

# The Leadership News

A magazine on leadership issues in the Coast Guard • 2010 Winter Edition • Issue 42

Special Edition!

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SELF

## **Accountability**

VADM Brown Interview, pg. 10

Plus:

ULDP &

Mentoring

## The Leadership News

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## Captain's View



In ALCOAST 275/10, Admiral Papp's third "Shipmates" message, he clearly defined the importance of healthy command climates. It is extremely important to recognize that maintaining healthy command climates is a responsibility of every single Coast Guard leader (which arguably includes every Active Duty, Reserve, Auxiliary, and Civilian Coast Guard member reading this magazine!). While Commanding Officers and Officers-in-Charge bear the responsibility for defining their command philosophy and priorities, all Coast Guard leaders are personally responsible for fostering positive command climates where standards are professionally enforced, members are regularly mentored on their personal and professional goals, and our shipmates are proud of their accomplishments and feel valued. Remember that command climates directly impact the way our members view their respective units and the Coast Guard as a whole. Achieving excellence where all leaders within a command nurture a positive command climate translates into greater retention of stellar performers, richer diversity, and the development of future leaders...all of which have a positive impact on mission performance and, thereby, improve our great service.

If you are not actively engaged on a daily basis in performing the leadership duties defined above, especially in view of our high OPTEMO and deployment rates this summer due to Deepwater Horizon, you are not meeting your professional responsibilities as a Coast Guard leader. Mentor others often and as you would desire to have been mentored. Please use this publication to share your command climate best practices, challenges, and ideas.

Semper Paratus!

## Accountability

The theme for this edition of The Leadership News is Accountability. Accountability & Responsibility are a Leading Self competency and are defined as: Coast Guard leaders know ours is a military service and recognize the organizational structure and the chain of command. Each individual is sensitive to the impact of his or her behavior on others and the organization. Leaders take ownership for their areas of responsibility, are accountable to effectively organize and prioritize tasks, and efficiently use resources. Regulations and guidelines that govern accountability and responsibility allow leaders to use appropriate formal tools to hold others accountable when situations warrant.

Achieve Accountability for YOURSELF starting today!

## On the cover

Accountability Collage by  
Veronique Freeman  
CGHQ, Washington, D.C.

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.

ANNOUNCEMENTS

CALLING ALL CIVILIANS!



FY 2011 is HERE!!!

Be sure to check upcoming  
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Achieve **Accountability** and develop  
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for more information!

CG-133 HAIL AND FAREWELL

NEXT UP!

**CG-133** would like to say Farewell and Best of Luck in all your future endeavors to:

*CWO4 Jorge Cortes (Retired) and CWO2 Johnny Garcia BSU(Elizabeth City)*

as we Welcome Aboard our team and look forward to working with:

*Mr. Kin P Szeto, CWO William Anderson, and LTJG Luke Spurrier*

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

**INFLUENCING OTHERS**

DUE to Editor NLT 28 Jan 2010!

By LCDR Brian Caudle  
Training Quota Management Center

## More Than Just a Bag of Toys



**T**raining Quota Management Center (TQC) employs 14 active duty and 6 civilian personnel. This group is further made up of twelve males, eight females, four different ethnicities, four enlisted ratings of various pay grades, and a Coast Guard Academy and Officer Candidate School graduate. Our ability to harness the perspectives associated with the many cultural, Coast Guard, and life experiences of our team are one of the key components to achieving our program goals and surpassing the fleet's expectations.

Following the results of our recent Unit Leadership Development Program (ULDP) assessment, we discovered that one leadership competency needing a little attention was, in fact, team building. As a support unit under FORCECOM, customer service is our bread and butter. Our ability to function as a cohesive team is paramount to reaching our customer service goals. With this in mind, we sought the assistance of the Leadership Development Center (LDC), specifically the Chief Warrant Officer Professional Development Program staff.



With a bag full of toys (props) and superb facilitation skills, CWO Jerry Fitchett guided us through various team building exercises, circuit training, and most importantly, a time of self-reflection. In three short hours, we discussed the impact of stereotypes and dropping the proverbial 'ball' while considering the importance of doing the little things. TQC's SK2 Mason Ferrill provided this insight: "The exercises were beneficial. They allowed us to get to know each other a little better, even though we work just a cubicle away from each other". This seemed to be the sentiment of the day. Whether or not

our team became further unified as a result of the exercises is undetermined, and as AETCM Mustafa Bozkurt



stated, "Only time will tell". However, the fact that we discovered something new about our shipmates is undeniable. Plus it was a lot FUN!

Team building does not necessarily need to occur by way of professional facilitation. Unit discussions, unit sports, events, etc., are proven ways of developing an effective team. Thanks to the LDC and CWO Fitchett for providing TQC such a beneficial opportunity.



**Leadership Competencies Addressed:** *Teamwork, Respect for Others and Diversity Management, Customer Service*

By Senior Chief Boatswain's Mate W.J. Spritka, OIC Station Sturgeon Bay WI

## HAVE YOU USED THE ULDP TO ENHANCE LEADERSHIP TRAINING AT YOUR UNIT?

I am currently serving consecutive OINC tours and have found the Unit Leadership Development Program (ULDP) assessment too valuable of a tool for any busy unit not to complete. From the busiest Commanding Officer of a SECTOR to the Officer in Charge of a four billet LORAN Station, you are guaranteed to learn something new about yourself and your shipmates.

My introduction to the program by my BM1 on CGC MACKINAW (WAGB-83) was eye opening. I thought I had a strong round turn on the pulse of my Division. Captain's mast and CG-3307's were down, the entire Division was showing up on time for work, and the Captain seemed pleased. After completing the ULDP assessment, I learned the Deckies were chomping at the bit to do more than just show up on time and stay out of trouble. Within 12 months, I had eight E-2 non-rates become Petty Officers, five of which struck Boatswain's Mate. Really, now what more could a Boatswain's Mate Chief ask for!

I have subsequently used the ULDP assessments many times as an XPO and OINC yielding similar results. I hope my experiences are not unique and anticipate they may even be mediocre compared to others. If you are a leader in any capacity, do not wait; get your Unit involved, your supervisor and your shipmates will thank you.

ULDP—“too valuable of a tool for any busy Unit not to complete.”

Only three things are required to run a successful ULDP assessment and training program at your unit:

### VISION—INTEGRITY—STEWARDSHIP

#### VISION

If you have not used the online ULDP tool, I encourage you to try it. CG -133 has made the process easy to set up, track the responses, and take action of the results your crew provides. Warning: “not taking action may result in a loss of valuable respect from your crew.” Team Coast Guard is comprised of four generations working toward a common goal which require a separate key to motivate their respective engines. Be a visionary leader and maintain an open mind. The ULDP assessment can close generational gaps and promote understanding. The assessment breaks down generational barriers to realign Team Coast Guard within the four leadership categories: Leading Self, Leading Others, Leading Performance and Change, and Leading the Coast Guard.

Leaders at every level must try to define some long-term goals for their people and for the organizations that they lead. People want to know where they are going and in what priority. It is a cop-out to say, “The long term is not my responsibility.” I love the quote from Proverbs, “When there is no vision, the people perish.” It is the role of leaders at every level to help form and implement that vision. By taking an interest in others using the ULDP tool, I was able to de-

velop long term E-5, E-6, and E-7 leaders now in Command Cadre positions.

#### INTEGRITY

The assessment is more than a one-time use tool. It is an evolving continuum that requires a commitment to the four leadership categories. Results of subsequent assessments will gauge positive or negative movement concerning supervisory-subordinate leadership initiatives and relationships. The assessment is truly a snap shot in time. Results need to be weighed against local variables such as; current OPTEMPO, Season of the year, personnel issues, or recent Command changes. These four and other variables may and often will yield different results. Regardless of the results, publishing the results to the crew and developing a training plan or discussion groups around those results is necessary. A Command's honest interest in the program builds Trust and Confidence within the Unit or Division.

ULDP – “you are guaranteed to learn something new about yourself and your shipmates.”

#### STEWARDSHIP

Develop a mind-set of “servant” leadership. As I look back at the five big leadership jobs I had in the Coast Guard, I realize that most of my time consisted of doing what my crews needed me to do. Too many leaders see their primary task as keeping the bosses happy. That is not what leadership is all about. Leadership is about serving people. Part of the concept of “servant” leadership includes instruction. Leaders must be good teachers. They must explain the complicated concepts from the 28 leadership competencies that come out of the ULDP assessment results. The tool provides technologies and strategies in simplified ways so that less experienced leaders and subordinates can better understand what is required. Leaders themselves must not forget that explaining things in simplified ways does not make all things simple. This is one of the paradoxes of leadership.

I hope you find this article encouraging and take the time to reflect on the leadership needs of your unit. The ULDP may not be the best answer to all your needs but it has sure helped me and more importantly, the people I serve to become successful Coasties!

For more information on the ULDP, please visit: <http://learning.uscg.mil/uldp>

**Leadership Competencies Addressed:** *Taking Care of People, Mentoring, Team Building, Influencing Others, Vision Development and Implemenation, Accountability*

By Stacey B. Kearney  
McHenry Management Group

**Note:** *The views in this article do not reflect the opinions/policies of McHenry Management Group, CG-133, the U.S. Coast Guard, or DHS*

At some point in your career in the U.S. Coast Guard, you will work with contractors. I have been a government contractor (for both Departments of Defense and Homeland Security) for nearly 17 years, eleven of which have been in a project management role. More often than not, I have worked with clients who have accepted me and my counterparts as extensions of their staffs. It has been my experience that this type of contractor/client relationship is the most effective.

Here are ten things you may want to know that will enable you to have a successful working relationship with contractors:

1. The contract, or statement of work (SOW) is only an outline of objectives. Understanding your underlying expectations is the key to success for both you and your contractor. A SOW may require a deliverable, but it may not state that you want the deliverable with 90% color photos that you can use in a slide show for a program review next month! A formal method to get at the heart of your expectations is through the use of a tool called Quality Functional Deployment (QFD). (Project Managers who are certified in Six Sigma may pull a version of this tool from their management toolbox.) Do not let an unfulfilled expectation fester. Speak up as soon as you recognize something is an issue. Talk to the employee, their project manager, or even a company executive. Ensure you also communicate your expectations clearly to your immediate staff who may oversee the contractors. The more open you are with your expectations will not only save costs over the long run and result in a better product, but the words you say, or don't say, can make or break a contractor's career or vice versa.

2. Not all contractors are "beltway bandits," a term given to contractors in the 1980's in the Washington D.C. metropolitan area. It inferred contractors were getting away with overcharging the government for little or no return. I don't doubt that some did and may continue to do so. However every contractor for whom I have worked, through mergers and acquisitions, have always priced their

## Establishing Effective Relationships with Contractors

resources fairly. Although it may look like contractors are billing you a lot for each individual person, it is their loaded rate, not their salary. For not only do contracting firms have to pay employee salaries, but they also have to pay for the support infrastructure (accounting, information technology support, building space/rent, all employee benefits, as well as FICA, social security, taxes, etc.)

3. Be careful of contracting firms whose websites contain buzz-words and rankings by various magazines, state organizations and other important-sounding groups. Look for a contractor who is straight forward and concise.

4. More often than not, larger companies have to please stockholders which can indirectly affect the quality of their service. From my experience, once companies become publicly traded, it is nearly impossible to satisfy each apex of what I deem, the "golden triangle": customers, employees, AND stockholders.

5. "You get what you pay for." As leaders and stewards to American taxpayers, you have to balance budget and quality. For example, you may want a Porche, but can you justify spending your limited budget to get it? Since you certainly want a better product for your unit than a used Ford Escort, you may opt for something more realistic such as a Honda Accord. A good contractor will not only inform you of such expenses, but will also offer reasonable and logical alternatives during initial discussions.

6. Contractors provide the USCG with continuity during rotation cycles and project transitions. When the baton was passed from Acquisition to Sustainment for the 225' WLB Replacement project in the mid-2000s, contractors established continuity which made for a much smoother transition. They were already familiar with warranty claims for equipment that in some cases, developed into CASREPs during sustainment.

7. All contractors have strict ethics rules that they must follow and abide by. Ethical contractors will not give you extravagant gifts

in hopes that they may get more business in return.

8. Conversely, contractors are people, too. They do have to eat lunch and get up from their cubes once in awhile to stretch and converse with a neighbor. Contractors are required to follow time-keeping compliance guidelines, but they are human and deserve to be treated with respect. If the contractor is respected, he/she will be more willing to help you succeed.

9. It has been my experience that a good contracting firm employs a balance of military retirees and those with non-military backgrounds who may offer a fresh perspective. Many personnel retire from active duty and become contractors. They bring with them a wealth of knowledge and many of them have been around long enough to "know the ropes." They may have retired as a captain, but they must check their ego and stripes at the door, because now, as a contractor, they may be supporting what they previously deemed a subordinate. It is not always the best idea to hire a former shipmate.

10. Contractors are not trying to dictate, take over, or perform your job. A good contractor will inform you of the facts and offer reasonable and logical suggestions. Again, the keys to a successful relationship are communication and respect.

Understanding these tidbits about contractors will hopefully be of help to you throughout your career. This industry can be a relatively incestuous environment – who you manage today could be your boss tomorrow! (Trust me, this has happened more than once in my experience.) "What goes around, comes around." Welcome them as crew members, and view them as part of your team and that is what you will get in return. Be open to their suggestions and do not use position or rank to overshadow the contributions they make. 

**Leadership Competencies Addressed:**  
*Customer Focus, Effective Communications, Conflict Management, Team Building*

# Excellence In Government Fellows Program

By CDR Darcie Cunningham  
Coast Guard Headquarters

I was selected to participate in the 2009-2010 Excellence in Government Fellows Program, represented by 200 high-performing GS-14/15s and O-5/6s across government. This proved to be, by far, the most effective training program I've been in since I joined the Coast Guard. The lessons, the experiences, and the relationships I established in the last 10 months have been invaluable and arguably reach beyond what any graduate school or other formal institution could offer.

The curriculum consisted of the expected format, to include sessions on mission/vision, getting results, leading people, leading change, building partnerships, and business acumen. Each session had its required pre-reading materials that offered examples from government, industry, and other scholars that touted best practices and life lessons. While these pre-readings provided the context that these lessons would focus on, the more valuable aspect of these sessions were the people participating – my fellow “Fellows” – and the experiences we went through together as we tried to apply these lessons.

The challenge for this year was to “stretch yourself”. If you were an introvert, become the leader when a group has to report out on an issue; if you're not detail-oriented, do the research and data-crunching when developing point papers; if you were non-confrontational, be the person who addresses an issue face-to-face with the contesters involved. Being a part of a program such as this served no value if you didn't do this.

Although these sessions were the “safe haven” and platform for us to exercise the concept of stretching, we were constantly reminded to do it in our work environments as well. Additionally, we were tasked with providing feedback to our peers at every session – unvarnished yet constructive. I have over 20 note cards with various comments such as “don't say ‘um’ so much when you talk” or “think out of the box more”. Making others confront their weaknesses...and even more importantly, others making us confront our own, was in itself incredibly enlightening. It energizes me to read these cards and look for those opportunities to “stretch myself”.

Not only did the training and Fellows interaction prove incredibly constructive, but the “benchmarks” gave us a live show, so to speak, of how these leadership principles are challenged. We spent the day at an Indian Reservation, among a culture vastly different than that seen in our society today; we met a school chancellor who rocked the core of an entire city school system by holding teachers accountable to standards never put forth before; and went to a school for the Blind to learn how they adapt to an environment where their form of communication is largely foreign to those around them. While things such as valuing diversity, holding people accountable and ensuring effective communications throughout our organization can be challenging, seeing these benchmarks with the same challenges, with tenfold implications, gives you a whole new perspective on leadership.

I highly encourage those who aspire to advance in this organization to apply for this program; you'll meet inspirational members from different professional backgrounds, cultures and disciplines. What you learn from those you take this leadership journey with will undoubtedly be both motivating and constructive as you strive to become a better leader...better than any book, speech, or classroom instruction could ever offer. 

## Leadership Competencies Addressed:

*Partnering, Self Awareness and Learning, Accountability*



# Mentoring Beyond the Ranks

By LTJG Jenny Raisanen  
CG Headquarters

Recently, I attended the Commandant's Change of Command at Fort McNair this past summer. As I glanced around and watched people who spanned many generations in the audience eagerly find their seats, I reflected on how far the Coast Guard has come since its humble beginnings as a small and often resource-challenged life-saving service. I also reminisced on the goals Admiral Thad Allen had set forth in 2006 as he led the Coast Guard through a myriad of challenges which ultimately strengthened the Coast Guard's reputation within the Department of Homeland Security.

Among my recollections were common threads regarding Admiral Allen's career: his talent of influencing others, his ability to formulate tough and sometimes unpopular decisions, and his intuitive skill of reaching across differing internal and external ideologies to forge ahead with the best possible solutions. These are the threads that Admiral Allen wove through his career, and these are the fibers that describe Admiral Allen's ability to mentor across rates, ranks, titles, and affiliations.

Admiral Allen once mentored me in a small group setting, and he has no doubt mentored countless others as well. Maybe this is due to the fact that his peers and his subordinates alike gravitate towards his leadership style; or, perhaps it is because Admiral Allen is able to identify and analyze problems and cognitively recognize the impact of alternative courses of action. What's more, he creates change and explores unconventional solutions to complex problems, such as the BP oil spill in the Gulf of Mexico.

Mentoring in uncertain situations is a skill that Admiral Allen has mastered, as evidenced by his continuing leadership role in the BP Deepwater Horizon Response. As our 23rd Commandant, Admiral Allen understood the necessity of developing networks and empowering others by sharing and delegating power and responsibility. In his closing days of Coast Guard service, he faced the monumental challenge of mentoring beyond the ranks to industry, as the nation called upon the Coast Guard to restore its coastlines and the way of life for many fishermen. 

## Leadership Competencies Addressed:

*Influencing Others, Decision-Making and Problem-Solving, Political Savvy*



# Initiative and Tradition During Times of Organizational Change: One BMC's Viewpoint

By BMC Thomas Rooks  
CG Station Houston

In my point of view, it is easy to find reasons to struggle in times of dynamic organizational change. As new training, logistics, and professional development requirements come on-board it is easy for me to lose leadership initiative. It is also hard to maintain a sense of connection to our proud Coast Guard traditions when everything seems to be evolving at a blistering pace. So what is the remedy? For me it is trying to consistently think of the big picture, using the best traditions of the service as a compass.

Our changes are not occurring out of organizational boredom. Nor has our mission ever been to find a comfortable, unchallenging stasis. The new training requirements and ever evolving web-based data management systems are necessary for the organization to improve. The new mission focus is simply how we've determined we can best serve American citizens and interests. A great way to avoid simply treading operational water is to stay aware of the changes happening and seize upon the opportunities presented. Clinging to an antiquated system creates its own stress. How many type writers sat on shelves (just in case) until we trusted Workstation-II? Sure, change can be frustrating, but perhaps that is why our jobs come with a paycheck.

Looking at the timeline of how many agencies have folded into the Coast Guard and how often the mission focus of the Coast Guard has shifted, today is simply an extension of an over two hundred year tradition of change. The only consistent element in Coast Guard history is the amazing people involved. The Coast Guard is and always will be defined by the people that serve it. Regardless of the uniform, asset, or technology involved, Coast Guard people choose to serve a purpose greater than self and that tradition is unaffected by change. How is the response of Coast Guard men and women to help Haiti today different from the transport of reindeer to save the lives of Native Alaskans 120 years ago? To keep these traditions alive, it helps to focus on details. If we choose to be only compliant and not committed to keeping pace with changes in our organization, then we aren't aligned with tradition. If we don't keep ourselves

as ready as possible for any mission, then we're not worthy to be a part of the pride that comes from success in those big moments. When reading about Richard Etheridge, Joshua James, Ida Lewis, and others, it is hard to find their complaints about the changing times they lived in. Reading any keeper's or cutter's logs, there is no lack of inspections, data calls, or policy changes. There is a commonality among our historic figures in that they pushed themselves to stay focused on perfecting their chosen vocation while staying on top of standards.

I've yet to meet someone the Coast Guard has forced into a leadership role. We've all asked for it via application, promotion board, or service-wide exam. Lost initiative in leadership is a hazard to our crews and areas of responsibility. To keep initiative, it helps me to focus on four simple goals: know my role, do my job, be professional, and care. Our people know the effectiveness of our leadership. If we become chaos managers and not leaders, it translates into a crew that is simply waiting to respond to the next perceived problem. They deserve better, the Coast Guard hopes for more, and it starts with us. If everyone were required to name one thing they've done to change something before being allowed to complain about it, our offices might be much quieter. If we aren't pushing ourselves to improve, how can we possibly be successful at pushing others? The best way to keep tradition alive is to do so literally. If uniforms were once kept with more pride, keep yours that way and require the same of others. If high evaluation marks were once tougher to come by, make the standards clear to others, and keep them as such. If colors used to be observed with more formality, attend it yourself and require the same of your subordinates. Tradition is alive if we keep it so; if you see me not living up to these ideals, please, by all means, push me.

**Leadership Competencies Addressed:**  
*Followership, Accountability and Responsibility, Personal Conduct*



# LEADING THE COAST GUARD

AN UP CLOSE LEADERSHIP NEWS  
INTERVIEW WITH  
VADM MANSON BROWN

1.) IN A FEW WORDS, PLEASE TELL ME WHAT IS YOUR OWN PERSONAL DEFINITION OF LEADERSHIP?

*On a most basic level, leadership is getting other people to do things they might not otherwise want to do, and to continue to do that with a whole range of tools, authority, and inspiration. I tend to side on using collaboration and inspiration vice more authoritative tools. Specifically in my job, I tend to focus on helping to define mutual interests. What are our common interest? What can we agree needs to be done in regards to the situation? I think it's a very natural style for people to use, and generally non-confrontational. It requires empathy so that you gain a deeper understanding of where someone else is coming from and what is most important to them. What I have found in my leadership journey is that the process of empathic understanding allows us to become more than just business associates. It ties us together as human beings. When you can get down to a human level of understanding, anything is possible.*



1.A) HOW LONG HAS THIS BEEN EMBEDDED INTO YOUR CHARACTER?

*I was raised in inner city Washington, DC, where we often experienced confrontation in my neighborhood. Growing up and trying to survive doing simple things--like walking to school--you learn to try to understand people at a deeper level. You try to understand their motivations and what range of responses they might have to a given situation. The Coast Guard has provided me with opportunities to serve in various roles and, through those experiences, I have sought more perfect leadership qualities. I am always adopting new strategies and leadership techniques. I will observe someone doing something that I admire and bring it back to my unit. As leaders, we still have to get people to do things, and I think the way that you present yourself is an important start. If others don't have a sense of trust and confidence in my ability to lead, then they won't follow me. As such, the term that I have most recently embraced is unconditional trust. That's what I want to inspire from others.*

INTERVIEW BY: VERONIQUE FREEMAN, EDITOR

2.) WHILE THERE IS NO DOUBT THAT YOUR PLATE IS FULL, WHAT MAJOR CHANGE/CHALLENGE IS AT THE FOREFRONT FOR YOU AS YOU TAKE ON YOUR NEW POSITION AS PAC AREA COMMANDER?

*There are two dimensions to my answer: an operational one and a capabilities one. The operational dimension is that when we get focused on major operations or external threats, such as the Deepwater Horizon oil spill, I need to ensure that we maintain adequate coverage for the full mission portfolio in PACAREA. The capability dimension is ensuring that we match every Coast Guard member's talent and strength to the incredible demands and expectations that are placed on us. In the short run, we do place heavy demands on our people and I want to ensure that we have the pulse on how they are doing. We're in the midst of dealing with hurricanes, major oil spills, and aircraft tragedies, and these all place accumulated stress on the force. We need to be hypersensitive about this accumulated stress and know when our people are getting close to the breaking point. And we need to give them a break. Both the operational and capabilities dimensions have to be simultaneously managed because, at the end of the day, we have to meet the expectations of our President and the American people. This defines the complexity of our environment.*

3.) WHAT DOES IT SIGNIFY TO YOU TO BE THE FIRST AFRICAN-AMERICAN THREE-STAR ADMIRAL IN THE U.S. COAST GUARD?

*Well, you know, the fact that I am a three-star in the Coast Guard is pretty humbling. The first thought that comes to mind is gratitude, because I stand on the shoulders of a lot of people. I recall when I was commissioned in 1978, I think that there were about 78 African-American officers in the Coast Guard. The expectations for career success were reflective of our society at that time. If you were really good and African-American, you could expect to become a Commander. Then the expectation barrier moved up to Captain. And then in 1998, RADM Erroll Brown broke through to become the first African-American one-star. I think about all of the sacrifice necessary to overcome these barriers by my predecessors. So, I'm just grateful that they were the best they could be and that their service paved the way for my time. So now it is my time to be the best I can be so that those that follow me can have greater opportunity.*



*Developmentally, we are all constantly thinking about moving up the ladder one rung at a time. So making three-star is not something that I anticipated. Preparation equals performance so that we are continually preparing for that next level of service. So I am obligated to serve, not because I am African-American, but because I am a Coast Guard officer that just happens to be African-American. When I look in the mirror, I don't see a black man, I see me.*

*I do, however, embrace the symbolism and the fact that it really has meaning to others. I realize that others don't just see me as me. I recall shortly after I became a 1-star, I visited a veteran's hospital in my dress blue uniform. I ran into a medically retired African-American Coastie. When he saw me, his eyes welled up with tears. He told me that he never expected to see an African-American Admiral in his lifetime. We shared that special moment together. So I appreciate the meaning of my achievement to someone like him.*

By LCDR John Natale  
Sector Ohio Valley

## Leadership Summit and Essay Contest

On September 14-15, 2010, Sector Ohio Valley sponsored a Leadership Summit in Louisville, KY. The purpose of the summit was to bring junior officers together to discuss a variety of leadership topics and share their experiences in an open forum. Chiefs, Warrant Officers, Warrant Officer applicants, and high-achieving Petty Officers with an interest in greater leadership opportunities (such as OCS), also participated. This summit was very successful and covered several leadership competency areas including: leading self, leading others, and leading the Coast Guard.

The summit included participants from the Sector and adjacent units. Master Chief Pierce, the D8 Gold Badge, participated and contributed a variety of information on various leadership topics. Commander Amy Kovac (OPM-3) also attended and presented an informative segment on OERs, boards, panels, and career planning.

A highlight of the summit was a junior officer discussion with the Chief's Mess. Topics discussed included the junior officer/Chief working relationship, improving lines of communication, fostering mutual respect, and personnel management. This was a great opportunity for the Chiefs and Junior Officers to exchange information and compare notes on a variety of subjects.

Another highlight of the summit was a presentation by Dr. Tori Murden McClure, the President of Spalding University and the first American to row solo across the Atlantic. She shared her adventures, trials, and tribulations of her trans-Atlantic trip with the group, and described how it had influenced her life in many different ways.

A Leadership Essay contest was held in conjunction with the summit, and here are the two winning essays!



### One's Impact By LT David Newcomb Eight District

This summer I attended the retirement ceremony of a Coast Guard Captain whom I had known since I was an Ensign. If you've ever been to such an event you'll know that most of it is rather standardized: the presentation of colors, the chaplain's prayer, and the wittiness of the presiding master of ceremonies, the plaques, the shadow-boxes, and the other customs observed. With all of those ceremonial staples present, there is always, however, the one part of the occasion that all observers should look forward to: the final remarks from the retiree. This is the final time that a Coast Guard member will "have the floor" and be able to spend those priceless minutes attempting to summarize his or her career. It will be generally include proud moments, times of disappointment, difficult episodes and how his or her colleagues or family members guided them through the storm, and the time to give one more lasting impression on those in attendance.

On this humid August afternoon, my Captain covered many of those topics. But one thing about the speech that struck me was how he spent about half of his time talking about the impact that five Coast Guardsmen made on his career and life over the past thirty years. He would identify them by name, one by one, give details of where and when they served together and then he would go on to explain why each person meant so much to this retiring Coastie. One of the members overcame incredible odds in a different era and was able to teach a then young Ensign the rewards of hard work and superb leadership in all aspects of the service. Another story highlighted a snapshot in time when an O-5's tireless commitment to assembling an overseas medical team contributed to saving the life of a fellow officer's newborn baby following a complicated delivery. These stories were inspiring, thought-provoking, and helped the audience briefly see inside the heart of one of their own in his finest hour.

As I listened to these stories being retold by the Captain, I thought to myself, "Who will I speak of at my retirement ceremony in 2025 or beyond? Who are the five that have made the greatest impact so far during my young career?" Maybe it will include the O-3 or Chief who would spend hours on end helping a junior vessel inspector earn a new qualification. Or perhaps the O-4 who helped a naive Ensign Newcomb with an ethical dilemma he never thought he'd ever have to encounter. It would probably include

a college professor who showed an otherwise stubborn Lieutenant Newcomb the wisdom behind looking at all sides of an otherwise clear-cut issue before casting judgment on one of its parties. Regardless of whom I choose to honor at the end of my career, I know now that there will be scores more who will have contributed greatly to my success and I need to recognize them when they make such an impact.

So, at this point you might be asking yourself, "Where is Newcomb going with this?" Here's where: seek to be mentioned in future retirement speeches as a person who made a positive impression on the retiree.

Not for your own glory or recognition, but based rather on your internally-driven motivation to help lead, guide, teach, and otherwise impact the lives and careers of your shipmates. Whether it is encouraging a young petty officer to pursue his dream of going to OCS and getting commissioned, or pushing a fellow junior officer to take on difficult projects and helping her before she has to ask, or discussing with a discouraged shipmate how to change course during her career to see what dreams could be achieved outside of the service. Whatever form your impact takes, remember this: the success of your career is based solely on the success of your people; and the success of the Coast Guard and its service to our country are the byproducts of our commitments to making a daily positive impact on one another. If you have the opportunity to serve twenty or thirty years in this fine service and decide to make a speech similar to this Captain's about your "top five", you'd better start now displaying the leadership qualities that will show up in a retirement speech many years from now. I'm sure that this newly-retired Captain will be in many a speech over the next several years, including my own.

**Volunteer Leadership**  
By LT Jason Coffey  
MSU Huntington

Upon assuming the position of Commandant, Admiral Robert Papp was asked to elaborate on the most difficult leadership challenges he had experienced during his long career as a Coast Guard Officer. His response was swift; "leading a group of volunteers," he said. Motivating and

inspiring those who do not have to do what you say, and stay around only as long as they want, are among the most difficult challenges a leader can face. I went on to read the rest of the article, but what Admiral Papp said in that short sentence really stuck with me. Anyone with authority



derived from power or position can coerce an individual or cause him to do the bare minimum. Great leaders are those who, by their words and action, create and fuel within their people a drive and a desire to succeed.

I do not consider myself a great leader, but during the summer of 2000, I jumped feet-first into a leadership trial by fire. Fourteen fellow teenagers from under-privileged homes, each with differing levels of motivation

and all carrying significant emotional scars, came together at my church as a volunteer group with the goal of reaching out to young kids in unfortunate circumstances. We developed a two-week activity program and, after making just a few calls to state agencies and local foster homes, were inundated with more than fifty children ages 5 to 12. The time we spent preparing for and participating in this program was long, difficult, and stressful. The volunteers could have been doing anything else - watching television at home, sleeping in, playing video games, or hanging out with their friends. Instead they woke up early, worked hard all day and stayed late preparing for the next day. There were arguments, personal conflicts, tears and plenty of exhaustion to go around. But no one quit. At the end of those two weeks, people told me about the strong and lasting impact that the experience had on them.

I believe that everyone wants to be a part of something successful and meaningful. It was my job as a leader to remove the obstacles standing in the way of experiencing that success and that meaning. By showing how much the effort meant to those kids, giving the volunteers the resources to succeed, dealing reasonably and compassionately with interpersonal issues, and by being a living example of what I wanted my volunteers to be, I experienced a taste of success in volunteer leadership and learned a lot about myself in the process. ☺

**Leadership Competencies Addressed:**  
*Leading the Coast Guard, Effective Communication*

By CDR Rick Gay  
Leadership Development Center

## Which Comes First: the Mission or our People?

As we enter the winter months, several stressors continue to influence you and your people, including work force and funding reductions, and members of the crew who were deployed to Deepwater Horizon. As resources get more constrained, it may be tempting to ask which should take priority: the crew or the mission. The answer is neither. Like almost every other leadership issue, it's a grey area requiring balance and the ability to respond to individual needs almost hourly. Mission and people are intricately linked. The mission requires capable people to complete it. Your people need a sense of accomplishment to maintain their motivation.

While you grapple with the impact of each stressor, a balance must be found between completing the mission and taking care of your people – whether you're the CO of a major unit or a Second Class in charge of a smaller work unit! Let's take a brief look at the impacts of these three stressors. By identifying the impacts, you have an increased ability to mitigate their impacts.

Work force reductions impact your unit's capability and capacity. Recall that there is capability (the knowledge, skills and abilities of a unit) and capacity (the amount of work that a unit can produce given their capability). Your unit may be losing significant capability as your experienced people retire or separate, introducing a loss of knowledge and experience. This capability loss is tied directly to the capacity loss induced by losing some billets permanently, choosing to not fill other billets during AY 10 and 11, or drawing down contractor assistance. If you don't examine your mission set and how you perform your mission, this change will amplify its impact by increasing the workload on others. To offset this loss, ensure that you have a knowledge management program – trapping the best methods of doing things before your experienced people depart. You should also look at your processes – how you do the great things that you do. Can the watch rotation be changed? Do we really need to do all those steps to accomplish the same goal. Are we bogged down in measures, metrics or reports? Could they

be automated or the frequency changed? If you haven't been doing so, now is the time to engage the crew to seek their input on innovation.

Amplifying your capacity loss were the increased TAD rotation in support of the Deepwater Horizon. This truly affected your people more than your mission, introducing additional stress at home and at work. Imagine one of your shipmates trying to offset the loss in productivity as a co-worker is TAD then offsetting the loss of their reservist spouse going TAD for 60 days. Now who is taking care of the kids, bills and family emergency? How

are you, as a leader, going to help this person? Flexible work hours? Allowing them to take work home or work from home? Letting some work slip until next quarter? Postponing maintenance or projects? They are all options, but only you can find the correct balance.

In short, when the times get tough, the tough get smart. It's not about working your folks harder until they

burn out. It's about focusing on your mission, preparing for that mission, knowing your people's strengths and weaknesses, and then giving them your vision and the tools so we can alleviate the stressors we face together. The Coast Guard has been through this cycle many times before and we always come through with our people technically more capable and our leaders stronger. It's your turn to make that happen. 

**Leadership Competencies Addressed:**  
*Leading Others, Taking Care of People*



## 2010 Academy Women Fall Leadership Symposium

By LTJG Victoria Hudgins  
Coast Guard Headquarters

Mentoring and networking have become the latest buzz words in Coast Guard leadership communities, to which many great accomplishments may be attributed. In every workplace, from the cubicle to the berthing area, from the watch center to the cockpit, we can develop a positive climate, encourage professional development, and improve the retention of our members by mentoring and networking. Although every day can be an opportunity for improving our leadership, attending a conference specifically devoted to our development and the development of our coworkers can be an empowering start.

The Seventh Annual Academy Women Fall Leadership Symposium was held September 24-26 September, 2010 at the Women in Military Service for America (WIMSA) Memorial in Arlington, Virginia. This was a great opportunity for all Coast Guard members, but especially dedicated to women officers from all commissioning sources. The theme for the 2010 symposium was "Coming to the Edge: Finding Your Wings." Prior to the start of the symposium on 24 September, Academy Women also hosted a full day Career Coaching Workshop designed to assist women who were making career transitions after their military obligation, women who were considering a career change and women who were interested in improving their career success. For more information on the Academy Women Symposium, other Women's Leadership events, and other conferences available to Coast Guard members, please see the Diversity website at [www.uscg.mil/diversity](http://www.uscg.mil/diversity) or contact LTJG Virginia Hudgins.

## The Coast Guard is an HBCU Top Supporter

By Ms. Damika Ham  
CG Headquarters-Intern

The Coast Guard recently received accolades and was presented an award for being selected as a 2010 Top Supporter of Historically Black Colleges and Universities (HBCU).

Annually, Career Communications Group's (CCB) US Black Engineer & Information Technology (USBE & IT) magazine has conducted a survey with HBCUs to find the top supporters of Historically Black Colleges and Universities and minority-serving institutions. The following HBCUs participated in the survey: Morgan State University; North Carolina A&T State University; Hampton University; Prairie View A&M University; Howard University; Tuskegee University; Jackson State University; Florida A&M University; Alabama A&M University; Virginia State University; Tennessee State University; and Southern University A&M. The state of our economy contributed to a decline in monetary support; but, many companies and organizations are still steadfastly providing support through sponsorships, monetary contributions, and volunteer service. Based on the 2010 survey, the United States Coast Guard has joined the list; this is a first time achievement for the

Coast Guard.

The Coast Guard was formally acknowledged on Friday, 2 July 2010 during the HBCU Top Supporters Luncheon in conjunction with the CG Alumni Planning Retreat at the Hyatt Regency in Baltimore, Maryland. Mr. Curtis B. Odom, Director of Personnel Management for the Coast Guard, accepted the award. We attribute this success to the HBCU Ambassadors Programs, Diversity Outreach Programs and the CGRC Mission Support Branch managed by CAPT Steven Baynes, Ms. Donna Walker-Ross, and LCDR Eddie Lesane, respectively.

Captain Steven Baynes is the HBCU Liaison for the Coast Guard, His team of Ambassadors travel to the Historically Black Colleges and Universities throughout our nation promoting the Coast Guard workforce experience. The Ambassador Program connects HBCU Alumni and other volunteers with HBCU students to share their Coast Guard experiences and promote diversity. Persons interested in joining the Ambassadors Program please contact CAPT Steven Baynes at [Steven.T.Bayens@uscg.mil](mailto:Steven.T.Bayens@uscg.mil).

By CDR Joseph H. Snowden  
Sector Detroit

# The Oak Tree

As leaders, I believe it is best we evaluate the Coast Guard, or any organization, as a dynamic, living, and organic entity. My approach and thought is to compare our Coast Guard to an “Oak Tree”. As leaders in various parts of the tree, we play a role in providing proper stewardship to ensure the health of our tree. When the “tree” is healthy, it will survive, grow, and last the test of time.

Also, as leaders at various levels, we need to ensure our “tree” can survive the demands of the “seasons”. Each season presents its own unique challenges and demands. By planning, strategizing, and preparing now, we improve our chance of survival and growth. As we experience each season, we can learn, gain strength, and ensure our future.

## Seasons

Organizations, as with trees, will have to endure seasonal changes. With each seasonal change, a leader will need to prepare or take advantage of the climate. As leaders, we must ask ourselves, “What is our winter plan?”, “How will we take advantage of the Summer Season?”, “What are we prepared to do once in the Fall Season?” It is best to have a plan or strategy prior to being caught in a “blizzard” in subzero temperatures with no options. The characteristics of the seasons and impact on the organizations are as follows:

Seasons

**WINTER** (Depression/Extreme Social Upheaval)

- Recession
- Low to no growth
- Barren or Minimal “Leaves”
- Chaotic
- Social Unrest
- Weak/Crumbling Infrastructure

**FALL** (Recession/Unease/Loss of Confidence)

- Reduced Resources
- Less Productivity
- Loss of Leaves
- Less Sun

**SPRING** (Recovery/Increased Optimism)

- Increasing Opportunities
- Establish Financial Forecast
- Expected Expansion
- Increasing Productivity

**SUMMER** (Strength/Optimal)

- Optimal Conditions
- Growth
- Vitality
- Steady Production
- Ample Resources
- Popular Support/Positive
- Stability

Despite the seasons and external forces of wind and rain, trees are planted in the same forest/soil and are competing for the same resources. The larger trees are better positioned to grow more

leaves and collect more sunlight due to their size and height. Since they are better positioned to collect sunlight, they produce and sustain more leaves. Those smaller trees in their shadow must compete against larger trees gaining more resources and access to the sun. How as leaders are we going to better position ourselves to gain more access to the sun?

As leaders we need to examine each part of the “tree” and our roles.

## Leaves

In figure 1, our personnel are represented by leaves. Each leaf is unique and is vital to the survival of the tree. Leaves draw in sunlight to be used by the leaf and tree. Examples of sunlight are training, life experience, professional development, motivation, ideas, and education. As with a living leaf, they take in the “sunlight” and produces essential element or products vital to the overall growth and good health of the tree. As leaders we need to ensure that our leaves have sunlight. Are we allowing access or providing exposure to sunlight? If not, the leaves may show sign of weakness and wither, which may cause them to fall off and be lost. On the contrary, when conditions are not optimal (winter), leaders may need to shed leaves to conserve resources. As conditions improve, the ability to grow leaves rapidly is a must in order to take advantage of the climate.

The leaves also draw upon the tree. They receive nutrients from the branches, branches draw it from the trunk, and the trunk draws it from the roots. These nutrients can be considered education, experience, ethics, core values, money, self-confidence, and a sense of belonging to an entity larger than ourselves. The roots are firmly embedded in the soil.

## Soil

The soil represents our culture, society, and government. If the soil is not firm, suitable, or stable, the tree is at great risk of toppling over. Also, if “external influences” (wind and rain) overwhelm the tree negatively, it may result in harm. External forces can be good or bad for the tree. I represent wind as change. Change represented by wind, can be subtle or a powerful gust. How many leaves will we lose to the wind? The soil is a mixture of elements which defines the society in which we are planted.

These elements include our ethics, social morals, law/regulations, history, government, religion, customs, etc. An example of an unstable soil is during the Vietnam War, when military found itself in a culture that was in strife. This strife resulted in a divided America which led to a soft resolve and support. This in turn forced our government to terminate this unpopular war. The contrary can be seen with the first Gulf War which had tremendous support and the Army prevailed. As leaders we must be mindful of

the soil. Is it rich and stable enough to support our strategic and short term goals? What do we need to do to improve soil’s condition? Failure to maintain and enrich the soil may eventually lead to the death of the tree.

As leaders, we have to prepare and anticipate the different winds that are blowing and acting upon the tree. Some are positive and some will be destructive. The roots (senior leadership, COMDT, Flags) must be strong and have the ability to support all above it. The roots must spread and dig deep in the soil. They need to retrieve what is needed to enhance the survival of the organization/tree.

## Trunk

The organizational leadership (Headquarters, Districts, FORCECOM, OPCOM) must be flexible enough to adapt to the wind. The trunk develops courses of action, policy, strategic planning, and resource allocations that directly influence the branches (Prevention, Response, Aviation, Ashore, Afloat, Logistics, and Support). These branches can be further broken down to smaller branches which represent Sectors, MSU, Stations, etc. The trunk supports the branches and the branches provide leaves with what is needed. If the trunk is too rigid, wind will snap the trunk and branches and leaves will not survive. One example is the auto industry leadership failing to adapt its production to small gas efficient models which were being imported by its Asian competitors in the 1970s. As leaders of our organization, are we mindful of the weather forecast and storms on the horizon? Are we ensuring our organization/trunk is supple enough to bend when needed? The challenge is to remain flexible and rigid enough to stand the test of time. Too much rigidity or flexibility is not good. Good mental images are the bending and winding trunks of the trees we see on the Pacific coast. They have grown and adapted to the wind...solid and surviving to this day. A second example of flexibility and firmness working together is the Coast Guard’s response to Hurricane Katrina. The Coast Guard adapted to a dynamic situation while relying on firm SOPs, training, and core values of Respect, Honor, and Devotion to Duty.

## Wind and Rain

As with the wind, rain is another external force which as leaders we may have little to no influence over. However, as leaders, we must forecast and prepare for it. Some examples of rain are budgets, unplanned events, resources, threats, and technology. Upon a review of recent history, the Coast Guard has had to react to various environmental forces and events that including: 9-11, war on terrorism, war on drugs, and changing priorities of each administration change. What is the present forecast?

As per figure 1, the roots, trunk, and branches

are represented by two way arrows that represent the continuous flow of communication and interaction at all levels. Effective communication builds trust, transparency, and prevents waste and lost productivity.

### Acorns

The sign of a healthy tree is the ability to produce seeds or acorns. We need to plant these acorns in suitable soil and protect them from the external elements which may terminate or delay growth. We do this in our Coast Guard serving as an example to other Coast Guards around the world. Another perspective comes from the men and woman that leave the Coast Guard. Their exposure and experience to our organization can be either positive or negative. They

leave the tree and enter back into soil. How will they grow and how successful will they be? What part will they use from the tree?

### Regrowth and Pruning

No matter what the size of the tree, both are susceptible to external forces. Even with the best preparedness, damage from the wind/change can occur. Sometimes when branches and leaves are lost, leaders must make the determination to see if regrowth should be allowed to occur. Not all loss should be to external forces and should come from within. As leaders we must look at our tree and "prune" it when necessary. Remove rot (obsolete policy, old equipment, etc.) or disease (unethical behavior, low morale, etc.). As seen in real life, when a tree is lost during a

wind storm, a stump is all that remains. If the soil conditions are right and the root system intact, we will see a new tree sprout. Often this new tree will be small and more flexible. This is an opportunity to grow bigger, stronger, and learn from mistakes of the past. Leaders are found throughout an organization. Each plays a vital role either from the smaller branches to the roots. We must continually ask, "What is the health of our Tree?" and "What can I do to prepare for external forces, rot, and disease?"

**Leadership Competencies Addressed:** *Leading the Coast Guard, Personal Conduct, Accountability, Strategic Thinking*

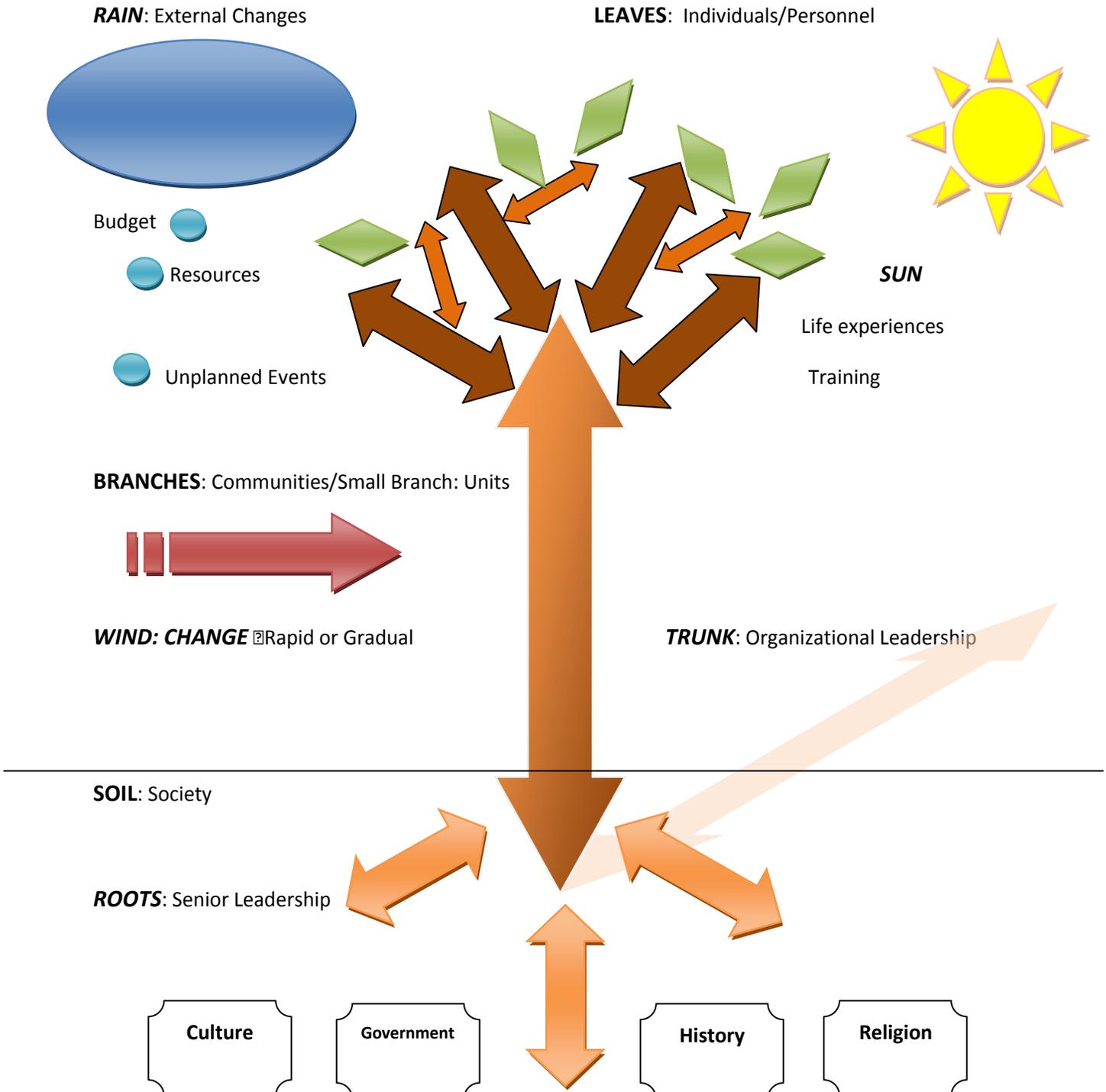


Figure 1

## Man and Machine: LTJG Charles Eliot Winslow and His Heroic Rescues in Command of Coast Guard Cutter *Argo*

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

When terrorists attacked the World Trade Center on September 11, 2001, New York's Motor Vessel *Sightseer XII* came to the rescue. The tour boat helped ferry thousands of evacuees from lower Manhattan across the Hudson River to New Jersey. Due in part to *Sightseer XII* and the selfless efforts of her captain and crew, the U.S. Coast Guard recognized the vessel's owner, Circle Line Sightseeing Tours, with the 9/11 Medal. However, 9/11 was not the first time this sturdy vessel had rescued those in peril. As the Coast Guard cutter *Argo*, *Sightseer XII* performed a number of heroic rescues during the dark days of World War II.

In 1933, *Argo* (WPC-100) became the first in her class of 165-foot Coast Guard cutters put into service for Prohibition enforcement. During World War II, the service conscripted her and her sisterships to escort commercial vessels along the East Coast. The cutter carried a crew of seventy-five men and provided a solid platform for radar and sonar equipment; an armament of twenty millimeter and three-inch guns; as well as depth charges and anti-submarine weapons. As convoy escorts, *Argo* and her sister-ships served on convoys up and down the Eastern Seaboard, tracking underwater contacts, and attacking anything that resembled the sonar signature of a U-boat.

During the last three years of the war, *Argo's* fate would be closely linked to that of Charles Eliot Winslow, a successful paint salesman in Boston. Winslow held a deep sense of duty and, with war clouds forming on the horizon in 1940, he chose to enlist in the U.S. Navy. In 1941, at the age of thirty-one, Winslow found himself called to active duty with the rate of seaman second-class. In his first assignment, he served out of Boston aboard *USS Puffin* (AMc-29), a fishing

boat converted into a minesweeper. In November 1941, he decided to take a competitive examination for an officer's commission in the Coast Guard Reserve. He passed, and by December he had resigned from the Navy to accept an ensign's commission in the U.S. Coast Guard.

In late 1942, after serving as Executive Officer aboard the weather ship *Menemsha* (AG-39), Winslow received appointment to the anti-submarine warfare school in Miami, Florida. After graduation, the Coast Guard promoted Winslow to Lieutenant Junior Grade and assigned him to the *Argo*. Beginning in February 1943, Winslow served as senior watch officer and navigation officer aboard the cutter, but he rose rapidly through the ship's officer ranks. In April, the Coast Guard promoted him to Executive Officer of *Argo* while he served concurrently as gunnery officer. After only two months as the cutter's executive officer, the Coast Guard promoted



Winslow to Commanding Officer of *Argo*, a position he would hold for the remainder of the war.

On the morning of January 6, 1944, convoy NK-588 steamed south out of New York harbor into the teeth of a gale with nearly forty mile-per-hour winds and wave heights of nearly twenty feet. The convoy consisted of a tanker; the navy patrol gunboat *USS St. Augustine* (PG-54), a converted 300-foot yacht that served as the convoy's escort command vessel; and the Coast Guard sisterships *Argo* and *Thetis* (WPC-115). That night at 10:00pm, the *St. Augustine* encountered a strange vessel sixty miles

southeast of Cape May. Unknown to the warship's crew, the unidentified vessel was the American tanker *Camas Meadows*, steaming unescorted out of Delaware Bay under blackout conditions. The master of the tanker had taken ill to his cabin leaving the third mate to serve as officer of the deck (OOD). The ship had a green crew and no one on the bridge knew how to send or receive blinker signals.

Farther back in the convoy, *Argo* had also made radar contact with the darkened tanker and the cutter's OOD reported the contact to LTJG Winslow in the Captain's cabin. Winslow ordered the contact's position transmitted to the *St. Augustine* by the coded talk-between-ship (TBS) system. The cutter's radioman sent the message and received acknowledgment from the lead escort. Meanwhile, *Argo's* lookouts made visual contact with the ship and noted that the *St. Augustine* had left her convoy station, steamed toward the mystery vessel and challenged the ship by blinker and by flashing running lights. *Argo's* OOD altered course so the cutter would swing wide around the stern of the ship crossing ahead and he presumed that *St. Augustine* had executed a similar course change.

The dark silhouettes of the *St. Augustine* and the tanker appeared to meet miles in the distance; but unknown to *Argo's* bridge watch, the *St. Augustine* had actually altered course in front of the tanker, setting the two vessels on a collision course. Within a few short minutes, *Argo's* OOD observed the bow of the 300-foot *St. Augustine* rise out of the water at an odd angle, fall back into the water, and disappear. Given the state of the stormy seas, he and the others on the bridge thought the escort had ridden up a large wave and dropped back into the accompanying trough. However, the men on *Argo's* bridge had actually witnessed the demise of the patrol gunboat as the tanker rammed into *St. Augustine* amidships, cut deeply into the escort's hull, and pushed the mor-

tally wounded gunboat briefly before separating from her. The *St. Augustine* flooded and slipped below the waves, vanishing in less than five minutes.

Still miles away from the scene of the disaster, *Argo's* OOD asked his radarman if he still had *St. Augustine* on the screen. The radarman indicated that he no longer had a contact for the patrol gunboat. *Thetis* tried to raise the *St. Augustine* by voice radio with no success, so *Argo's* OOD tried to contact the vessel by TBS. The darkened tanker came to a stop and turned on all of her running lights, an act prohibited during wartime in waters known to harbor U-boats. By this time, *Argo's* OOD feared the worst, called LTJG Winslow for assistance and ordered *Argo's* crew to general quarters.

Winslow swung into action as soon as he stepped on the bridge. He ordered a course change straight for the unidentified vessel brightly illuminated in the heavy seas dead ahead. He also ordered the signalman to communicate with the vessel by blinker to find out what had happened. After repeated queries, the tanker blinked back "survivors to the left of you." After several more unanswered signals, the tanker responded that it had rammed the escort and was taking on water.

After pounding through heavy seas for nearly twenty minutes, *Argo* arrived at the scene of the disaster. The cutter's crew began sighting groups of survivors on life rafts and individuals floating in the frigid water waving the red lights attached to their life jackets. Winslow ordered all of *Argo's* searchlights activated and began navigating through the wreckage to collect survivors. Winslow focused initial efforts on saving those in life rafts and grouped them together in the water before the storm could scatter them across the wind-swept seas. Later, *Argo* located individual survivors and, after that, threw lines over bodies to see if they showed signs of life. If the bodies failed to react, *Argo* moved on to search for survivors still riding the heavy seas.

*Argo* rescued twenty-three of *St. Augustine's* survivors, while *Thetis* accounted for another seven. For his role in the *St. Augustine* episode, LTJG

Winslow received a commendation from Navy Secretary James Forrestal for "outstanding service." According to the citation, Winslow maneuvered "his ship through heavy winds and debris-littered seas" with "outstanding tactical skill." Coast Guard Commandant Russell Waesche also commended Winslow, writing, "I am pleased to commend you and the members of your crew for initiative and resourcefulness manifested throughout the task, which was made more hazardous and difficult by strong winter winds and prevailing high seas."

Winslow demonstrated his skill and ship handling ability a second time at the end of the 1944 hurricane season. A powerful storm whirled up from the Equator in October and churned off the Georgia coast by October 19. It caught the Mexican tanker *Juan Casiano* ninety miles due east of Savannah, severing the vessel into two parts and sending them both to the bottom. Only twenty-one of the ship's fifty crewmembers found their way to a battered lifeboat. They did their best to cling to the boat as physical exhaustion and the storm's fury peeled the men away one-by-one.

*Argo* arrived on scene a day after the sinking and, at approximately 8:00pm that evening, the cutter's crew sighted flares illuminating the darkness over the swamped lifeboat. While the cutter was located some distance from the lifeboat, LTJG Winslow skillfully maneuvered the 165-foot cutter through the heavy seas to the lifeboat. *Argo* took on board eleven men suffering from shock and exposure. Winslow commenced a



box search in the heavy seas to check for the missing survivors, but found no more. In the commendation for the *Juan Casiano* rescue, Admiral Waesche

cited Winslow for his "outstanding ability and devotion to duty." Between the *St. Augustine* and *Juan Casiano* rescues, Winslow, his crew, and *Argo* had saved thirty-four desperate mariners and given them a second chance at life.

LTJG Winslow had found within himself a natural, almost instinctive, pre-disposition for command at sea. In June 1944, the senior member of a navy inspection team reported on Winslow's skills: "The [*Argo's*] Commanding Officer is an able and competent officer, forceful, decisive, military in conduct and bearing, maintaining discipline with a firm yet tactful hand, with the result that the vessel under his command is a smart, taut ship. He handles the ship exceptionally well and is in every respect qualified for his command and administrative responsibilities."

Winslow and *Argo* went their separate ways. After the war ended, Winslow was ready to go home. In a letter to his command, he wrote, "If the *Argo* . . . is scheduled to fight the wintry blasts alone all winter, my answer is 'Get me off.' One winter upside down was enough for me. It took me three weeks to regain the full use of my feet!" The Coast Guard mothballed the *Argo* at the Cape May Coast Guard station; however, by 1948, the service had decommissioned the cutter, and she was sold in 1955. By 1959, New York City's Circle Line Sightseeing Tours purchased *Argo* and she began a second fruitful career as *M/V Sightseer XII*.

During wartime, many are called to serve in harm's way. Many of those called to naval duty discover an affinity for the sea that they would never have known if not for the demands of war. Charles Eliot Winslow had just such an experience. Having served the entire war on the high seas, Winslow left Boston for good and moved near the family home in Southport, Maine. There he established a successful tugboat business and summer cruise line in the Boothbay area of Maine. He named his summer tour boat the *Argo*. 

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

# READY... SET... GO!



Team **PATFORSWA** eclipses 24,902 miles and runs completely around the **PLANET!!**

-“The official circumference of the earth” – NASA

Beginning on 01 July, 2009, PATFORSWA began the campaign to run, walk, bike, swim, row or elliptical their way in an attempt to circumnavigate the globe. On May 20, 2010, team PATFORSWA reached the goal of the campaign by completing 25,265 miles surpassing the mark by more than 300 miles!

**Miles collectively we traveled since 01 July 2009:** 25,265.53

**Goal:** 24,902 miles **Final:** 25,265.53 miles (+363.53 miles over the goal)

## Miles Completed by Category:

<b>Bike</b>	<b>Run</b>	<b>Walk</b>	<b>Swim</b>	<b>Elliptical Machine</b>	<b>Rowing</b>
10,682.8	10,861.67	199.24	44.421	2,928.5	548.8 miles

## HIGHLIGHTS:

- **PATFORSWA** collectively completed over 450 individual 3K, 5K, of half marathons and swim races, throughout Iraq, Kuwait and Bahrain.
- Nearly 7 thousand miles were completed by **WPB's** while on patrol in the Arabian Gulf using elliptical machines and stationary bikes (being underway was NOT an excuse for not working out).
- **LT Thomas and BM1 Giles** accumulated miles running the perimeter of the ITAM (Iraqi Training and Advisory Mission) compound in Iraq.
- **LT Bitel** participated in the St Patrick's Day 5K race while on a port call in Kuwait.
- **MK1 Wagner** and the crew from the **Forward Operating Base** in Kuwait amassed over 800 miles!
- **Commodore 'Duke' Walker** completed more than 380 miles just from a local 'spin' class. 🌀



USCGC ADAK  
USCGC BARANOF  
USCGC MONOMOY

USCGC AQUIDNECK  
USCGC MAUI  
USCGC WRANGELL



**FINAL STANDINGS (in miles):**

**CUTTERS**

ADAK 5,523.3  
 MONOMOY 3,057.9  
 WRANGELL 1,345.5  
 AQUIDNECK 1,273.1  
 MAUI 842.66  
 BARANOF 431

**INDIVIDUAL**

LCDR MATADOBRA 1,055.2  
 MCPO YOWELL 919  
 CWO SLAYMAKER 792  
 MK2 GERTSCH (RAID) 648.2  
 HSC EARLE 558  
 LT ROONEY 511  
 BMC KALAMAS 480.7  
 FN AMY ANDERSON 461.8

**DEPARTMENT/UNIT**

PATFORSWA 10,485.3  
 ADAK 5,523.3  
 MONOMOY 3,057.9  
 RAID TEAM 2,294.6  
 WRANGELL 1,345.5  
 AQUIDNECK 1,273.1

*Congratulations to all and thank you for your support!!*





# Leadership Academy Grads

Congratulations to the Following Chief Petty Officer Academy classes: Class 167, 168, 169, and 170

## Air Force Senior Non Commissioned Academy Graduates

GMC John Havill  
SKC Eugene Garza  
MKC Ilvin Soto,  
BMC Kevin Dutrieux  
MSTC Roy La Pointe  
BMC David Dickinson  
FSCS Radford Hoffpauir  
MKC Matthew Kennedy  
HSC Jamie Salomon

## Navy Senior Enlisted Academy Graduates (Newport RI)

YNC James Gustafson

## Air National Guard Non Commissioned Officer Academy (Knoxville, TN)

AET1 Matthew Fortenberry  
BM2 Michael Volz  
ET1 Wade Carlson  
YN1 Kenneth Collins  
IT1 Juan Hernandez

# 2011 CPO Academy Courses

Class Number: **230442**

**172:** 10/02/10-11/03/10

**177:** 04/18/11-05/20/11

**173:** 11/06/10-12/08/10

**178:** 05/23/11-06/24/11

**174:** 01/03/11-02/04/11

**179:** 06/27/11-07/29/11

**175:** 02/07/11-03/11/11

**180:** 08/15/11-09/16/11

**176:** 03/14/11-04/15/11