.

Interview By Veronique Freeman
Headquarters (CG-133)

Q3. In this issue we feature 'Spotlight on Leadership'. Having been a former instructor within the Coast Guard, and CG member, describe for us why leadership is so important?

We all have official roles and responsibilities in any organization to which we belong. However, leadership is not merely a function of title or position. Normally, we assume the leadership role when followers look to us for our vision and direction to accomplish the organization's missions. Colleagues and associates often want to be led, inspired, and feel a sense of security that the direction that they are heading is purposeful and appropriate. It is a leader's responsibility to provide that. However, being a leader also involves being a good follower and oftentimes those roles can change in the course of a day depending on the circumstance. I suggest to my folks that we all need to be prepared to accept or create a leadership role whenever it is needed. Being aware, flexible and willing is part of Semper Paratus.

Q4. Do you find yourself still referring to any of the CG Leadership Competencies; and if so, which are your favorite, or most often used?

The CG Leadership Competencies are well structured, organized, and appropriate for all levels of the organization. Although I am guided by all these competencies and expect the same of my various leadership teams and City associates, I find a few most valuable at this point in my career. ***'Respect for others'*** *and* ***'Diversity Management'*** *is the basis for building any relationship. Relationships and trust are the foundation for Leadership.* ***'Decision Making'*** *and* ***'Problem Solving'*** *are next. This requires creating and maintaining an environment for well considered risk taking. People are reluctant to make decisions if they are second guessed or punished for an error made in good faith.* ***'External Awareness'*** *and* ***'Self Awareness/ Learning'*** *are all about the environment in which we lead and manage. It is situational awareness that guides us to appropriate action. Together, all the competencies provide the framework for always doing our very best, the Coast Guard way, and the Alexandria way.*

So That Others Might Live: Galveston's Heroic Lighthouse Keepers and the Devastating Hurricane of 1900

By William H. Thiesen, Ph.D.
Atlantic Area Historian, United States Coast Guard

With hurricane season at an end, it seems appropriate to take a few minutes and reflect on those who came before and served in the Coast Guard prior to the advent of modern weather forecasting and emergency response systems. The men and women of the United States Lighthouse Service regularly put themselves in harm's way and, in some cases, made the ultimate sacrifice in performing their duties.

This article recounts the devotion to duty exhibited by U.S. Lighthouse Service light keepers who served the lights during the 1900 Galveston Hurricane, by far the worst disaster in American history. Estimates for those killed in Galveston by the 1900 Hurricane range from 6,000 to 8,000 and, it is believed, that as many as 4,000 died in the rest of the Gulf Coast area. This number is more than the combined casualty figures for the 1941 Pearl Harbor attack, Hurricane Katrina, the terrorist attacks on 9/11 in addition to Hurricane Ike, Galveston's 2008 killer storm. Lighthouse keepers served bravely throughout the hurricane, which made landfall at Galveston on September 8, 1900. At the time, the Lighthouse Service maintained a lightship and a number of lighthouses marking the navigable waters in the Galveston area. These included screw-pile lighthouses at Redfish Bar, Halfmoon Shoal, and Fort Point; an iron-encased brick tower lighthouse located on Bolivar Point; and lightship LV-28.

Hurricanes had blown the thirty-six-year-old lightship LV-28 off station many times before, but

those storms could not compare in ferocity to the 1900 Hurricane. The eighty-two foot wooden ship relied on sails for motive power and was completely at the mercy of the hurricane. LV-28 sustained severe damage as the storm tore the vessel from its moorings and parted the anchor chain. The hurricane's brute force destroyed the lightship's windlass and whaleboat and it brought down one of the ship's two masts. The storm drove the vessel several miles across Galveston Bay before the crew could drop the spare anchor, which held fast until the hurricane abated. Fortunately, no lives were lost on board the vessel and it did not wash ashore.

In 1900, the Galveston area boasted three screw-pile lighthouses, whose design combined the keeper's quarters and lantern room on top of iron legs augured into the shallow waters under them. Of the three, only the newly commissioned Redfish Bar Light managed to escape the wrath of the 1900 Hurricane, but just barely. At the height of the storm, a large steamer in Galveston Harbor broke its moorings and drifted directly toward the lighthouse. Just as it loomed near to the beacon, the darkened ship veered slightly and passed silently only a few feet away from the lighthouse structure. While it survived the 1900 Hurricane, this lighthouse would suffer severe damage from a hurricane that battered the Galveston area in 1915.

The story of the Fort Point Lighthouse was one of survival in an area devastated by the storm surge. The screw-pile lighthouse got its name from Fort Point, which had served as the strategic location for fortifications over many years. In fact, the U.S. Army had nearly completed work on a system of modern forts and ordnance just before the storm struck. The most important of these defenses was Fort San Jacinto, which stood closest to the Fort Point Light. In addition, only two hundred yards away from the lighthouse stood the U.S. Life-Saving Service station supervised by veteran keeper, Captain Edward Haines.

Colonel Charles D. Anderson manned the Fort Point Light along with his wife. Anderson was a veteran Confederate officer who attended West Point and attained the rank of lieutenant before the outbreak of the Civil War. He joined the Confederacy and received the command of the 21st Alabama Infantry. His last command was Fort Gaines, in Mobile Bay, when naval forces under famous Civil War admiral, David G. Farragut, captured the fort in August of 1864. By 1900, Anderson was a man in his mid-seventies; however, he must have enjoyed a sense of security from storms with a fully manned life-saving station located on one side and modern U.S. Army outpost on the other.

As it turned out, Colonel Anderson and his wife would be the only ones left on Fort Point after the storm had passed and the seas subsided. The ferocity of the hurricane combined with the low-lying topog-

raphy of Fort Point devastated the other installations. As the seawater rose, Life-Saving Service keeper Haines and a crew tried to row a surfboat the mere two hundred yards to the screw-pile lighthouse to rescue the elderly couple. However, the high winds and heavy seas proved too dangerous for the brave men and they had to turn back before they reached the lighthouse.

The worst of the storm arrived the evening of September 8. Floodwater carried off equipment on the lighthouse's lower deck, including the lifeboat and storage tanks for fresh water and kerosene lamp fuel. The rising water also destroyed or covered all other man-made structures in the area and it appeared for a time as if the Fort Point Lighthouse were adrift on a stormy sea. True to his mission, Anderson kept the light burning throughout much of the storm even though most ships on the open water were out of control or washing ashore at points along the Texas coast. Late in the evening, the wind grew so intense that it peeled off the lighthouse's heavy slate roof tiles. Eventually some of the flying stone tiles shattered the lantern room windows and the high winds snuffed out the light for good. Anderson had tried his best to maintain the light, but facial wounds from the flying glass drove him below. With the lighthouse's lowest level flooded, the light extinguished, keeper Anderson wounded and no way to escape, the light keeper and his faithful wife made their way to the parlor room, sat down and waited in silence as the storm howled outside the door.

Miraculously, the couple survived the apocalyptic storm to see another day. What they witnessed the morning of September 9 beggars description. As they emerged arm-in-arm onto the lighthouse gallery, they saw the storm's human toll as the ebbing tide carried away dozens of bodies to the Gulf of Mexico in a silent watery funeral procession. Where the Fort Point Life-Saving Station once stood, only four or five broken pilings remained. Captain Haines had lost his wife and a crewmember when the station collapsed into the sea, yet he and the rest of the Life-Saving Service crew floated several miles to the safety of the Texas mainland. During the storm, seawater had completely submerged the fortifications at Fort San Jacinto and, in a matter of hours, had rendered useless the fort's state-of-the-art defenses. Many of the outpost's army personnel were also lost. One of the regulars managed to survive by perching on a wooden door and floating to a point over fifty miles across Galveston Bay.

Located about ten miles south of Redfish Bar, the Halfmoon Shoal screw-pile lighthouse did not share the same fortune of the Redfish Bar Light. On the night of the hurricane, the storm surge drove several steamers against the hull of the British freighter Kendall Castle moored in Galveston. Dislodged from its anchorage, the large cargo vessel blew down on top of Halfmoon Shoal Light and drifted on for another ten miles to Texas City. The ship's collision with the lighthouse resulted in the obliteration of the lighthouse and the death of keeper Captain Charles K. Bowen, whose body never surfaced. As one witness indicated, "we passed within a few hundred yards of where the Halfmoon Lighthouse once stood, but could see no evidence of the lighthouse, it being completely washed away." If this were not bad enough, the hurricane wiped out three generations of Bowen's family as the storm killed his father, wife and daughter, who lived together in the city of Galveston.

The tower lighthouse at Bolivar Point fared better than the screw-pile lighthouses. Lighthouse Keeper Harry C. Claiborne had stored up a month's supply of provisions before the storm struck. Floodwater from the hurricane covered Bolivar Point with a foot of water and 125 individuals found shelter in the iron encased brick tower while wind and water swirled around it. At one point in the storm, a few passengers found their way from a train stalled in the floodwater not far from the sanctuary of the lighthouse. Believing the heavy railroad cars would protect them from the storm's fury, most of the train riders chose to remain on board, but the storm surge engulfed the cars and carried them off.

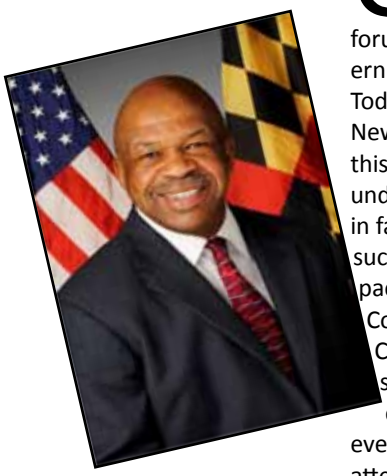
Claiborne did his best to care for his flock of storm survivors. While he had food to feed them, he had no way to provide fresh water. He tried filling buckets with rainwater from the top of the 120-foot lighthouse tower, but the buckets only filled with windborne salt water. When the storm subsided, the survivors emerged from the tower to find the lighthouse surrounded by a dozen bodies of those who drowned trying to find their way to the safety of the tower. The storm survivors had consumed all of Claiborne's provisions and when he returned to his quarters to take stock of his belongings, he found that the storm had wiped out his household and worldly goods as well. Today, Claiborne's name graces one of the Coast Guard's Keeper-Class 175-foot buoy tenders.

For years, the United States Life-Saving Service boasted the unofficial motto of "You have to go out, but you do not have to come back." This phrase refers to the fact that many Life-Saving Service personnel served in the worst sea and weather conditions so that others might live. Members of the United States Lighthouse Service showed the same devotion to duty by manning the lights in all sorts of sea and weather conditions and in assisting survivors of storms or wrecks whenever possible. This proved true for the brave lighthouse keepers in the 1900 Galveston Hurricane as it has for personnel throughout the history of the U.S. Lighthouse Service and the modern Coast Guard.

Leadership Competency Addressed:
Leading the Coast Guard

USCG shows up BIG at B.I.G!

By Veronique Freeman
Headquarters (CG-133)

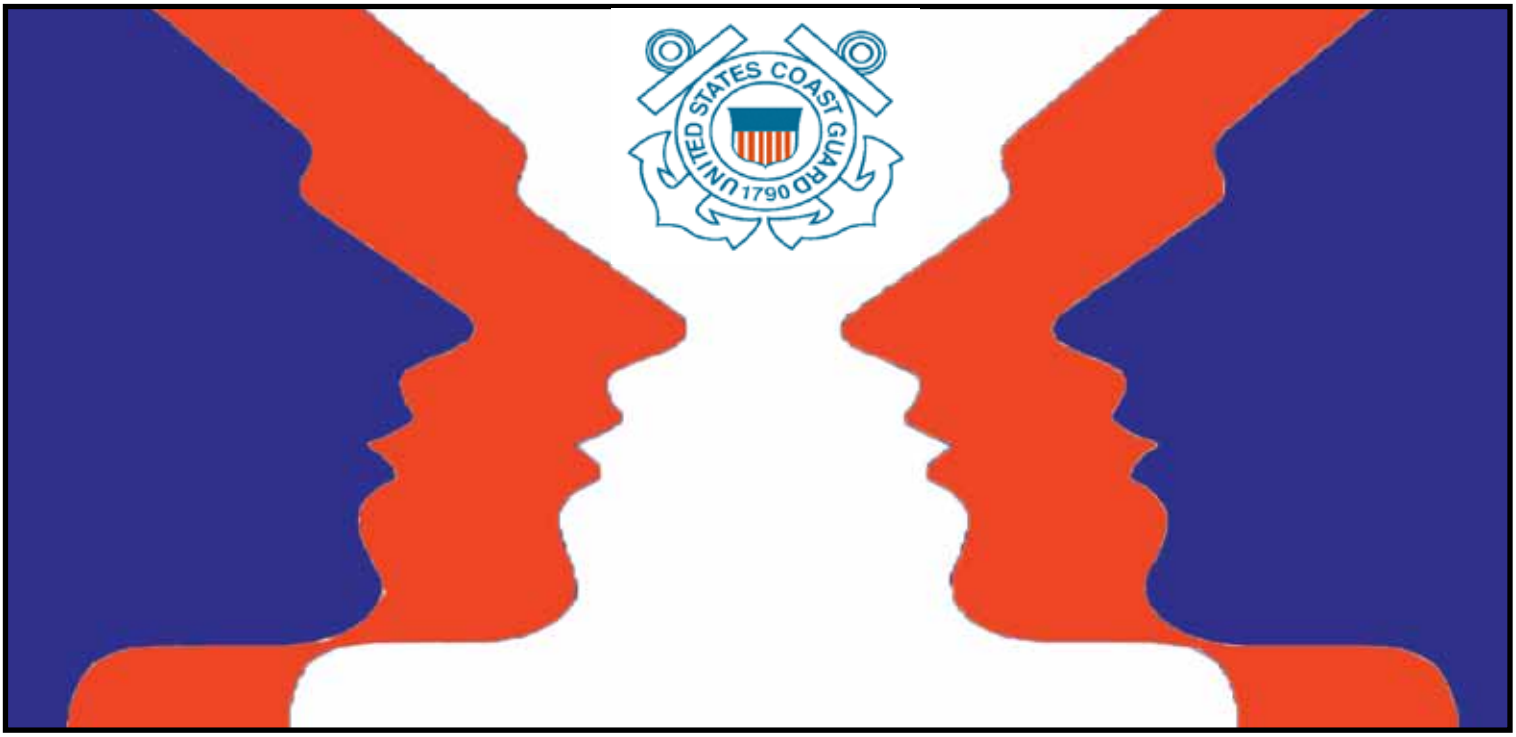


On Tuesday, 25 Aug 2009 the United States Coast Guard held its' annual training forum for the 2009 Blacks in Government (BIG) conference: Meeting Today's Objectives-New Challenges, New Government, A New BIG. To say this event was a success would be an understatement as it was, in fact, an extraordinary success. The ballroom was packed with everyone from Coast Guard Academy Cadets, junior officers, senior officers, Admirals, civilian employees, and even peripheral conference attendees; all in attendance to listen in on forum speakers. The Honorable Catherine Pugh, Maryland State Senator (40th District), spoke on the Power of Networking and engaged the audience with her keen insight on how one, through thoughtful networking, builds their way toward continued success. Our own Admiral Thad W. Allen was there not only to introduce the keynote speaker, but also to address the crowd with the Importance of Understanding the Benefits of Modernization. He invoked a call to action stating, "We need to challenge the status quo, seize opportunity, and challenge others to do the same". Solidifying his support and determination to increase diversity within the Coast Guard, Admiral Allen reiterated "Diversity is the responsibility of every single one of us". The forum keynote speaker, The Honorable Elijah Cummings, U.S. Congressman (7th District Maryland), was without doubt the highlight of the forum as he assertively delivered an awe inspiring speech on leadership. No microphone was needed here as Chairman Cummings wowed the room with a message and delivery that demanded the attention of any individual within proximity of his voice. He spoke on many of his own personal stories of trials and triumphs and related them to an understanding that leadership begins from within our own determination for success despite discriminations that may come about. Chairman Cummings instilled a confidence for change through the sincerity of understanding people as individuals and not just groups. I had the privilege of speaking with Chairman Cummings after his keynote address where he echoed his sentiments on leadership, "nothing great happens until leadership shows up". It is clear from him that without adequate leadership, nothing can progress. When asked how he felt about our turn-out at B.I.G, he stated "Diversity is a mixture of people who reflect the wide range of personalities in a society and that is what I see here today". Ms. Donna Walker-Ross was the coordinator and lead for this memorable event and felt "the day has truly shown us how far along the Coast Guard has come with its participation at BIG when you get a turn-out like this". For more information on this event be sure to visit www.uscg.mil/diversity

Leadership Competencies Addressed: *Leading Others, Leading the Coast Guard*

Face Time

"A back to basics leadership approach"



By CWO Mark Rawls, USCG
Afloat Training Group Norfolk

I have learned and been exposed to a variety of career building skill sets thus far in my years of service. The two most rewarding tools I have acquired are building relationships with my shipmates and fostering those relationships daily.

In this hi-tech world of instant communication; we as leaders have a tendency to direct others from a computer screen. E-mail, text messages, Blogs, and online forums are all efficient ways to communicate, however, we must make time in our busy schedule to get out from behind the desk. The millennial generation that is now coming up through the ranks is extremely proficient and comfortable with electronic communications, sometimes too comfortable. One of our jobs as leaders is to ensure this younger generation understands the importance of personal mentoring and leadership.

Too often we have seen supervisors in the field who come in, log onto their computer, and never get out and see what is going on with their shop or office. This type of management can lead to a number of negative effects in the workforce and it sends the wrong message to our junior folks. I'm certainly not advocating micro management, but we need to know and understand the people who work for us.

Most of us know what it means to lead by example, but sometimes we get so busy that we don't execute the face time aspect of personal communication. If that's become the routine in your career as a leader, it might be time to modify your priorities. When I went through the initiation process for Chief, the resounding piece of advice I received from my peers was take care of your people and be the Chief. A simple message that transcends the CPO ranks and, by definition, means to consistently be in touch with your people and set the example for them.

Working in routine quality face time with your personnel builds esprit de corps within the office or shop and shows that you are truly interested in your people and the job that they do. Technology has made our lives as leaders much easier and more efficient; however, we can't let these new forms of communication diminish our personal contact with one another.

Leadership Competencies Addressed:
Effective Communications, Influencing Others, Team Building

Perspective

By ENS Chris Kimrey
Pacific Coast Strike Team
Navato, California

Everyone who holds a position of authority hopes to be remembered as a good leader; someone who could inspire their crew; a person who men and women would want to follow, through respect and admiration, rather than by the wielding of positional power. Through development of leadership competencies, the Coast Guard has given its managers at all levels of the organization a framework from which to build. The following are pillars of that framework and are vital to the development of strong character necessary as future leaders:

Endurance- In leadership, endurance keeps us working toward our goals, making a personal choice to succeed. Consider the alternative: giving up at the first sign of rough weather. The fear of failure is what keeps 90% of people from achieving their maximum potential [1]. But with courage and endurance, great leaders emerge through unlikely circumstances.

Seek Wisdom- Leaders are learners. Great leaders seek growth not only in the tangible sense, but also in their ability to lead and exercise fair and impartial use of power and authority. A quality leader will seek not only to better the people they mean to serve, but will also take the time to recognize their own potential for growth.

Personal Conduct- Every good leader faces situations from time-to-time that prove challenging; morally, ethically, or otherwise. It's how we respond to the trial that matters. William Covey, in First Things First, describes it as "the space between stimulus and response" and asserts that it is this space and what we do with it, which defines who we are [2]. Putting on an act in front of your peers, the crew, or in front of the commander, then displaying a different image elsewhere displays a lack of sincerity and personal character. There is no merit in playing both sides of the fence. Whatever your actions, they should always be consistent with what you want to see your team doing. Although it may seem easy or convenient at the time to cater to both sides, in the long-term this only serves to deteriorate and degrade the team.

Be Decisive - Good leadership means making decisions, even if sometimes unpopular. There's a saying "If you want what you've always had, then do what you've always done." Being a leader means making decisions that may seem different. But if based on a strong moral compass and clear vision of the goal, people will follow even the most unconventional methods. General Charles C. Krulak (USMC Retired) in a speech to Pepperdine University stated: "Everyday we have to make decisions. It is through this decision-making process that we show those around us the quality of our character." He goes on to say: "The true test of character comes when the stakes are high, when the chips are down, when your gut starts to turn, when the sweat starts to form on your brow, when you know the decision you are about to make may not be popular ... but it must be made. That's when your true character is exposed. [3]"

Integrity and Moral Courage- There is a proverb, "Let your "Yes" be yes and your "No" be no. [4]" Admiral Thad Allen re-emphasized this notion in a Coast Guard address, articulating the importance of transparency in leadership. There should be no question where a leader stands in the fray; never a question about personal ideology, or doctrine. Managers that lack ethical foundation and moral direction will make mediocre leaders. It is imperative that the life you lead in front of your team is the same as the life behind closed doors.

In closing, the development of quality leadership should continue throughout the course of a career, from sources both above and below the chain of command. In The "Emperor's New Clothes" Approach to Leadership, from the Marine Corps Commandant's selection Military Leadership, MAJ Michael J. Jernigan states: "The leader who is unwilling to examine and improve [their] leadership abilities shows a lack of understanding of the lifelong process of leadership development [5]". The aforementioned, although not exhaustive, represent qualities consistent not only with strong moral bearing and character, but with our core values, the pursuit of which should be of the highest concern to leaders at all levels of the organization and as indicated above, is a lifelong process.

(1) The Marine Corps Gazette, Learning to Lead, Smith, Perry M. Accessed on February 17, 2007 at http://www.govleaders.org/genpsmith.htm
(2) First Things First, Covey, William
(3) Remarks for Pepperdine University, 14 October 1998, General Charles C. Krulak, Commandant of the Marine Corps
(4) James 5:12
(5) Military Leadership, Taylor, Rosenbach

Leadership Competencies Addressed:
Personal Conduct, Decision Making and Problem Solving, Self-Awareness and Learning, and Aligning Values

All around Leader: **ENS Chris Kimrey**

Academy Grads

KNOXVILLE, TN. Air National Guard Non-Commissioned Officer Academy (ANGNCOA) graduates:
PO1 Wilson, PO1 Barton, PO1 Nasuto, PO1 Daws, PO1 Hagerty

CONGRATULATIONS to the following students:

Chief Petty Officer Academy graduates:
Class 157 (61 Students):
Fitness: ***CPO Jahmal Pereira***
Altus Tendo: ***CPO Stacey Dasher***
Spirit of the Chief: ***MSgt and Honorary CPO Lorrin, Arrington-Savage***

Class 158 (73 Students):
Fitness: ***CPO Greg Babst***
Altus Tendo: ***CPO Prescilla Harris***
Spirit of the Chief: ***CPO Carl Shipley***

Air Force Senior Non-Commissioned Officer Academy graduates:
CPO Dennis Cooper
CPO Athena Santos
CPO Charles K. Munroe
CPO Jay V. Galazin
CPO Jeffery L. Weaver
CPO Nathan T. Davis
CPO Lawrence R. Beatty
CPO Mark P. Vandebrake
CPO William H. Thompson
CPO Adam R. Floyd
CPO Scott W. Henk
CPO Jennifer L. Elliott
CPO Corey L. Beasley
CPO David M. Turmin
CPO Jefferey T. Wood

KNOXVILLE, TN. Air National Guard Non-Commissioned Officer Academy (ANGNCOA) graduates:

PO1 Green, PO1 Davis, PO1 Werner, PO1 Larson

For more Information, visit www.uscg.mil/leadership/training-1/default.asp#military

By Ricardo Castrodad,
San Juan Public Affairs

Coast Guard Showcases Strength in Diversity during 2009 LULAC National Convention

SAN JUAN, Puerto Rico – The U.S. Coast Guard showcased its' strength in diversity July 16, during the 80th Annual League of Latin American Citizens (LULAC) National Convention here at the Puerto Rico Convention Center.

Rear Adm. Ronald J. Rabago, Assistant Commandant for Acquisition and Chief Acquisition Officer for the Coast Guard, addressed civilian and military personnel at the LULAC Military Awards Breakfast, where he delivered a speech on leadership and represented the Coast Guard in recognizing two Coast Guardsmen for their distinguished service in support of the Global War on Terrorism.
Following his speech Rábago commented on what it meant for him to have been invited to the LULAC convention as a guest speaker. "Certainly, as our nation's fifth military Armed Force, the Coast Guard enjoys working closely with the other services," said Rábago. "I especially liked the theme of focusing on the accomplishments or our young men and women that serve in the military, but also the connection that LULAC has with young people. Seeing the Sea Cadets, listening to them aspire to serve in the military, in all the branches of the services, is very inspirational to me."

When asked about the importance of the Coast Guard's participation in the LULAC National Convention and the importance of diversity for the Coast Guard, Rábago said that LULAC gave the Coast Guard the visible presence and the opportunity to talk about what they do and show how proud the Coast Guard is of the men and women who are serving. He said that LULAC also allowed the Coast Guard to attract the very wonderful group of folks that participated in the conference, especially young people who may be considering service in the Coast Guard either as a military professional or as part of their civilian force.

"As the Commandant said, diversity is not a program it's a state of being for the Coast Guard," said Rábago. He said that as a multi-mission service the Coast Guard requires a diverse workforce both of military and civilian professionals to execute their missions, and that a workforce that comes with different ethnic backgrounds makes the Coast Guard stronger. "Having a diverse workforce is an operational necessity and a morale obligation,' said Capt. Robert Stohlman, Coast Guard Diversity Staff chief. "We must ensure that we create and sustain a workplace that is respectful of everyone and is inclusive of everyone."

Stohlman said that for the Coast Guard to be an employer of choice and always ready to successfully execute the mission it must attract and retain the best talent that America has to offer from all races and ethnicities, male or female. The Coast Guard must ensure that every American has a full awareness of all available opportunities within the service, whether it be Active Duty, Reserve, Coast Guard Academy or civilian opportunities.During the Military Awards Breakfast, Lt. Antonio Donis, manager of the Compass Program at Coast Guard Headquarters Office of Diversity, and Petty Officer 3rd Class Jimmy L. Rodriguez, Tactical Law Enforcement South (TACLET) team member, received awards along with 10 other service members representing the branches of the Armed Forces, for their exceptional achievements while serving the Department of Defense mission in support of the Global War on Terrorism.

"It's wonderful to see our Coast Guard awardees receive this special recognition today," said Rábago, Assistant Commandant for Acquisition and Chief Acquisition Officer for the Coast Guard. "If you look at their accomplishments they are incredibly significant, they are important to our nation and certainly very important to our Coast Guard. The diversity you see in the things that they've done give you some sense of what the Coast Guard is all about, which is a multi-mission service."

He continued, "It feels great to be recognized for one's actions". He expressed that his accomplishments are a result of a team effort by Tactical Law Enforcement Team South. Without them, their help and their training he feels he would not have received this award. Rodriguez further stated that everything else that he has been able to accomplish has been through TACLET South, the DOG [Deployable Operations Group] and the Coast Guard.
"It was truly an honor to be honored today," said Donis "This is one example of what the Coast Guard does, ordinary people doing extraordinary things every day, and that's what matters!"

LULAC is the largest and oldest Hispanic Organization in the United States. LULAC advances the economic condition, educational attainment, political influence, health and civil rights of Hispanic Americans through community-based programs operating at more than 700 LULAC councils nationwide. The organization involves and serves all Hispanic nationality groups. (http://www.lulac.org/about.html).

The United States Coast Guard -- Proud History. Powerful Future.