

E-PME  *Enlisted*
PROFESSIONAL MILITARY EDUCATION

[Influencing Others 4.E.03](#)

Learning Objective(s): **DISCUSS** the ability to influence others to achieve a desired outcome.

Why You Need to Know This

Every Coast Guard mission requires commitment from the team. In order for the Coast Guard to be successful, leaders at every level need to motivate and influence peers, subordinates and even senior members to achieve a common goal. Motivating shipmates is an important aspect of being a successful leader. Motivation can be seen as the force within an individual that accounts for the level, direction, and persistence of effort expended. Understanding the concept of motivation and what drives certain people will expand your abilities as a leader and will increase your ability to influence others and enable you to be a more effective leader in attaining organizational and personal goals. Upon becoming a Petty Officer, you can help others see how their performance, in meeting the needs of the command, can satisfy their own needs.

This lesson provides information you will need to know regarding how to influence others.

Topics Covered

This section will cover the following topics:

- Influencing Others Defined
- Internal vs. External Motivation
- Three Approaches to Influencing Others
- Communication and Influencing Others

At the end of this lesson you will be required to participate in a learning activity. You are encouraged to first review the learning activity and the sign off requirements located in “**You and Your Supervisor**” section of this lesson. Reviewing this information before you begin the lesson will allow you to take proper notes and focus on key learning points.

Influencing Other Defined

Influence is defined as: “The act or power of producing an effect without apparent exertion of force or direct exercise of command.”

In the Coast Guard, influence is a key part of leadership. The Coast Guard defines leadership as: “**You influencing others to achieve a goal.**”

Influencing others is closely related to motivation.

Internal vs. External Motivation

Motivation is defined as: “The amount of energy or effort one is willing to put forth to achieve a goal.”

An individual’s needs are the basis for action; needs motivate individuals. So it can be said that motivation is a total process that is determined by the interaction of human needs, the situation, and a combination of personal and group needs.

These “needs” that motivate us can be divided into two basic types of motivators, “**External**” and “**Internal**”.

External Motivators

Things leaders do to encourage people to accomplish what the organization wants them to do, external motivators, can be positive or negative, and usually have a short-term impact. These motivators do not necessarily promote productivity and actually may reduce the effectiveness of the organization over time.

For example, positive motivators such as rewards and recognition constitute the majority of extrinsic motivators. Recognition, whether formal or informal, official or unofficial, creates a climate where people feel good about themselves and their contribution to their team.

Rewards, such as early liberty are important and helpful in the short term, but do not sustain productivity in the long term unless the complemented by intrinsic motivational factors.

On the other hand, when you attempt to “rule” with fear and punishment, you may frequently motivate people to get the job done, but organizational effectiveness may be greatly reduced due to the debilitating effects of fear, stress, and anxiety over time.

Internal Motivators

Internal or intrinsic motivation is something that is developed within the individual and motivates them to high performance (e.g., pride in workmanship and a sense of achievement). Internal motivation sets up individuals for success.

Internal motivation occurs when you recognize needs, and create or recognize opportunities to satisfy these needs, and actually grow. A member's internal drive created by intrinsic motivators can act as a model for others to emulate.

Internal motivators tend to be long term and provide the highest sense of motivated attitude. So, when you involve your team in decisions, you can instill a sense of ownership, and people will support what they help to create and gain job satisfaction from completing a task or mission.

Three Approaches to Influencing Others

When it comes to influencing people there are three approaches that most leaders commonly follow, they include:

Directing: Often times your supervisor will direct you to complete a task. Sometimes they may be involved in completion of the task, and others they may return upon completion to ensure that the task was completed efficiently and to standard.

Coaching: When coaching, your supervisor will work with you to complete a task or set of tasks. Usually this is when it is a task that is not a responsibility of your pay-grade, for professional development, or in training. Coaching is an important part of developing your subordinates.

Delegating: Delegation is a lot like directing, except when delegating a supervisor gives a subordinate trust and responsibility to complete a task or mission that they have been trained to complete. The supervisor retains overall responsibility in ensuring the task is completed, but many times you will be given responsibility to complete a task or set of tasks that are the responsibility of your supervisor.

Communication and Influencing Others

Your entire Coast Guard career revolves around the relationships you form with your fellow Guardians. Communication between people is critical to building relationships required for effective leadership. Since people and situations are all different, the right communication technique depends on the situation.

**Communication and
Influencing Others
(Continued)**

Building a trusting relationship with others will enhance communication, as well as your ability to influence others.

Leaders set the example, good or bad, with every action taken, and word spoken, on or off duty. Through words and personal example, leaders communicate purpose, direction, and motivation.

As you become Petty Officers, you will be responsible for influencing others by helping to:

- Create and sustain an organizational culture which permits others to provide the quality of service essential to high performance.
- Enable others to acquire the tools and support they need to perform well.
- Show a commitment to military service.
- Influence others toward ownership and teamwork and meaningful contributions to mission accomplishment.

Learning Activity



To successfully complete this requirement you will need to read the case study found on the next page and discuss your answers with your supervisor.

Case Study

Early on, Maria Delgado learned to cook with her mother. In her family, cooking was a way to not only feed your family, but express your love for them. In the family tradition, Maria's mother taught and handed down recipes that had been in the family for generations. Cooking became a passion for Maria and she loved to plan, prepare, and serve meals for her entire extended family.

When she graduated high school at 18, Maria knew she wanted to have a career in food service, but was unsure of which route to take. A good school was out of the question. Maria's parents could not afford to send her there. Maria did not want to go heavily in debt at such a young age with school loans. Maria talked to her high school guidance counselor who recommended one of the military service branches as an alternative. Maria did her research on each of the branches, and then made the decision to join the Coast Guard as a Food Service Specialist (FS) "A" School.

At "A" school, Maria loved learning new dishes and the more formal prepping and cooking techniques required of all FS personnel in the galley. Upon her "A" school graduation, FS3 Delgado received orders to the Coast Guard Cutter DALLAS. FS3 Delgado was thrown into a patrol and all the new requirements of reporting to a Coast Guard cutter. At first, FS3 Delgado was excited to use her new skills, working to establish herself in the galley and with her new shipmates.

After a while, FS3 Delgado began to feel the pressure placed on her as a new FS3 on a cutter; cooking for 200 shipmates, the hectic pace, duty rotation, and PQS qualification. After her first patrol, FS3 Delgado began to doubt herself and her choice to join the Coast Guard. She no longer found cooking enjoyable and was feeling overwhelmed and frustrated. What was worse is that she began to have verbal confrontations with co-workers, show up late to her work shifts, and was overheard grumbling about her duties. Additionally, her supervisor noted that FS3's food quality had become poor and she could often be found in tears if something did not go her way.

Personally, FS3 Delgado could hardly find the energy and motivation to perform her duties any longer. She is unsure what to do about the situation.

Case Study Questions

After you have read the case study on the previous page answer the questions below:

1. Why do you think FS3 Delgado lost her passion for cooking and became frustrated?
 2. What was FS3's motivation to cook for her family?
 3. What can FS3 do about this situation?
 4. What are some visible signs of FS3's decreased motivation?
 5. What can her supervisor do to help?
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For You and Your Supervisor

In order to meet the sign-off requirement for this lesson **YOU** must perform the following:

1. Prior to meeting with your supervisor review the contents of this lesson and organize your thoughts.
2. Present your answers to the case study.

Before signing off on this requirement your **SUPERVISOR** must:

1. Make sure the member understands the topic.
 2. Provide the member with corrective feedback and answer any questions they may have related to this topic.
 3. Sign-off the check-off sheet on the Record of Enlisted Professional Military Education (E-PME) Performance Requirements.
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References

The following references were used in this lesson.

- <http://www.uscg.mil/leadership/resources/competencies.asp>
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