

A GIFT OF LEADERSHIP



CLASS OF 1965

A GIFT OF LEADERSHIP

In 1961, we were sworn in as the Class of 1965, United States Coast Guard Academy. That swearing-in ceremony began a journey and camaraderie that today finds us collaborating to share our experiences as leaders.

This book is dedicated to Captain Les High and his wife Carol for their endless time and tireless efforts in mentoring our class. Since accepting the duties and responsibilities of being the class advisor over fifty years ago, Captain High has led and guided us in the principles of leadership. He has been a true leadership role model throughout.

For his guidance, love and support and for serving as the foundation for the Class of 65 spirit and unity that continues today, the words that follow constitute our individual, personal salute and sincere “Thank You.”

From the Class of 1965

The Class of 1965 has presented this book to each member of the Class of 2015 in conjunction with the “Link-in-the-Chain” Program.

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PROLOGUE

Leadership: some aspects of it are timeless and unchanging. At the core of leadership - forever - are people, situations, causes, purposes or objectives to be served (or opposed), and actions to take (or avoid). Principled thinking, too, one hopes. And always, there is communication. After all, without communication, how would leaders lead and followers follow?

Still other aspects of leadership are more dynamic: influences and nuances of the age, the times - or even of the moment. What, then, compels a group of men like the United States Coast Guard Academy Class of 1965 to write individual essays on the subject for a compendium like this? Why do these men - all in their late 60's - think they have anything of much value to say on the topic to rising leaders - in their late teens and early twenties - in today's fast-changing world?

The roots of this project go back to the summer of 1961 at the United States Coast Guard Academy, and the beginnings of a unique shared experience: that of being cadets - future officers - and classmates for life. Then, just a few years ago, a number of us were contacted by cadets asking, "What does it take to be a good leader?" The ensuing opportunities to reflect and respond struck special chords with several of our number, including one who challenged each and every classmate to participate in the writing of this book.

But the real impetus was the pure gratitude and love felt by each of the authors for an exemplary leader. Les High, Captain, United States Coast Guard (Retired), has through his unselfish dedication over nearly a half century, kept all of the authors of this work, and their spouses, in touch with one another. As "swabs," we chose him for the role, and over the years since we graduated, *Les, with the help of his dear wife Carol, has corresponded at least annually with each one of us.* Every year like clockwork, right around Thanksgiving, each of us gets a three or four page personalized letter from Les, enclosing an updated compilation of addresses for each classmate. In his letters, in ways big and small,

PROLOGUE

Les has mentored each and every one of us, by “walking the talk” of leadership and teamwork for nearly fifty years.

Even beyond that, the intra-class communications behind this compendium have been as engaging as the content of the essays. At first, in the course of our own writing, and later, as we read what classmates had written, it was clear we had the beginnings of something that could go well beyond simply a one-off book. For the authoring participants - a large percentage of the entire class of '65 - the project has already gotten past being merely a collection of monologs. It has become a dialog - no, a multi-log.

Already, several offshoots of the compendium book project have emerged, including a wiki-style version; a webinar; a finder's aid to facilitate access to specific leadership topics, themes and case studies; and a Recommended Reading and Resources List. In addition, many '65-ers experienced for the first time the powers (and pitfalls) of groupware. In short, the project has “gotten legs” in a fashion that suggests it could easily evolve and grow beyond just what our year group might produce on a one-time basis.

So why stop?

Some of us now wonder if the project might incubate into something more sustainable, accessible, and valuable, especially for would-be and/or rising leaders in today's and tomorrow's Coast Guard. With a view toward our 50th reunion and the fast-approaching concluding decades of “giving back” to our alma mater, we'll be exploring ways to engage others in this conversation on leadership.

Please stay tuned.

Meanwhile, we invite you to find, in the pages that follow, some wisdom; the wisdom that works for you - and through you - for those whom you would lead. And, in whatever leadership

situations you may face in and out of the Coast Guard, may you always have at least one mentor of the caliber we do - a leader of character if ever there was one - Les High, Captain, United States Coast Guard (Retired), United States Coast Guard Academy Class of 1947.

For the United States Coast Guard Academy Class of 1965,

Douglas Hunter Teeson

August 2010

ESSAYS

Introduction

The three sections of essays have been arranged in chronological order as submitted and completed. The Pre-Academy section contains those essays specifically intended for young men and women in their pre-teens through high school. The second section for Academy Cadets contains essays addressed specifically to one or more of the four cadet classes. The third addresses other less specific age groups and audiences.

Jeff High, son of Captain Les and Carol High, wrote the opening essay of the eighty-five in this book. Currently an executive at Northrop Grumman, Jeff recalls a leadership scenario immediately following the 9/11/01 terrorist attacks while a senior executive at Coast Guard Headquarters. His essay sets the stage for all who made the time to contribute their military and civilian leadership thoughts and experiences.

High, Jeffrey Paul, Honorary Member Class of 1965

My favorite course on leadership was entitled "*The Science of Leadership and the Art of Gaining Followers*," taught at the Federal Executive Institute.

The course had two main themes. FIRST - Any person can learn how to be a leader. SECOND - You are, by definition, not a leader unless others follow you.

The second theme was addressed by demonstrating leadership in action using class exercises and video clips from various movies. One of the video clips was from the original version of the "Poseidon Adventure."

The ship had just turned upside down and the captain and several trapped passengers were standing in the inverted ball room trying to decide which way to go to get out. The captain immediately took charge and began to escort the passengers, including the hero, Gene Hackman, to the exits.

At that point a small child tugged on Hackman's trouser leg and said "Won't that take us down into the water?" Immediately, Hackman understood the problem and suggested an alternate route to climb up into the normal down staircase.

After watching the video, we were asked who the leader was. Most recognized it was not the captain, several thought it was Gene Hackman and others guessed it was, initially, the child - the person with the superior idea and the ability to get others to follow.

The child had convinced Gene Hackman who then helped articulate the point and get the others to follow. The message in this lesson has stuck with me since I first saw it, and I have shared it widely since then. In its most simple form, to be a leader, it does not necessarily matter where you stand in the organization. You can and should be the leader when you have the best idea and can articulate it clearly. In other words, anyone can be the leader.

A second message is you can learn from anyone, even a child; so it is best to pay attention.

After this course, I had the unique opportunity of experiencing these two themes in my work life. I'll explain.

For two years I taught "Strategic Leadership and Decision Making" at the Industrial College of the Armed Forces, a Department of Defense Senior Service School.

My students were mid and senior grade officers and civilians from the Department of Defense, the State Department and other agencies who were selected specifically because they were top performers in their organizations. They were some of the best tactical and operational leaders around.

My job was to introduce these super performers to the concept of strategic leadership; i.e., leadership at the national and international level where all the players in any event are probably peers (e.g., several heads of state). We taught about self understanding, knowing your personal strengths and weaknesses, creative and critical thinking, communications, negotiations, and other closely related topics.

Our message was clear. At the strategic level there never is an assigned leader; a real leader must emerge in order to solve any problem or to be able to make any progress. For this to happen,

the players at that strategic level need to *know when to lead, when to follow, and when to get out of the way.*

I frequently used the example of the child from the Poseidon Adventure to make this point to my class. The bottom line of the course was you need to know your strengths, respect and listen to everyone (your superiors, peers and subordinates), and only then make informed decisions.

With that backdrop, let me share a personal experience to underscore the lesson on "the art of gaining followers."

The setting for this experience was less than two hours after the September 11th, 2001, attack on the World Trade Center in New York. I had been called to a hastily organized meeting with some of the finest leaders in the Coast Guard:

Admiral Loy, Commandant; later to become Deputy Secretary of Homeland Security

Vice Admiral Collins, Vice Commandant; future Commandant

Vice Admiral Josiah, future Chief of Staff

Rear Admiral Cross, Assistant Commandant for Operations and future Vice Commandant

Vice Admiral Allen, Commander, Atlantic Area, (on the phone) and future Commandant of Hurricane Katrina, and Deep Horizon Gulf oil spill fame.

Vice Admiral Riutta, Commander, Pacific Area.

Captain Papp, Director of Congressional Affairs and current Commandant

We had real leaders in the room.

I brought my deputy, Captain Tony Regalbuto, along with me and had him sit near me and the Commandant. Captain Regalbuto had recently reported to my staff in headquarters as both my deputy and the leader of our port security efforts. Although junior to all the other principals in the room, he was well respected for his extensive field experience as a Captain of the Port at three different commands.

At that first meeting, which later turned into two meetings per day (at 0600 and 1800), we established an Incident Management Team. Rear Admiral Cross and I were designated as the senior officials; Captain Regalbuto and another captain from operations were set as the Directors of the Incident Management Team.

The first order of business was an extensive discussion about the situation on the ground in New York, where the port was closed and the Coast Guard was working with the local pilots and ferry boat operators to evacuate thousands of people from Manhattan. Vice Admiral Allen was clearly in control of that operation.

The Commandant observed that the Secretary of Transportation, Norman Mineta, had grounded all of the commercial aircraft and closed the airports, and he had asked what we should do about the seaports.

The initial instinct was to close the seaports because, at the time, we still didn't know if there would be additional attacks. Captain Regalbuto and I explained that closing the ports would have a devastating impact on the U.S. economy. Admiral Loy understood that point but insisted we could not compromise on security. He had already spoken with the Chief of Naval Operations and gotten a commitment to send naval vessels to the major ports (which the area commanders were matching with their available assets).

Everyone agreed on that, but Captain Regalbuto and I pushed back that we had a Captain of the Port (COTP) in every major port whose job was to determine if there was any security risk and to make a local decision to close the waterway if necessary. Captain Regalbuto was especially effective and credible in arguing the merits of letting the COTP's do their jobs. Vice Admiral Riutta on the west coast concurred, especially since we would have the support of Navy and Coast Guard command and control assets at the entrance of each port.

After a little more debate the Commandant decided, and all agreed, that we should let the COTPs decide locally if they should close their ports. The district and area commanders would monitor those decisions.

As time went by, we found that several ports used different approaches such as one-way traffic, one vessel transit at a time, vessel escorts, armed ship riders to guard wheelhouses, etc., but no port other than New York City actually closed. Commerce continued to flow.

I attribute this common sense approach to the wisdom of Captain Regalbuto and his ability to clearly articulate his point of view. I submit that on this issue, on that significant day in our nation's history, he was our leader.

It certainly helped that he was advising a room full of open minded and extremely talented leaders in their own right, from Admiral Loy on down. They demonstrated their own leadership in their willingness to listen first and then decide.

The bottom line is that leadership comes in many forms. Every experience can be an opportunity in leadership and you can learn from anyone.

That's what makes this book so valuable.

If you treat every essay in the following pages as the small child in the Poseidon Adventure, and read each carefully, you will learn a lot about leadership.

Whether it is a story about polar bears, a can of peaches, or a reminder note taped to the back of your name plate, these essays are "real gems," - as my dad would say.

Please read on and enjoy!

Pre-Academy

Horsey, Andrew Thomas

Musings of Leadership

Anna is our first grandchild, is a high school sophomore, and is interested in applying for an appointment to the Coast Guard Academy. She hasn't asked the "What does it take to be a good leader?" question yet, but I will tell her in advance. She will listen because she is a good kid and I am her pop-pop.

So, Anna, you want to be a leader - a good one. It's not easy, maybe easier for some. For those to whom it does come easier, one might consider it a gift or that it comes naturally. Some even opine that a leader is born, not made. I don't subscribe to that. It takes hard work, prayer and some good fortune.

The process begins early, before you are even aware of what a leader is, or even whether you will or want to become one. It may begin as early as elementary school or earlier for the "natural." You run out for recess, but you are far from the fastest and it makes you try harder. You study hard, do your homework and are near the top in your class, but you want to be at the top so you study harder.

Playing sports begins in someone's backyard. You love it, but you're not very big, that is, you are not very tall, but you keep on plugging. You yearn to get better and maybe that is the secret. It's the yearning that is the beginning. I can tell you have that yearning, Anna. That's a sound beginning.

Defining leadership is not easy. Recognizing one of the basic tenets is:

A good leader must set the example.

If you think about others observing you, you soon realize you are always “on” as soon as you assume your first leadership role. That could be as early as grade school when you are chosen captain of a pickup game of football. People are looking at you for, yes, leadership. They don’t call it that then. They don’t even know the word that well. So how do you go about leading this team?

Even at that age you know the whole team wants to be involved. All want to contribute to the end goal of winning, so you take turns on who goes out for the pass and who has to stay and block. You applaud the good plays, overlook some bad ones, stay upbeat and work hard (hustle) the entire game. They see that, they want to do that. You are leading - and leading well.

Before you know it, you find yourself presiding as a judge at a court martial, then as a judicial officer in a civilian court. You know all eyes are on you as soon as you enter the courtroom. The bailiff says “all rise,” and all address you as “your honor.” You are respectful, courteous, and decisive and listen intently as the case proceeds. That’s what they expect and that’s what you give them. You are leading by example.

Be honest.

Accept that you will make mistakes and admit to them. There will be times when you won’t want to. Leading is hard. Being honest isn’t, if you never waver. Leaders lacking integrity won’t be leaders very long. Those being led won’t stand for it. They will, as a minimum, just drift away.

Resist outside bad influence. Do the right thing.

You will be tested, and more than once, by others seeking to influence you. Not all influence is bad, but you will know when it is. Resist.

There are many cases in a family court that are tough. One type involves a family member abusing (for instance, hitting) another family member. Some, unfortunately, involve family members of the judiciary. I had such a case. It involved the son of a very senior judicial officer. I was approached by an “influential official” who, in a roundabout way, suggested that I go easy on the son. Those are not easy situations. You may start to think your career will be affected. Don’t go down that road. I didn’t. I resisted. I did the right thing.

Know and care for the people you lead. Believe in them and they will believe in you.

I was fortunate enough to be assigned as the legal officer of the Fifth Coast Guard District in Portsmouth, Virginia. There was a young attorney there who I was told was, shall we say, less than a brilliant attorney. I even heard he was sort of the clown of the office. I soon came to believe that was an unfair description of this attorney. I treated him with respect, gave him increasingly responsible work, and before I knew it, he was responding brilliantly. He wasn’t brilliant, but he worked harder and harder and his work product reflected that hard work. He is now a captain in the Coast Guard Reserve and president of his own communications company.

There is no better example of leading by example and caring for “his people” than our own class advisor, Les High. He mentored early as we were cadets, and he mentored later as we were “progressing.” He continues to this day as he sends Christmas cards to all in the class with personal notes, always positive, always caring, and always looking for ways to enhance our lives.

Don't take yourself too seriously, and develop your sense of humor.

There I was in Viet Nam as commanding officer of a Coast Guard 82 foot patrol boat and we commanding officers had a few hours to spare. I turned to one of my commanding officer buddies and asked if he wanted to play some checkers. He said "sure." Since I had been checker champ as a boy I thought I'd better warn him. He listened and then proceeded to beat me in every game.

Many years before that, I was home on leave after a very trying "swab" year where you learn a lot about yourself and are filled with pride for having made it through the year. Of course they instill that in you by constantly telling you that you are the cream of the crop. I believed it, so there I was riding with some of my high school classmates when we were pulled over by the police. I got out of the car, waltzed up to the officer and proclaimed "I'm Andy Horsey and I go to the Coast Guard Academy." I guess I thought that would fix everything for my driver classmate. Fortunately for me, the officer just ignored me.

Encourage, don't berate. Let your subordinates fail and let them off the hook when they do.

There was a meeting of the judicial officers of the court and someone suggested to the leader it would have been better if the ones having to use a procedure (us) had been able to have input in the procedure's design. Well that suggestion hit a nerve and the "leader" proceeded to go on and on about the process used in developing the procedure, which was the leader's process, instead of merely acknowledging perhaps there had been an oversight. There's a right way and a wrong way to go about things. Choose the right way. And yes, I was the one making the suggestion.

My four-year old son learned to climb fences. He must have liked it because he did it to get to a playmate's yard even after he was told to stop. His mother discovered it, told me, and I confronted him that night before supper. I asked him about his day and at some point he admitted he had once again climbed the fence. His little face became ashen when he knew I knew, but I merely said not to do it again and let him down easily. His face brightened and said "Daddy, can I get you a beer?" Let them off the hook. The rewards will surprise you.

When you fall, and you will, get back up.

It was my first big test as gunnery officer of a 327 foot Coast Guard cutter. We had drilled and drilled and now it was time to perform. My crew was ready; I was ready - I thought. The firing round began and we were right on top of that target so I instructed to "fire at will". That meant we were on target and could lock in for the remaining shots. Unfortunately, although it looked like we were all over the target, we had not bracketed it. Thus the highest score we could get was D. I learned not to be so quick on the draw.

You play hard and find yourself named captain of a college team and they look to you to lead the team to all wins - like last year. You try and try, but you don't. In fact, your team only wins three of eight. You don't like football for a while. You feel that failure. But you learn from it. You go on to play another game, another day.

When it is time to leave the job, do so graciously.

Everyone has trying experiences at work. I was no exception. But when it is time to go, it is best to leave the "trying" part behind. So as I was about to depart the job, my last job, I wrote to the governor of our state, in part:

“It has been an honor and a privilege to serve you, three chief judges and the people of this state and others for these past two decades. While the work of all courts is important, no other court touches the core of our society - the family - as our court, Family Court does. Shouldering that responsibility can be terrifying, humbling, exasperating, gratifying, frustrating, endearing, and saddening. I've felt all of those along the way and then some. And yet, I can think of no more satisfying way to have spent my last years in the work force.”

And when it is time to stop writing, do so. Thank you, Anna, for listening.

Teeson, Douglas Hunter

Crossing Montana

An imagined conversation in 2019 with a would-be leader - my grandson.

It was just like I remembered it from fifty-four years before. Rockies, peaking mirage-like above the horizon ahead. Highway, unrolling dead-west across the range country. And the little crosses. Always clustered just outside those ninety-degree curves where the road first slams you around the corner of someone's ranch or township or county, and then throws you back onto its hypnotic, mountain-ward track.

The sky too, of course. Hunter was already cued to it, I knew. How could he not be - the license plates, the menus at the cowboy-themed breakfast diner, the billboards. The state's nickname couldn't be missed - or ignored. By now he was experiencing that Big Sky directly, I was pretty sure.

So there we were, the sixteen-year old and his grand-dad, on a road that got you thinking about eternity if it didn't actually put you there, under a sky big enough to make you feel infinitely - infinitesimal. And so now I think back on it, I shouldn't have been as surprised as I was by his question, when it came at me. But I was. At age seventy-five, it wasn't just my reflexes behind the wheel that weren't as quick anymore, I guess.

“Grandpa, what are leaders made of?”

No kidding, it actually took me a beat or two to realize he didn't mean the monofilament we'd be using to flip dry flies to those fabled trout up ahead. Way up ahead.

“Well, eyes and ears,” I replied, bidding for a little time to come up with something better. This could be, after all, one of those moments a grandparent lives for; I didn’t want to blow it.

“Riiight - ” his tone at once mocking and questioning. He’d been hearing that old family saw since he was five or six - the bit about how the good Lord gives you two eyes and two ears but only one mouth, so you can look and listen twice as much as you talk. Clearly he wasn’t going to settle for that, but at least I still had his attention.

Now, the honest secret to a well-tendered trout offering is to let the line straighten on the back cast. That way the rod tip can take over at just the right moment and translate what your eye sees and your mind intends and your arm-wrist-hand directs - and your fly floats down just in front of where you yourself would be waiting below, if you were a prize trout. When it all goes right, there’s a special beauty to it, a hopeful integrity of the sort that goes much better with big open skies than tricky highways.

He was looking over at me, and I was ready now. So I began my Northwind story for him again, the one from the summer of ’67, when his dad had been born back in Seattle while I was in the icebreaker a couple thousand miles north and came within one night of not seeing him until he was a year old. How the ship that August had gotten farther north into the Arctic’s blue, steel-hard ice than any had before. How a green hand at the conn had broken the cardinal rule and backed down in the ice to a point where a blade broke off the starboard propeller, leaving us stuck way up there. How, a whole month later, three other icebreakers finally got within forty-five miles of us.

“This is that polar bear story, right?” the boy said. I knew he’d remember hearing it before, because as a little kid he’d loved nature stories, and polar bears on thinning ice were beginning to get lots of press in those days. But he’d now turned off his i-gizmo, which meant I was still in the game.

“Right,” I said. “The other ships called us on the radio that evening and said, ‘If things don’t change overnight, we’re all out of here tomorrow or we’ll be spending the winter up here with you.’ So then the executive officer broke out the wintering-over bill from the ship’s safe. It was dated 1947, twenty years old, and yet none of us had ever heard of it before.”

“That’s when you found out you’d be the one in charge, right?” he said. Right on cue, I thought.

“Yup. I said, ‘The crew shall be evacuated via ski-equipped aircraft as soon as practicable, and the following seventeen men shall remain on board as the wintering-over party, under the leadership of the damage control officer.’ That was me. ”

So he heard once again how I’d spent a mostly sleepless night, thinking about things like how to keep polar bears from coming on board after our garbage, or what to do if the Russians tried to take over the ship, or how cooling water could be rigged to the ship’s generators from the wing tanks in case ice blocked the sea suction. He’d heard it before - even seen the home movies - but in earlier tellings it had always been mainly about the adventure and the polar bears.

And so he already knew the next morning we’d looked out at the first lead in the ice we’d seen for weeks, put our helicopters up to scout it, and discovered the lead went all the way down to the other three ships. Two or three days later we were back off Point Barrow and in two more weeks we’d made it back to Seattle, where my young wife - his grandmother - waited on the pier with our two-month old first son - his dad - in her arms. Hunter had already heard all this, but I told him again anyway because the story was heading to a different place this time.

I could sense he was beginning to think maybe my age was really catching up to me, but I figured my back cast was good and straight so I went with it.

“But you didn’t end up in charge, so I don’t get it,” he said.

I was right about the back cast.

“No, but I lucked out anyway,” I said, “In more ways than one.” “First off,” I went on, “That night I felt for really the first time I was being given a lot of responsibility. I’d have the whole ship, for the whole winter, and in those days we didn’t have satellite communications; and there was still a lot of serious ice in the Arctic. I got up the next morning feeling different somehow. And, as luck would have it, a few months later they made me the engineer officer for the next trip. That was the first of many good breaks in my career, and I was more ready for it because that night was a wake-up call.” I paused for a moment.

“And it took me a long time afterwards to realize it, but I would have gone about it all wrong if I had been left in charge of that wintering-over party.”

The rod tip snaps forward, and the line shoots the fly straight and true to where you know the trout is waiting.

“What do you mean,” the boy demanded.

“Well, for openers, I was busy worrying about polar bears and Russians as if I was the only one who could do anything about them. Instead, I should have been doing more about the men and the situations we’d be in.” I said.

“But you did figure out how to keep the lights on and the ship warm for them.”

The moment the strike comes is the one you’ve put all your focus on so far. But it’s the moments after the strike that you want to last forever. You and the trout are in a dialog that you’ll both be the wiser for, and you know you’ll both be back for more.

“Yeah, but they would have figured that out pretty quick, too. Might’ve even come up with better ways than mine. Probably to this day every one of those seventeen guys has his own version of that same story - a sleepless night, thinking about home, about how he’d go about his job - and probably wondering some about Teeson - the kid they’d put in charge. See, as soon as the executive officer was finished reading the wintering-over bill to the ship’s company, I missed a big opportunity.”

“What was that?”

“Eyes and ears. I should’ve called the seventeen together and started building a team right then and there. If I’d had the good sense to set it up so they could get their thoughts on the table right up front, and we could all get a read on each other, we all might have slept better.”

“But if you didn’t tell them what to do right off the bat, wouldn’t they think you were a wuss?” The kid was good.

“The good ones wouldn’t have, but some of the others might. And they most likely wouldn’t come right out and say so either. That’s where the eyes come in - you have to be able to read all the signals. But you’ve got a good point - a leader isn’t leading if no-one is following. You’ve got to be in close enough touch to know who you can count on and who you can’t. Once the rest of the crew was flown off there would have been no substitutions.”

He was quiet for a long while. Then, just when I figured he was about to hit the i-switch, he said, “So what else would you have done differently, Grandpa?”

I knew the fishing up ahead would be our best yet.

Wetzel, Ronald James

Leadership Thoughts

Someday soon, you, my wonderful grandchildren, Charlie and Kathryn, will need to know something about leadership. You may not ask me for guidance, but in the spirit of true leadership, I will give it to you anyhow! (Because I love you and know you will benefit from my experience.)

Sooner than you think you will be asking yourself, “What do I want to do with my life?” You may have already heard the time worn advice, “**Follow your passion!**” I must tell you, don’t take that advice lightly. If you don’t live life to its fullest, starting at a very early age, you may never really know what your passion is. You must experiment! Try new things and enthusiastically participate in life’s opportunities in every way, every day.

So, what does following your passion have to do with leadership? Everything! I learned later in life that to be an effective leader you must have a passion for a goal.

Some people are blessed with natural leadership skills; many of us aren’t. Life will present you with many obligations and opportunities to lead others. To survive in this world, we all must find the means to lead ourselves, our family, our friends, our business associates -- and sometimes even our adversaries.

How will you begin? You already know the most important ingredient for a leader -- a passion for a goal. I promise you, the rest will come more easily, step by step.

As Oliver Wendell Holmes, Supreme Court Justice 1902-1932, said, "I find the great thing in this world is not where you stand, but rather in the direction in which you are headed. To reach a

port you must sail, sometimes with the wind, sometimes against the wind ... but you must sail and not drift, nor lie at anchor.”

Passion, patience, persistence and hard work are the vital ingredients of the recipe to make a good leader. There are volumes written about leadership and there is much more to learn, but let me close with this valuable lesson about someone who was determined to follow his passion:

At the age of seven, a young boy and his family were forced out of their home. The boy had to work to support his family. At the age of nine, his mother passed away. When he grew up, the young man was keen to go to law school, but had no education.

At 22, he lost his job as a store clerk. At 23, he ran for state legislature and lost. The same year, he went into business. It failed, leaving him with a debt that took him 17 years to repay. At 27, he had a nervous breakdown.

Two years later, he tried for the post of speaker in his state legislature. He lost. At 31, he was defeated in his attempt to become an elector. By 35, he had been defeated twice while running for Congress. Finally, he did manage to secure a brief term in Congress, but at 39 he lost his re-election bid.

At 41, his four-year-old son died. At 42, he was rejected as a prospective land officer. At 45, he ran for the Senate and lost. Two years later, he lost the vice presidential nomination. At 49, he ran for Senate and lost again.

At 51, he was elected the President of the United States of America.

The man in question: Abraham Lincoln.

— *Author Unknown*

Johnson, Neil Burton

Leadership

This is written as a discussion during a long drive with my granddaughter who is about to enter high school.

Perhaps the best way to express what I have learned about good leadership is to discuss an area of personal shortcomings. I am not being negative, but am using these examples as good learning points for someone your age who is interested in developing good leadership skills. The area that I would like to talk about is communication. Basically, communication is our method of persuading an audience to adopt our point of view. I believe you can understand why this would be so important to a leader.

You are an avid reader and I believe that will serve you well in your pursuit of leadership skills. I encourage you to read about leadership, to find ideas, and learn to discuss those ideas with others. I have come to realize there is a world of ideas in print on any subject you might conceive. The internet puts all of this at your finger tips along with some tools for selectivity. To reduce what you read to something personally meaningful requires a lot of personal filtering and an ease of discussion. The filtering helps select ideas compatible with the principles by which you choose to live and finds opportunities that might excite you. The ideas and opportunities you find will help you to improve.

I had loving parents, but I was raised in a household where there was little encouragement for reading and no discussions that included children as participants. Discussing and defending your point of view is essential for developing your communication skills. Discussion helps crystallize your principles and allows you

to see the opportunities that you can passionately embrace. I believe a good leader is equally comfortable discussing ideas with coworkers, mentors, subordinates, superiors, or anyone else. You may translate that to classmates, teachers and parents. Learning to openly discuss ideas leads easily to mastering my next suggestion.

Speak publicly at any opportunity. I have always been very reluctant to do this because I do not trust my mind to express my thoughts clearly. If I had practiced public speaking more and learned to discuss things more freely, I might have been able to overcome this problem. On those rare occasions that I felt successful at speaking, I knew my subject thoroughly and knew what my audience needed to receive, understand, and act on my message without confusion. Verbal communication skills are paramount for a good leader. Practice, practice and more practice is, I think, the path to developing that skill. Effective speaking does not need to be polished political oratory or precise academic articulation. What you need to do is to clearly and concisely convey your ideas and vision to others and convince them to adopt your point of view.

While effective speaking can clearly express enthusiasm and passion for a goal, it is only a part of the communication skills required of a good leader. Written communication must take those well organized thoughts and enthusiasm and present them in a clear, concise written format with good grammar and spelling. Most often what you write of your ideas is all that your superiors and subordinates see. Your goal, your passion, your level of enthusiasm must be expressed in a formal way. Just as public speaking takes practice, effective writing takes a lot of discipline and practice.

You are a good reader and writer, and I know that you like to talk about ideas. Your interest in leadership seems like a very natural progression. I encourage you to hone your communication skills by taking advantage of all the opportunities you can handle at school, at home and in your extracurricular activities.

In pursuit of your goals, be confident and gracious toward others. Good leadership always involves how you present yourself as well as what you might say or write.

Duffy, David Kenneth

Leadership

This is written as a future discussion with my young grandson.

“Now just where is that cow?” four year old Aidan pondered out loud as he looked up at the moon. His parents had just read him the nursery rhyme starting with the words “Hey diddle diddle, the cat and the fiddle, the cow jumped over the moon.” Yep, that’s Aidan, the oldest of my five grandsons. Aidan, which means “little fire,” is just that, full of curiosity and questions. Four years later everything in life is still a question for him. His parents and grandparents need to be prepared with answers. I hope he never changes because it’s the most refreshing thing to hear young people asking about life and ultimately the deeper things of life. One day I hope he will ask me about life. What have you learned Grandpa? What has made a difference to you in life? Then I can tell him stories - stories about great victories and stories about less noble defeats. Yes, even some stories about leadership. I’ve thought about those a lot. Leadership has been a part of my life and those around me for 66 years. Some of my earliest memories are when I saw my own father take leadership roles. He was such a great example to me. He was a man of humble means and humble strength. I never heard him raise his voice or tear another person down, yet he found himself in many leadership roles. Maybe that’s where it all started.

These skills start with watching those closest to us and for most folks that’s right in the home. It’s all about character and skills learned from early on. Words like humility, integrity, diligence, perseverance, love, and compassion never go out of style and they fit in any leadership role. I guess most people, including myself, don’t really understand those words until we’ve driven down life’s highway a few miles. Life is a journey for sure and a

journey where we can always stand to learn something new. I get that feeling every time I'm driving down the highway with Aidan in the car. His eyes darting here and there; I know the next question is forming in his mind and it's likely going to be a corker. I hope it's an easy one like, "Grandpa, what did you like to do when you were a kid?"

Well Aidan, I remember growing up on cowboy movies. My dad would give me 25 cents and off I'd go with one or two of my best buddies. The movie theater was just a couple of blocks away and there was sure to be some good western showing. They were all the same you know. In the end the good guys won and the bad guys lost. One scene for sure was the Indian attack on the wagon train. The first thing the wagon boss would do is circle the wagons so all his guns were pointed outwards. Anyone outside the circle was a dead Indian. The problem I learned about later in life was that maybe the Indians had some legitimate gripes and the wagon boss maybe should have talked instead of circling the wagons and shooting first. In the next scene the boss may find out he needed those Indians he just shot because they were the only ones that knew where the next water hole was.

Aidan, that thought has come back to challenge me many times in life. Sometimes the Indians have concerns, criticisms, and complaints that need to be heard. The trap that some leaders of wagon trains fall into is circling the wagons and shooting first. When you are placed in some leadership position where you don't have all the facts, never forget that. The Indians may have some very valid concerns. You are never better than the people you are leading and in fact, the opposite is usually true. Those we are leading have skills we lack and we need them. We may need those skills more than they need our leadership.

Grandson, I've seen this failure to listen trip up more leaders than I care to think about. The first thing that happens is a little bit of pride creeps in and the leader begins to desire the limelight or becomes reluctant to receive criticism, constructive or otherwise.

Great leaders should always be ready to receive constructive criticism. It takes humility and that's not always easy to come by; but it's sure a great quality for a leader. If you are in a leadership role and you find yourself circling the wagons, think about it. You might just want to talk a little bit more before you start shooting.

Hey, Aidan, maybe we can watch some of those old cowboy movies together? I've got some other good stuff I recorded too. Did I ever tell you about this little TV series I saw last spring called "Undercover Boss"? It really had some awesome lessons about leadership. Your Grandma and I loved it even though we sappy old folks needed a handkerchief or two when things got a little emotional. "Really, what happened Grandpa?" Well the plot was the same each time. The "big chief" of the company would put on the working clothes of the "Indians" in the company and unknown to them would work alongside them for a week or so. The most amazing things would happen.

Two things stick out in my mind. First the "big chief" would find out what he was planning back in the camp didn't always work in the prairie where the Indians were tending to business. Sometimes the Indians didn't even get the message about what they were supposed to be doing that day. I've always wondered about those movies when the Indians used smoke signals to communicate to somebody over the next hill. It just didn't look like a whole lot could be said. What about rainy or windy days? What kind of message gets out? Aidan, believe it or not, even with all the electronic forms of communication we have today there's still a lot of smoke out there. What I mean is, things just don't get communicated like you think or in ways that people understand.

I've been there myself. I remember times I would think and plan about a particular subject so long that it would be second nature to me. Somehow my thinking would get so twisted I believed everyone else was thinking the same way I was and knew what

was needed. The reality was I hadn't communicated a particular plan or goal adequately or perhaps I had said it in confusing ways. Try this little game with your cousins sometime. We'll all get in a circle and I'll whisper a sentence in your ear and you whisper in the next person's ear and so forth. We'll see what the message is by the time it comes full circle. I guarantee a few laughs. Laughs are OK if we are playing a game. It's not so much fun when people's jobs and lives are at stake. I've seen this go so wrong. Lack of communication leads to lack of confidence that leads to leadership failure. It's hard to be a leader when you look behind and discover no one is following because they didn't know where you were going.

Aidan, did I ever tell you about the big chief that I worked for one time? He kept his tent door closed and locked all the time. At first it seemed strange, but pretty soon you just got used to it. Knocking on the chief's door always felt a little intimidating; sort of like you were invading his territory. Later, I moved to another tribe and found the chief kept his door wide open all the time. Then every so often the chief would show up at my tent door just to talk and see how things were going. At first it was a little frightening, but soon seeing that door open felt like nothing but fresh air. You know that the undercover chief found some of the Indians had pretty good ideas themselves. In fact sometimes their ideas made better sense than what came down from the tribal chiefs. Communication needs to be clear and it needs to be a two way project.

Aidan, you know the second thing about "Undercover Boss" that really made Grandma and me break out the Kleenex was when the big chief would rub shoulders with some of the Indians and find out what was going on in their lives. A conversation would start here or there and soon the chief's eyes were opened to joys and heartaches you can't imagine when just looking at bottom line reports or when producing great vision statements. Now don't get me wrong. There's no way the chief could solve all those problems, but his perspective sure changed. Sometimes he

could help directly and sometimes it was just a change in his attitude about his Indians. Sometimes the chief would find an Indian that wasn't very happy on the job or even was a discredit to the tribe. You know what challenged me? In every case the chief's first thought was how to help that Indian be a better member of the tribe. Not only to be more productive, but to overcome some of the frustrations of life and the job.

Every once in a while the chief would get such a shot of encouragement that he wanted to work harder to make his entire tribe (company) better. I guess two things come to me out of those types of scenes. One would be that any organization has as its bottom - line the people who work there. Helping people succeed is the right way to make the organization succeed. Also, to help people succeed, two of the ingredients you need are compassion and taking the time to find out what their lives are like. Aidan, I often joke about it but one thing I did was to always keep a box of Kleenex on the front corner of my desk for anyone that wanted to come in and just talk about some of the problems of life - job included. Unfortunately, the world has a lot of things that are broken and there are a lot of lives that are broken. Any good leader has to deal with brokenness in people and the organization. Having compassion for people and maybe allowing them the opportunity for a good cry is a place to start.

“Grandpa, so you're saying that humility, good listening and communication skills, and compassion are important for leaders?” Yep that's right. “OK Grandpa, but you know I'm just a kid and I don't understand all that. Is there anything I should read before I get started down the road?” Well Aidan, I've read a lot of books on leadership and organizations. Most of them were good and really challenged me. One or two stick in my mind, but I have one in particular that you need to start with and that's the Bible. “Really Grandpa, I thought that was a book just about religious stuff?” Oh no Aidan, you see the Bible is about people, all kinds of people and how and where they found wisdom for life. The Bible usually doesn't tell stories about the ordinary

Indians. It tells stories about the chiefs like kings, governors, judges and generals. It's about leaders, some of whom succeeded and some of whom failed. It tells stories about what made these leaders great or not so great and why they were hated or loved. Its real life stories about real people and their lives are usually the best textbooks from which to learn. Yep Aidan, before you read any of those other books about leadership read this one.

Aidan, I hope you are going to be one of those leaders that is successful and loved.

Peterman, William Ward

“Grandpa, what did you do in your life that makes a good leader?”

Good question and a good leader is always asking questions and striving to learn more.

So, ask a lot of questions and try to discern what is good for you and where you need to learn and improve. You must find that burning passion of your goals in life and your principles that you will live by to achieve those goals. “What?” you say, “that's very complicated.” Yes it is, and many a person has to try many different vocations and education paths before they go down the right path to their dream.

I have been in several different careers and businesses and really learned a lot and found a lot of joy in each one:

- Coast Guard officer, military-four years.
- Sales and executive management in the computer industry-private industry corporate world-12 years.
- Partner in financial securities firm of Bear Sterns-partner, private industry-eight years.
- General partner in Tax Advantage Investments-partner, private industry-six years.
- Mergers & acquisitions-sole proprietor, private industry-14 years.

The fast track to success is to:

- Work for the mission of your entity, not your paycheck.
- Communicate in writing up and down the ladder.
- Show up on time and leave when the job is accomplished.
- Sober and clean is a must.

- Buy and wear the best clothes you can afford. Dress up, never down.
- Know your prospects and customers and what they really want and need.
- Always be listening to motivation tapes, taking training and reading state of the art information.
- Be positive, smile a lot, always have good, clean, current jokes and be someone people like to be around.
- Hang around the winners and ride to the top.
- Say what you are going to do, do it, and then tell everyone that you did it.
- Always make your entity and people and boss look good.
- Set goals in business, personal, health, finance and spiritual and then take action everyday to accomplish these goals. Inch by inch and everything is a cinch.
- Reward yourself. I always took at least 6 weeks off per year. Usually after a big deal.
- Remember, God first, family second, next health, then whatever your next goal is.

That part of it is easy and fun and very financially rewarding, mainly because most people can't stick to a commitment and can't establish what principles they will live by.

The real problems that you will face are other people and character defects. Let's take people:

I am very task oriented and assertive. So, in business I have to be very versatile in order to deal with people that are analytical (task oriented but non assertive-like professors, scientists, etc. I call them analysis paralysis). Being versatile is vital because I would have to slow down with this type of person and show them the details and help them to analyze their decisions.

I would always love to be around non assertive and people oriented persons. These persons were totally opposite to me but

opposites attract and complement each other. Your Grandma was of this character, and I loved her spontaneity and she loved my organization. I had to be very versatile and be flexible on schedules, rules and relationships or I would have been at war all of the time. Logic does not always work with these people types. Usually relating to how this will make us feel worked in business and in love and friendship.

I tried to be hooked with people with the same principles as me. You will do best if you are honest and faithful and do your best to accomplish the mission. If you enter into business with a liar or a crook, you will regret it immensely and find it very difficult to get out. The same goes with marriage or friendship.

Listen more than you talk. Ask open ended questions: “what, where, when, why, and how.” Then, close your mouth and listen. Most people relationships go astray when the wrong word is spoken that creates doubt, misunderstandings, or an appearance of arrogance. So, be quiet and listen.

What people say may not be what they are thinking. You must be skillful in probing and asking for commitments. Always try to document time and action with their commitments. You'll get a 50% better result, but keep track because you'll never even come close to the 75% achievement result level.

Don't let people get you down. Usually they mean well when they say they will do something, but people get sidetracked, misled and have memory problems. Give them a second chance and see if they can get on your top-ten list. If they are family, work with them; if not, you decide how much you wish to tolerate this abuse.

Select who you want to be in business with and confront those who you must be around if something is very irritating to you. Keeping it inside is not healthy. Pick your battles and use good timing.

There are probably many more, but let's move ahead.

CHARACTER DEFECTS

As you move through life, you will find that you, yes you, have character defects that must be addressed as you strive for perfection. By the way, you never get there but each step of the ladder helps you generate an attitude of success and a desire to accomplish more. This is good, but keep your balance and enjoy the journey. Enjoy the present, for that is your gift today. Dwelling on the past and worrying about the future can rob you of your beautiful gift, the present.

What's a character defect? Well, I have lots of them and have been ironing them out as I go through life. Remember, it's a work in progress and so don't get frustrated; enjoy the progress, be it little or large. A character defect is a behavior, idiosyncrasy or principle that is causing you problems in life. Examples would be lying, being egotistical, withdrawing, abusing alcohol or drugs, being materialistic, worrying, overeating, gambling, being self consumed, etc. The list is very long and you may be fully aware of your defects or you may be in denial and say, I'm OK or everyone else does it.

One of the best methods of uncovering areas that need work is to have time of reflection on your day, each day (I find early morning to be the best for me). How did I treat others yesterday? Was I that good person that did what I set out to do, and did I use Godly principles in all of my affairs?

At this point you will need to take steps that guide you towards being all you can be. Here are some of the steps:

- Identify the character defect and admit that you need help to correct it.
- Ask God and good friends to help you correct it.

- Make an action list in writing with times and dates that would correct this defect.
- Share your action steps with an accountability partner that will encourage you, and give you tough love when necessary.

The bigger the problem, the more accountability you will need. I have been in AA for over 25 years and a horrible character defect has led me to a wonderful group of people that will help me at anytime and allows me to help others and pass it on. Not only am I clean and sober but I meet with these friends two times per week and share and listen to life's problems and their solutions. This has been a beautiful accomplishment and a wonderful part of my life.

Well, that's all for now. Enjoy the journey. Each hurdle you jump over will give you more strength for the next challenge. You can do it, one day at a time.

George, Lloyd Frank

Lloyd's Top Ten (Derived from a Hypothetical Conversation Between Grandson Chris and Grandfather Lloyd George)

“Grandpa, what makes a good leader?”

Gee, Chris, that's a great question. Many books have been written about that question offering insights, answers and examples of excellent leaders. I don't think there's a single answer to your question. In fact, I don't think a person becomes a good leader simply by reading and studying all that's ever been written on the subject, although such studying certainly can help.

You see, leadership is a trait or characteristic of a person. It can be studied, but to be effective in practice it must be learned over time, a long time, even a lifetime. The longer the learning time is, the more effective the leader.

“Grandpa, is that always true? Does time really make a good leader?”

Boy! You're full of good questions. I suppose even time might not help a person become a good leader if he or she isn't interested in learning or committed to becoming an effective leader.

Good leadership is an art. A book that I was given a long time ago as I was preparing to graduate from college calls leadership the art of accomplishing an organization's mission through people. It's the sum total of personal qualities of intellect, of human understanding and of moral character that enable a person to inspire and to manage a group of people successfully. Effective leadership is based on personal example, good management practices and moral responsibility. Would you like to discuss these?

“Sure. I know about the personal example thing, but what college was that?”

That was the Coast Guard Academy.

“Oh, like the shirt you got me with a boat, airplane and helicopter on it?”

Well, sort of. Those are some of the tools the Coast Guard uses, and in fact, I bought it for you at the Academy store, so I guess that would be a “yes.”

“What do you know about personal example Grandpa? Does personal example mean you should not expect anyone to do anything that you would not do yourself?”

That’s right Chris, but I would go a step beyond that. You see, the critical point is that the people you lead believe you would in fact do it yourself. It’s not enough for you to know it. They must know it too.

“But how would they know it, Grandpa?”

There are lots of ways they could know it. Would it be OK if I just ramble on and you take stock of the number of ways we discuss?

“OK.”

Good. Let’s talk first about good management practices necessary to be in place for leadership to be effective. Do you have an idea what I mean by that?

“No, not really; I know what management is, but I don’t know how to tell if it’s good or not, or what management ‘practices’ means.”

Well, let’s take the easier concept first. Management “practices” refers to the procedures and techniques used by an organization in the management process. The question is what is the “management process”? You said you know what management is. What do you think it is, Chris?

“I don’t know about the ‘process’ part of it, but I think it’s when you make sure the people and tools are organized to get the job done.”

Not bad, Chris. Not bad at all. Let’s extend that a little. Would you agree that before you and others working with you are to get a job done they must first know what the job is and why it needs to be done?

“Well, sure.”

Well, that may sound like a “no brainer,” but it’s critical. Many teams go about their jobs without all members knowing what the mission is or, what the end result needs to be and why it is important. That’s why it’s critical to first “plan” the job. That means defining precisely what needs to be accomplished and when it needs to be accomplished. In addition, other issues need to be addressed including how much it might cost, how the cost would be funded (that is, who will pay, and how it will be paid for), what contingencies exist if the team encounters unanticipated obstacles and so forth. Today we say “plan with the end in mind.”

“You mean, like a play gone bad.”

Exactly - just like a play gone bad. But if the play doesn’t work and your team understands its mission, because it has spent the required time and effort to plan, then they’ll have some clue of how to make the next play work. That’s why it’s critical to envision in advance what the end result should look like.

“Well that just sounds normal. Where does leadership come into play?”

Anyone can be a leader in a given situation, but there usually are individuals who are designated to play leadership roles. The members of the team, if leadership is effective, would support the designated leader so the next play works, and the next play and the next.

“So, is that all there is to management? Planning?”

No, that’s not all. There is also organizing. Each team member must know his job. That takes not only planning, but also organizing to make sure all required talents and tools have been provided for and are ready, at the right place and at the right time. That’s true on the field, in the factory or in an office.

“That seems obvious.”

Well, it might seem obvious, Chris, but you’d be amazed at how organizations develop over time and individuals lose sight of what their jobs are. Sometimes, they may not have known in the first place.

“Why wouldn’t their managers tell them, if they don’t know?”

That’s another good question. There could be many reasons. The manager may not know or they may not be able to communicate the job roles clearly. Even if they are able to do that, the organization’s needs are likely to change over time and yet the roles of individuals may not change quickly enough to maintain a balance between the plan and the organization. Effective leadership anticipates and delivers this communication clearly, on time and in a way that inspires the organization to deliver the right results.

“How does a manager or leader make sure the organizing step actually works?”

Now, that’s where “control” comes in. We’ve talked about the planning and organizing functions of management. The third critical function is control, ensuring that the plan, which was organized to achieve its objectives, is in fact happening as envisioned.

“But you said that things can change.”

They not only can change, they do change. You can count on it. The control function is critical. In fact, it needs its own planning and organizing to be effective. As the needs change, the plan must change. The measures by which the organization will know

if it's on course or not must change, budgets may need to change and people may need to change. Ultimately, the most effective leader will be able to anticipate such change and inspire his organization to prepare for it in advance.

"This really sounds really hard."

Effective leadership often is difficult. But if the mission is worthwhile, in the end it is worth the effort to go through the difficulty along the way.

"Did you learn that at the Academy?"

I'm not sure if I learned it there or before I got there, but that's where I first realized it specifically. An upper-classman told us our first summer, "Nothing worthwhile ever comes easily."

"That sounds cool. What else did he say?"

I'm embarrassed to say I don't really remember, but I do remember that. I've learned a lot from other people also. Usually, one thing stands out from everything else that was said, and that's how I've learned from others.

Anyway, where were we? You wanted to know about good management practices. I've told you about the management process, involving the planning, organizing and controlling functions. How are we doing?

"Good, Grandpa. I think this is good. So that's two down, personal example and good management practices. Is there anything else?"

A leader must demonstrate moral responsibility. It's important for a leader to be directed by a sense of what's right and be firmly locked into it. People see it. People see the character in others, especially in their leaders. They also see the lack of it. For example, saying one thing and doing another. It's possible for someone in a leadership position to present themselves as doing "what's right" and not really following through.

“What’s a good example?”

You’ve heard me speak about our class advisor?

“What’s a class advisor?”

Gee, I never thought of that. Well, each Academy class has an advisor. Actually, we selected him on our own and he accepted. Anyway, he’s been helping us with our development, training, work, families and just about everything in our lives since the beginning.

“The beginning of what?”

The beginning of our lives together as our Academy class. Your mom knows all about it.

“So what’s that got to do with moral responsibility?”

It’s got everything to do with it. He’s a walking, talking example of moral responsibility. He knows what he believes, and he lives it in his service life, his work life and his personal life. And as far as any of us can see, he’s never wavered from doing what he believes is right and helping us to think the same way, not for ourselves alone, but for all those around us. It’s a classic leadership trait, and you’d do well to follow it too.

Chris, do you know who you are?

“Of course I do. What kind of a question is that?”

A good question. See I have some good questions too. No, I mean do you really know who you are? Remember Mufasa?

“Do you mean in the ‘Lion King?’”

Right. After he died, his spirit spoke to Simba. What did he say?

“Remember who you are.”

Right. What did he mean by that?

“I’m not sure. I guess he meant for Simba to remember where he came from and what his destiny was.”

Very good. In our case, it’s more than that. It means remember where you came from, and more importantly, where you’re headed. More than that, it means how you plan to get there and lead yourself along the way.

“You mean like a management process for yourself.”

Exactly, a management process for you. Our class advisor taught us to focus on our priorities to help us do that - God, our families, our country and the Coast Guard, in that order and to be loyally committed to each focus. I can’t overemphasize the importance of knowing, not only who you are, but how you’re committed to managing yourself through life. And you’ve got to be honest with yourself, as someone once told me, “brutally honest.” When you look in the mirror, know who it is that’s looking back, because that’s what other people will see - people whom you must lead or be led by.

“That seems like a lot to think about.”

It is, but it becomes easier to gain perspective on it if you can think bigger than yourself.

“What does that mean?”

Get outside yourself; see the world around you; get in your virtual “helicopter.” Hover over all the areas you can envision that might be affected by decisions you make or that others on your team might make.

“Easier said than done.”

In the beginning, yes, but after a while, if you’ve got the knack for it, you’ll find it gets easier to do. This is an example of learning leadership over time, the more you practice, if you’re committed to it, the more effective you’ll become. This also will help you see interdependencies of the areas under your chopper and help you focus on those where you need to have an impact for others to be ready to take advantage of those impacts.

So, how many do we have now, Chris?

“I’m counting six, personal example, good management practices, moral responsibility, knowing who you are, thinking bigger than yourself, and seeing interdependencies.”

Good job! You surprise me by how closely you’re keeping track.

“Well, I want to learn, Grandpa.”

That’s number seven.

“What’s number seven?”

Learning.

“Learning?”

Yes, learning, but not only by yourself but as an organization - as a team. One thing we learned at the Academy and in the Coast Guard often overlooked in civilian life is the value of learning together as a team. We practiced, practiced, practiced and then practiced some more. That’s how we became effective as a team and that’s how we learned how to lead. You see, if the team learns together well, it learns to lead itself as well as leading others.

“But we do that now on our baseball team.”

I know. That’s what I’m talking about. You do it in athletics and in your orchestra, but you’d be surprised at how novel an idea it is to many other non-athletic, non-performing, non-military organizations.

“So, is there a number eight?”

If there is, I would say it’s to engage and stay engaged. Your team will read your actions and how much a part of their efforts you are. You’ve got to “show up”; you’ve got to be there for yourself, your team and your team’s mission. And as you achieve milestones, you still have to show up. It’s like making a first down and returning to the huddle to call the next play.

“But how does this contribute to being a good leader?”

It’s demonstrating by your behavior that you’re in it for the long haul, until all is accomplished. It’s like saying by your actions, “Believe it guys, because I believe it, and I’m doing it with you.” I remember being timid once when learning how to attach a lifeboat to the mechanism that would hoist us back up to the ship’s deck from the ocean below.

“That sounds simple. Why is that such a big deal?”

It may sound simple, but when the boat is moving up and down with some energy, putting your hands or fingers in the wrong place at the wrong time could put you in the hospital, if you know what I mean. Being engaged and staying engaged as a leader puts you in the position of having to spot a timid teammate and get him involved.

“Did you learn that at the Academy too?”

As a matter of fact, I did. I distinctly remember a classmate who yelled from the ship’s main deck above me, “Lloyd, get involved; grab the block!”

Here’s a number nine for you: “Act now, act visibly.”

“But, Grandpa isn’t that what we’ve been talking about?”

We’ve been talking about a lot of things that support this “act now” philosophy, but we haven’t nailed it. I’m talking here about timeliness and visibility. It’s like swinging early or late versus connecting on the sweet spot of the bat against the right pitch. By the way, visibility is important, because that’s how your teammates will see your engagement and how they will learn also. You see we learn from one another, regardless of who is leading officially.

“Grandpa, that’s nine. Can you round it off and call it ‘Grandpa’s top ten?’”

Sure. Set a standard of excellence. How does that sound?

“It sounds good, but it sounds like what we should do anyway. Why is it necessary for good leadership?”

It’s really simple. The best leaders know they are only one milestone in the life of the organization. They must raise the bar they’ve inherited, and their successors must do the same.

So there you have it - ten. Let’s stop for lunch, OK?

Allison, Cecil Warren

**The Servant Leader
(For a High School Student)**

“What have you learned that makes a good leader, Granddad?”

That’s a good question. I know you’ve expressed an interest in the Coast Guard Academy. I imagine you have to wonder sometimes about being a leader when you see some of the people presented to us as leaders in the corporate world, in politics, in religion, in sports, in movies and on TV, and even in families. I wonder if the leaders of tomorrow - your generation – have a chance of finding a good role model for leadership.

This is a good time to ask yourself the question, “Why do I want to be a leader?” Is it to be “in charge,” the one who can, with the punch of the send button, close an entire business and put hundreds of people out of work? Is it to have those who work for you drop everything to respond to your every need? Or, is it to serve – to serve your country, to serve the organization, to serve the people you lead? There are many different types of “leaders” with different motives for serving in a position of leadership. I think that’s what this discussion is all about.

One of the first questions is “What is leadership?” One definition I read is, “creating a way for people to contribute to making something extraordinary happen.” I think a second part of leadership is to prepare the future leaders of the organization and society. I think the people part of the equation is just as important as the end result. Leadership is not confined to the extraordinary, however. Sometimes it’s harder to be an effective leader when one is involved in the mundane. In the operational Coast Guard, the mundane covers probably 50% of regular routine. The extraordinary covers maybe 10% of one’s

operational time. The remaining 40% involves activities that may excite but do not overly stress the individual's or the unit's psyche.

Leadership has to start with a firm foundation based on ethics, morality and legality. Legality is relatively easy to define – is it against the law? The Uniform Code of Military Justice governs personal conduct in the Coast Guard. However, Coast Guard personnel are also governed by the civil laws where they live. Federal and state laws and regulations prescribe most of the Coast Guard's professional responsibilities.

Ethics and morality are more complex. They both refer to the issue of right or wrong and standards of behavior. There are societal and professional delineations of ethical and moral behavior. These provide common denominators for individuals in interpersonal and organizational interactions. An example of an ethical framework is the Coast Guard's statement of Core Values - Honor, Respect, and Devotion to Duty. However, individuals bring with them their own ethical and moral codes. These individual perceptions of ethical and moral behavior may be more or less stringent than organizational unifying statements. A good leader will set the tone for legal, ethical and moral behavior both by stressing the unifying framework (i.e., core values) and by modeling that behavior as the minimum expected from the organization and all who work within it. That's leadership by example.

The most important thing I learned about being a good leader is that leadership is a shared experience. One of the concepts of my, and your, faith is that "whoever would be great ... must be your servant." There is an old expression, "Loyalty up, loyalty down." Leadership, though, is more than just loyalty. We are called to serve our subordinates as well as our superiors, putting our own interests subordinate to both those constituents. That seems counterintuitive in a hierarchal organization such as the military. However, so much of what we do in the modern

military environment relies on true teamwork. We have to break down barriers that hinder effective teamwork.

How can we serve those who work for or with us? Each of us comes into a situation with tools and capabilities as well as personal baggage. That baggage may be personal prejudices, events in our background, failures in education, family situations, financial pressures or any number of other items. A maxim from years ago was, "Know your job and know your people." People are a big part of the leader's job. The task is to mold the people into a team to fulfill the team's responsibilities. The goal – help each member succeed within the framework of team success. The leader needs to understand the hopes, fears, aspirations, talents and the baggage of each person in the team. In this way, the leader can help each member contribute to the fullest and achieve success.

Knowing your people - your teammates - requires time and effort. It requires recognizing and setting aside some of your own baggage, and in some cases, getting outside your comfort zone. It means asking good questions, listening and responding - showing a genuine interest. It means remembering - not just asking for show. It means observing interactions and forming impressions, then checking those impressions with someone else in a leadership role within the team. Another one of the maxims has been, "Ask the chief." Within your team there may be a formal leader, the chief, and an informal leader - someone other members instinctively look to for confirmation or support. Both types of leaders may, or may not, be willing and able to confirm your observations and impressions.

"Ask the chief" has sometimes been construed to mean, "Don't worry about the enlisted guys. Let the chief do it." Your subordinate leaders will also come with their own strengths, limitations and baggage. With all the other responsibilities the leader has, it's often too easy to hand off all the people issues of the team to the chief. Unfortunately, the leader loses the

opportunity to serve his greatest asset, the people on the team, when this occurs.

Helping your people succeed requires you to do something with the knowledge you gain. You may have young men and women encountering financial difficulties. What resources exist to help with budget development? Another person wants to pursue a certain skill – what steps need to be taken? There is a valid family emergency – are there resources the family can tap into to help address the situation? You won't necessarily have those answers, but you'll have access to others who can point you in the right direction.

Leadership frequently must come to grips with the issue of dealing with individual situations within a framework of consistency. Are standards of performance different for different segments of the organization? Are more senior personnel held to a lesser standard of performance than the junior members? How does the leader deal with the more senior member who isn't carrying his or her weight, particularly in the face of politically sensitive or politically correct issues?

Helping your people succeed within the team also means giving them the opportunity to be part of the solution. Sometimes the initial response may be, "We've always done it this way." However, your teammates may have experienced a different way that was safer or more efficient, or they may know new technology that makes the old way obsolete. The challenge for the leader is to understand the bigger picture, understand and communicate how the smaller team fits into the overall operation, foster innovation and help the team succeed in planning and executing their part of the plan.

You are going to experience a number of leaders and leadership experiences over the next couple of years as you complete your high school career. You're active in two sports, a music program and a couple of academic clubs. You'll see team coaches, team

captains, class advisors and officers, and activity advisors and officers. This will give you many opportunities to observe a number of leadership styles. As you observe, watch for the things I mentioned. You will see real world leaders in a variety of situations. Look at the situations they face and analyze their leadership styles. As you read, particularly history but also some historical fiction - look for characters in leadership roles. Analyze situations, the quandaries the leaders face and how the characters interact with their leaders and their subordinates.

Some people will covet leadership positions, others will seek leadership opportunities and still others will have leadership responsibilities thrust upon them. The Coast Guard will provide you opportunities to serve with some of the best men and women you could ever hope to know. Lead and serve them well.

Kruszewski, Stanley

A Call from the Future

A most unusual call on September 23, 2009

This morning I received a most unusual call, a call that will challenge your imagination and credulity, as it did mine. I promise, however, I am still in possession of my faculties and my response to this mystical invitation is well grounded in years of experience with and observation of the successes and failures of several mature, bright and responsible leaders as well as my personal experience.

The subject of the call was reasonable but the source defies our limits of communication.

I was asked to comment on leadership qualities a young person may wish to emulate or develop. This person was interested in attending the U.S. Coast Guard Academy and was curious in the context of a possible Coast Guard career.

The strange part about the call was that it was from the great, great, great grandchild of a classmate, the year was 2060, and the student was in the process of applying for admission to the class of 2065!

I pondered the inquiry for a while, first assuring myself there were no outrageous fees or surcharges for telepathic calls in my Verizon contract.

I disclosed that I had not made a career of the Coast Guard but that *the most basic qualities of leadership are a constant*. Nonetheless, I recommended the student contact someone who had made a career of the service as it is always *wise to listen to experts on matters*

outside our expertise but base your decision on your own accumulation of knowledge; that is, take responsibility.

We then discussed how I could best answer the question with constructive specifics and decided we'd approach this from the perspective of my own experience and an inventory of the qualities of "leaders" whom I had known and then seek to put it in the contemporary relevance of the student.

A biological primer on leadership development:

When I look back at my formal training and the experiences that led to my job and leadership skills, I can best compare it to the biological development of an embryo - ontogeny recapitulates phylogeny. Before it becomes a live birth an embryo goes through each stage of human evolution and development. So it is with a leader. Is a leader born or made? Both.

All cadets go through a comparable evolutionary training they may never directly use as officers - standing lookout watch and tending machinery for example. Training of bankers, managers and other professionals often includes introductions to various jobs to broaden an understanding of an organization's operations. More importantly, it teaches what some people must do every day in support of the leader. In this way knowledge is gained and a quality called empathy can be developed. *Empathy is essential to accomplishing things through people and that is what a leader does.*

Related to this is a warning from St. Vincent de Paul to his students, "You will devote your lives to the poor. You will sacrifice everything for them, and they will hate you for the very bread you give them, unless you give it with love."

Qualities of successful leaders I have known:

To inventory the qualities of "leaders" I listed over 25 men and women whom I had observed in different leadership roles from

the various perspectives of employee, employer, partner and colleague. To make that list meaningful and worthy of emulation, I focused on the “successful” leaders and defined success as follows - 1) impressive achievements of mission or purpose, 2) ability to leverage their personal effort by inspiring others, and 3) ability to leverage everyone’s effort through teamwork.

All successful leaders had two characteristics in common. They were *all positive thinkers, confident in their purpose and certain their group could achieve their mission and goals*. They were also *respected for their competence* though that alone did not assure success as we will later see. Genuine positive thinking is a function of our personality but this, to some extent, can be learned through an experiential process. Technical competence is the product of education, training and a lifelong commitment to learning. You CAN teach an old dog new tricks!

A quality almost universally shared by this collection of successful leaders was the *ability to communicate, to connect with others and to teach others*. It was usually found simultaneously with a good sense of humor. It is achieved through conscientious effort and an understanding of how to reach the audience and what is important to convey. Remember that bit about empathy? It is important in making the connection I describe here.

Hardworking is a quality quite common among the successful leaders.

A sense of fairness and high purposed idealism was common in some of the leaders. It helped offset lack of some other leadership qualities in one instance. It reinforced the connection made with good and sincere communication in all instances.

Boldness, courage and initiative are of utmost importance but they require a certain culture and mentality in the team to be carried out effectively. Recognize that bold leadership in some contexts can create insecurity and a resistance to change. Draw upon that

reserve of empathy and the communications skills to devise a way to overcome this when it is encountered.

A leader's *style should complement the qualities* to reinforce them. However, the style should also be appropriate to the culture and dynamics of the group. Learn early on what is most effective with a group but don't fake a style that belies your own character and personality for it will soon be obvious and counterproductive. When the gap between style and compatibility with the group is too wide, modify the group, or as we will later see, enlist its leader.

At this point I felt it was important to point out two more things to this student.

First, *not all leaders are best suited for all circumstances* and success in one situation does not guarantee success in another situation. Neither does failure obviate success another time. On the contrary, many accomplished people in business and science credit failure for providing them with both the background and resolve to succeed.

Second, no one is asking our student to take command tomorrow. That is what training is for. That is what experience is for. *Leadership is preparation in pursuit of opportunity* and it is my contention that the summation of a multitude of effective leaders moving many small opportunities is more important to humanity than one leader moving one big opportunity.

One went wrong, one went right:

The student reminded me I had promised a couple of examples and noted each assertion deserves a supporting anecdote. "Bright person," I thought with a smile as I imagined the sea stories my classmates could tell with this invitation!

The first one has a tragedy to it. The leader was bright, educated, idealistic, competent and enterprising among other laudable traits. This person also operated with a hint of Machiavellian principle, preferred micromanaging over teaching and was all too eager to claim credit and pass blame. The inability to inspire trust and loyalty eventually overwhelmed the respect for his knowledge and foreshortened what should have been a far more glorious career.

The other has a certain irony to it. I was part of a volunteer board selection committee responsible for choosing an executive director for a small, but dynamic, human services non-profit. The organization was staffed by dedicated professionals working at the low end of an appropriate pay scale. We hired a promising individual who demonstrated all the skills we were seeking and was initially impressive. Unfortunately, the leadership style became overbearing, no consensus was ever developed on operational issues and soon a “revolution” was underway with virtually all the managers and many key staff signing a petition to the board threatening to quit unless changes were made.

Many on the board reacted in defense of our selected leader and wished to work on the minutiae of process. I suggested, “Bring us their leader!” insisting that anyone who can lead so many people to put their jobs on the line must be heard. To resolve this crisis we conducted an extensive self analysis of the organization, formalized a visionary strategic plan and hired the revolutionary to take over ... resulting in the most fiscally sound, reputable and competent entity of its type by all pertinent measurements.

Tell me about the future.

I, too, had questions for our student from the future.

We’ve had two centenarians in the family and are in awe of the changes they witnessed. Both women were raised with horse and carriage as the primary means of transportation and lived to

marvel at men walking on the moon. Their primary means of communication was the letter with days to deliver to one person. Today our words and images can be delivered to the whole world in a fraction of a second. One described her grandfather telling about boys going off to the Civil War expecting to resolve the matter and coming back by the end of summer. The other told of her parents being sent to work camps, never for her to see again.

They wondered at conflicting cultural changes; on one hand a more civil, collegial and supportive society, on the other hand a more violent, self indulgent and decadent society. I wonder, too, at technological and cultural changes. Will nanotechnology and other scientific developments succeed in solving problems or will they become more tools of exploitation? Is Orwell's 1984 literary entertainment or prescience?

If you want to know the future, look to the past:

My student from the future did not answer these questions, asking instead, "How is leadership affected by change and how does leadership effect change?"

A simple answer is that good leadership is a constant, and is incomplete. *At the level of principles, values and purpose, good leadership indeed maintains direction if not a precise course. At a tactical or operating level, however, leadership is subject to technological and cultural change and must adapt it and shape it or be shaped by it.*

Let's take computer modeling for example. Increasingly fast computer operation and sophistication enables management tools that less than a generation ago were unheard of. They make the availability of information valuable to a leader's decision making more current and complete than ever before. There is a danger in this. The models and equations used to generate information inevitably contain assumptions, premises or even a structure that is then taken for granted. Thus, the thought that goes into the

relationship between inputs might be accepted without question. A leader assures that the models and equations reflect the real world, a changing world, not just the designer's view of it and certainly not someone's prejudicial view of the desired outcome. The successful *leader uses the tools but is not used by the tools*.

The search for truth is a constant and the leader is endlessly in pursuit of it with respect to those assumptions, premises and structures. The leader must also furnish the human understanding and empathy that an electromagnetic device does not possess.

One thing of which I am certain about the future, however, is that it is very promising as long as there are those who recognize *our highest calling in life is to love and serve one another*, and if I continue to understand its missions, the Coast Guard presents great opportunity to fulfill that.

With this we concluded our conversation. "Let me know how it goes," I asked.

Storch, Robert Louis

Leadership - Don't Underestimate Caring

“Grandpa, what did you learn in your life that makes a good leader?”

Well, Spencer, most people I consider to be good leaders share certain common traits. Some of the more important include - a strong value system, confidence, commitment, and caring. Throughout my lifetime I have seen many examples that prove you don't have to be in charge to be a leader. I also believe you need to start developing these traits at an early age. That's one of the reasons I think what I do as a teacher is so important. It gives me an opportunity to help mold our future leaders.

I began my second career, teaching high school chemistry, thinking teaching the subject matter was the most important thing. I soon realized there was something much more important. Every year at “Back to School Night,” I tell my students' parents my job is to help their sons and daughters develop into mature, responsible young adults; along the way I will help them learn some chemistry. Helping to develop their leadership skills is part of that process.

Sometimes I share motivational stories that have a moral with my students. One of my favorites is titled “Never Underestimate the Power of Your Actions.” It is the story of a simple act of kindness that literally saved a life. The moral of the story is that even the seemingly insignificant things you do can have a major impact on those around you – something every leader should understand.

Let me tell you a real life story about how what might seem to some an insignificant act of caring and commitment has influenced the lives of a whole college class.

In 1961, Lieutenant Commander Les High accepted an invitation, from my Coast Guard Academy Class of 1965, to be our class advisor. Many people who accept such an invitation consider it to be a four year commitment that ends at graduation. However, Lieutenant Commander High committed himself to our class in a way none of us expected. Throughout our time together at the Academy, he demonstrated his commitment to us and his concern for us in the way he treated us, individually and as a group. However, he also held us accountable to live up to the potential he knew was within each of us. The real story begins after graduation. During the first four years, while the entire class was on active duty, then Captain High followed each of our careers and shared with pride our challenges and achievements through an annual Christmas letter he sent to each of us. Since we were all moving around quite a bit, he included a list with all our current addresses so we could keep in touch. After our service commitments were up, classmates began to leave the service and pursue other career fields and it became more difficult to keep track of us. However, the Christmas letters didn't stop and each one included a handwritten, personal note. Over the ensuing years, it was also not uncommon to get a congratulatory phone call from Les expressing his pride on our promotions and other significant achievements or his concern and compassion when we faced challenges and tragedy. Next fall my class will have its forty-fifth year reunion and come Thanksgiving time we'll all be waiting for our letter from Les. Now that's commitment.

Taking inspiration from Les, for the past fifteen years, I have sent personal Christmas letters to each of my 100+ students sharing positive traits that their classmates see in them, hoping this will help them recognize their talents and potential. In the cosmic scheme of things this may seem insignificant but then again; I

believe you should “Never Underestimate the Power of Your Actions.”

Never Underestimate the Power of Your Actions

One day, when I was a freshman in high school, I saw a kid from my class walking home from school. His name was Kyle. It looked like he was carrying all his books. I thought to myself, “Why would anyone bring home all his books on Friday? He must be a nerd.” I had quite a weekend planned with parties and a football game with my friend the next afternoon, so I shrugged my shoulders and went on.

As I was walking, I saw a bunch of kids running toward him. They ran at him knocking all his books out of his arms and tripping him so he landed in the dirt. His glasses went flying and I saw them land on the grass about ten feet from him. He looked up and I saw this terrible sadness in his eyes. My heart went out to him. So I jogged over to him and as he crawled around looking for his glasses I saw a tear in his eye. As I handed him his glasses, I said, “Those guys are jerks. They really should get a life.” He looked at me and said, “Hey thanks!” There was a big smile on his face. It was one of those smiles that show real gratitude.

I helped him pick up his books and asked him where he lived. As it turned out, he lived near me, so I asked why I had never seen him before. He said he had gone to a private school before now. I would have never hung out with a private school kid before. We talked all the way home and I carried his books. He turned out to be a pretty cool kid. I asked him if he wanted to play football on Saturday with me and my friends. He said yes. We hung out all weekend and the more I got to know Kyle, the more I liked him. And my friends thought the same of him. Monday morning came and there was Kyle with the huge stack of books again. I stopped him and said - “Damn boy, you are really going

to build some serious muscles with this pile of books everyday!” He just laughed and handed me half the books.

Over the next four years, Kyle and I became best friends. When we were seniors, we began to think about college. Kyle decided on Georgetown, and I was going to Duke. I knew we could always be friends, that the miles would never be a problem. He was going to be a doctor and I was going for business on a football scholarship. Kyle was valedictorian of our class. I teased him all the time about being a nerd. He had to prepare a speech for graduation. I was glad it wasn't me having to get up there and speak.

Graduation day I saw Kyle. He looked great. He was one of those guys who really found himself during high school. He filled out and actually looked good in glasses. He had more dates than me and all the girls loved him! Boy, sometimes I was jealous. Today was one of those days. I could see he was nervous about his speech. So, I smacked him on the back and said, “Hey big guy, you'll be great!” He looked at me with one of those looks (the really grateful one) and smiled. “Thanks,” he said.

As he started his speech he cleared his throat and began. “Graduation is a time to thank those who helped you make it through those tough years - your parents; your teachers; your siblings; maybe a coach - but mostly your friends. I am here to tell all of you that being a friend to someone is the best gift you can give them. I am going to tell you a story.”

I just looked at my friend in disbelief as he told the story of the first day we met. He had planned to kill himself over the weekend. He talked of how he had cleaned out his locker so his mom wouldn't have to do it later and was carrying the stuff home. He looked hard at me and gave me a little smile. “Thankfully, I was saved. My friend saved me from doing the unspeakable.”

I heard the gasp go through the crowd as this handsome, popular boy told us all about his weakest moment. I saw his mom and dad looking at me and smiling the same grateful smile. Not until that moment did I realize its depth.

Never underestimate the power of your actions. With one small gesture you can change a person's life, for better or for worse. God puts us all in each other's lives to impact one another in some way.

Look for God in others.

Academy Cadet

Carr, William Charles

Several years ago I received an inquiry from a third-class cadet asking my thoughts on what it takes to be a good leader.

Here is what I wrote.

Dear Cadet Third-Class:

Many things can be said about what it takes to be a good leader.

But let me share something I learned long after my Academy years that would have made a big difference to me as a cadet and young officer – something that has helped me immeasurably since first introduced to the concept some twenty-five years ago.

It had to do with getting a better handle on what authority and delegation were all about.

Simply stated, a leader must have an authority to lead so people will follow – willingly or otherwise.

But how does one acquire such authority? Can authority be delegated only from on high or can a person be “granted authority” by the very people who would gain in their lives by following? Can a person develop their own “authority to lead”?

This can be confusing for military personnel because of the very well-defined hierarchy of authority – starting with swab on up through admiral. The military approach, which has worked for eons, is to help us learn to lead by learning first to follow – to first learn to follow orders and follow them well.

However, there is much more to authority than title or rank. In fact, there are seven sources of authority.

POSITION AUTHORITIES (granted by others)

Organizational Authority of Title and Rank – At the Academy, cadets live and breathe within a hierarchical, top-down organization. Their first taste of leadership responsibility begins as third-class cadets, but is honed as they become second-class and assume the responsibility for “indoctrination” of the new swab class. New cadets experience the rewards, punishments and sanctions that come with this position authority of leadership that can be brought to bear on those who do or do not adequately follow.

Right of Unique Access – If a recognized leader grants to a certain follower direct access for consultation, decision approval and coaching, that person will be seen by their classmates or peers as having the favor of that leader, which in turn creates a perception of leadership being bestowed upon that person. Right of unique access is a powerful authority.

Money – While an insignificant factor in the military, there is a saying in business that “Cash is King – he who has the cash is the King.” Money talks and can be an overwhelming power, especially over those who don’t have much.

PERSONAL AUTHORITIES (gained personally)

The Authority of Influence – Having the personality style to sway the behavior of others towards performing a needed task is what salesmanship is all about. We don’t think about selling things in the military, but the fact of the matter is that leaders must, in one way or another, sell themselves and what they want to accomplish. Selling and influencing others is what makes some cadets and officers stand head and shoulders above others. A few are born with this kind of charismatic personality style – but not many. However, many without this natural born talent can learn to adapt and adjust their personal leadership style through

an understanding of profiling technologies and the behavioral sciences.

Intellectual and Informational Authority – Persons with a recognized sharp mind and “street smart” intellect most times are much respected for their ability to make well-informed decisions. We all like to work with smart people with good intent.

Likewise, if a person has access to critical information regarding a particular decision that has to be made, and others of equal intelligence do not have access to that information, a certain authority is bestowed on the person in the know.

The Authority of Credibility – Does a person have character? Can he or she be trusted and counted on to follow through? Do they walk the talk or are they a “Do as I say, not as I do” kind of person?

The Authority of Expertise – Does the person have a respected expertise needed by others? Does he or she have the “street experience” about life that keeps them on an even keel? Is the person a veteran who obviously knows what he or she is doing?

An effective leader does not need all seven of these authorities, depending on the situation presenting itself for leadership. But the more of each possessed by the person vying for a leadership position, the more likely they will succeed.

I hope this perspective on the authorities that drive the ability to lead has been helpful.

Sincerely,

William C. Carr
Class of 1965

Luckritz, Robert Thomas

Attributes of Leadership

This presentation is to a first-class cadet at the U.S. Coast Guard Academy. I discuss my observations about leadership that will, hopefully, be of use as the cadet graduates and begins a career in the Coast Guard as well as later in civilian life.

During my career as a Coast Guard Academy cadet, Coast Guard officer, Exxon Mobil employee and president of my own company, I have seen examples of good, poor, and ineffective leadership. At times I have been disappointed in my own performance. In hindsight, I look back and identify areas where I should have acted differently and areas where I feel I could have performed better. Using my observations of others and my own experiences, this is what I consider the attributes of leadership.

A strong leader exhibits the following:

Self-Confidence

A strong leader must have confidence. This requires that you express yourself clearly without second guessing. If you are unsure of yourself others will notice and question your decisions. Many people are born with a natural self-confidence. They always have a positive approach and past mistakes never seem to bother them. In spite of problems they always bounce back and move forward. If you are not fortunate enough to exhibit it naturally, always remember that as a Coast Guard Academy cadet, you were competitively selected to attend one of the top schools in America. Keeping this in mind, work on developing your self-confidence. Even when you make a mistake or could have done something better, think positively of your next challenge. Use the best judgment you can and maintain a positive attitude. Ignore

the nay-sayers. We can only move forward if someone is willing to take the risk and move ahead.

Effective Communication Skills

Effective communication is essential for a good leader. This goes along with self-confidence in your leadership role. A good leader needs to communicate with verbal, written, and body language. Effective verbal communication involves clear, concise and easily understood delivery. A measured delivery with proper pauses and intonation is essential for any speech. Both Winston Churchill and President Kennedy worked on their verbal delivery with clear, concise and measured speeches. President Obama has developed a delivery style that made him a successful candidate. Written communication is an essential part of selling yourself to a wide audience. Effectively expressing your opinions in written publications develops name recognition. In discussions with private consultants, they have stated published articles frequently lead to name recognition, a belief in technical competence, and consulting work. Body language can make or break the impression you leave with others. You no doubt have seen people who appear uncomfortable and insecure. They may be extremely intelligent and knowledgeable, but initial impressions may result in others questioning their competence. Your body language should project the image of self-confidence. If you appear or act timid you may lose your audience. Study people's body language and learn from it.

Maintain Composure

No matter how difficult the situation, maintaining your composure under pressure is a key attribute in a leader. The leader must be the stabilizing and calming influence during times of stress. When a crisis arises the worse situation that can develop is panic. A leader will remain calm and collected; weighing all options and, once making a decision, deliver directions clearly and calmly. People gravitate to someone who is

in control and who projects an image of command. No matter how much stress you are under, control your breathing and control your speaking. This should help you think more clearly and project the image of being in control no matter how stressful the situation.

Pursuit of Leadership Opportunities

Leadership reflects a desire to lead. A leader should never shy away from an opportunity to lead. In your career, lay out a path that will help you develop with greater and greater responsibilities that are consistent with leadership. Be aggressive in pursuit of assignments that offer challenges and opportunities to lead. In business, you should look for job transfers that provide opportunities to grow. Volunteer activities provide an excellent venue to take on a leadership role. Volunteering in your community will open doors and introduce you to local leaders. Volunteering for work with professional and technical organizations will also open doors and opportunities. If you hold back or turn down opportunities to lead, you will never achieve your full leadership potential. Let me offer one word of caution. The military, business and volunteers have different levels of commitment. Your leadership style may need to be adjusted to the group with which you are working. For instance, commitment by volunteers may not reach the level of commitment by the military.

Professional Knowledge

As a leader you need to know and understand the requirements of your position. You can only make good decisions if you understand all of the key information that must be assimilated into your decisions. As a junior officer your scope of responsibilities is fairly narrow and you are expected to know more of the details. However, as you advance and increase the scope of your responsibilities, you cannot know all the details. You must adapt and develop the knowledge and capability to

identify the key information that will help you make the correct decision. You then need to articulate your decision in a clear manner that can be understood by those you lead. Never stop learning. Graduate study and advanced degrees provide both the opportunity to increase your knowledge and skills while documenting your achievements that are recognized in the professional business world.

Treat Others Fairly, Discipline When Necessary

The Academy operates in a unique training environment with strict rules of what is and is not acceptable. Requirements and enforcement are clearly defined. When you leave the Academy there continue to be rules, but not all situations may be as clearly defined. It is important, when dealing with your subordinates, that you are fair and consistent. It is also important, when discipline is necessary, you use it to maintain good order. Make every effort to avoid biases or stereotypes affecting your judgment of others. Each individual with whom you work must be judged upon their own individual merit and performance.

Don't Try to do Everything Yourself - Delegate

It is often said if you want something done right you do it yourself. As an officer and leader you cannot do everything yourself. You must rely on others to get a job done. Your responsibility is to provide the leadership and oversight to ensure the job is well done. You will continually have to balance the perfect work that you desire with the actual output and performance of your subordinates. As a leader you need to give them a vision of what you want to achieve and lead them in that direction. As a junior officer, learn from your chiefs and senior petty officers. Learn and work with them to improve both your own and your unit's performance.

Social Awareness Skills

The Academy provides all cadets with the basic rules of etiquette and social behavior. Unfortunately, unless these are practiced and reinforced, we become rusty and forgetful. The more responsible your position, the more important it is for you to demonstrate appropriate social behavior. Social behavior mistakes can grow as they are passed around as whispered gossip.

Effective leadership involves much more than these attributes, but these can provide the basics upon which you can develop your own leadership skills. Leadership, your career and your life require continual growth in all aspects of your development. It is much easier to see these while looking back than when I began as a young carefree cadet and junior officer.

In closing, I wish you well and offer to help in any way I can.

Rutherford, David Kenneth

Some Thoughts on Leadership and Life (For a First-Class Cadet)

People want to do a good job. Give them the training they need and the right tools and equipment and the results will be outstanding. Treat your people as capable and responsible and they will give you excellent results. Treat them as incompetent and they will provide less than stellar performance.

Management begins once your organization is properly trained and equipped. You don't have enough time in the day to manage every move that is made. Moreover, micro-management is counterproductive. It gives the members of your organization the impression you don't trust them. Again, give them the tools to do the job, expect good results and check for consistency of execution. Usually excellent results will follow. If problems occur, check that the process was executed properly and training was adequate. If training did not cause the problem then the process with which they were tasked may need to be changed.

Standards are great things. They allow people who are trained to them to be interchangeable from one organization to another. So if you are tasked with performing a function, which is standardized across an organization, do not change how it is performed. If you want to change a purely local procedure, first make sure it is being performed as designed and then collect critical measures of the process. Only then should you decide how you will change the process and what you will measure to determine if your changes were successful. Lastly, make the changes and collect the measurements. Only if the changes were successful does the changed process become the norm. You can then apply the above steps for more improvement. The process improvement steps could be applied to a standardized process

but any long-term changes would need to be accepted by the whole organization.

When taking on a new leadership role, don't be quick to make changes. The rationale for this is that the previous leaders had a reason for the way they did things. Presumably they had a process in place. Make sure that process is being executed as specified before you decide to change it. There could be an exception to this if you were tasked with turning a problem organization around.

Some people are natural leaders. They are seemingly comfortable in a new position. You can be a good leader even if you are not one of those gifted individuals. In a new leadership situation, no one need know you are uncomfortable in your role. Just put on your "acting" cap and present yourself as one of those "natural" leaders. Fake it until you make it by imagining how a leader you respect would act in your situation. You can lead from the front or from the rear and get good results. You will get better results in either case if you are fair, honest and consistent.

Morale is important. As long as the troops are complaining, morale is good. It's when they stop complaining that you need to look out! Remember, complainers are interested in the organization and want it to improve. When your people feel there is no hope for the situation then complaining stops. Nothing wastes more of a group's time and damages morale faster than speculation. Speculation is driven by uncertainty. So to keep your organization effective, keep its members informed. Praise your direct reports in public and discuss their less than best efforts in private. These meetings should focus on ways for improving their performance rather than just berating it. Include other things that improve morale such as having something to look forward to as well as having challenging work to do. Try to supply both of these.

You should have goals for your career. Think of those positions you would like to have in five, ten or fifteen years. If you don't know where you are going then any path will get you there. Your chances of reaching those milestones will be greatly enhanced if you share them with your immediate superiors. Just as you should be mentoring the people reporting to you, your superiors will be mentoring you. So be helpful, give them some direction.

While setting your career path remember a quote from Tommy Lasorda: "If you love your job, you haven't worked a day in your life."

Josephson, Carl

Like many in our class, I was recently asked by a third-class cadet for leadership principles that may help, in this instance, in the indoctrination of the incoming fourth-class, “swabs.” This was my response.

Thank you for your letter. You asked for one piece of leadership advice that would be useful as you and your classmates prepare to train the incoming fourth-class cadets this summer. I am afraid I never really paid much attention to “leadership” in the abstract as something that may be susceptible to a set of guidelines or rules that would result in good leadership if adhered to, and bad leadership if not.

Nor am I sure that focusing on “leadership” in the context of being a second-classman training fourth-class cadets gives me any particular insight.

My limited understanding is that the “concept” of a military orientation or indoctrination period is to seek to instill a certain degree of selflessness and to promote a commitment to the organization along with a sense of pride of accomplishment and teamwork so the fourth-class cadets may be better prepared to face the challenges of Academy life through individual and group effort. I suspect there is also an interest in testing, through artificially imposed difficulties or hardships, whether any particular fourth-class cadet does not have adequate physical and personal attributes to be considered properly suited to serve in the Coast Guard.

Reflecting on my Coast Guard career, including the Academy, I suspect the best I have to offer is to remember that those under your supervision are worthy persons who deserve respect. While I probably failed as often as succeeded, my “personal” leadership mantra was along the lines of the golden rule - to treat others as

you would be treated. When one is in a situation where it is expected and necessary to make things difficult for others, I think it can still be done with consideration of the dignity of those others.

My Coast Guard career was not noteworthy. I alternated between operations and law assignments - including head of the law faculty at the Academy for four years - concluding as one of a chain of project managers for the acquisition of the 47-foot self righting MLB fleet. Many of my classmates, as Coast Guard officers or in civilian life or both, have accomplished considerably more than I. Several of them went the MBA route and it served them well in and beyond the Coast Guard. I applaud your interest therein.

Nearing the end of my career, I felt as a civilian I would rather be in business than continue in the legal or maritime field. I earned an MBA degree through night courses, but it turned out I stuck with what I was fairly familiar with, i.e., being a government lawyer. I am presently a Senior Assistant Attorney General for the Commonwealth of Virginia working in the environmental law section. However, I am targeting “final” retirement for the summer of '09.

I'm sorry I couldn't offer you more in the way of leadership advice. Best wishes for this summer and in your life's pursuits.

Brady, Terry Warren

Leadership (For a Second-Class Cadet)

Leadership, as we observe in our world today seems to be a complex concept that combines multiple qualities - integrity, strength, courage, charisma, authority, confidence, hope, intelligence, personal power, command ability, responsibility, persistence, aspiration, ambition, eloquence – the list could continue indefinitely. A young cadet beginning second-class year will, for the first time, have absolute power over other individuals. This power will be heady at first and can easily consume some. This power has been granted by rank, but not necessarily by those who are under your power - those who are being led. My experience has shown that those who remain at this level of power – the power of authority – do not become true leaders. One thought that must be maintained is those being led today will one day become leaders themselves and may, in fact, eventually outrank you.

True leaders will be those individuals that rise above the use of sheer authoritative power and begin to understand they must create a desire in the people they plan to lead - a desire to follow. Being an inspiration to others is the only way to create this desire, and if you study the important leaders of any time in history, inspiration has always been the key to their success. Inspiring others requires a completely new subset of characteristics, not necessarily taught in leadership classes. These characteristics include compassion, understanding, personal connections, listening, and passion. You must have passion for what you do to the extent those you lead will feel this passion and it will become a part of them also. To develop these characteristics and still maintain your position of authority is the tricky part. On top of it all, you must keep your sense of humor.

My career, four years in the Coast Guard, was on cutters doing an archaic duty called weather patrols out of Boston, then as an engineering officer on an oceanographic research ship out of New York cruising in the Pacific after which I was a marine inspection officer in the New York harbor.

I left the Coast Guard in 1969 and went to UCLA to get an MBA and later CPA. Since then I have been in the film and entertainment business (Disney, Bosustow Productions), skiing business (living in Sun Valley, Idaho), alternative energy developing small-scale hydroelectric projects and real estate.

I continue to sail and held a 100-ton USCG Master license for many years as well as a third mate unlimited tonnage license. I've sailed across the Atlantic from New Bedford to Lisbon via the Azores in a 40 ft. sloop and most recently sailed to Cuba on my 31 foot Trimaran "Grata." I did extensive cruising for many years with friends out of southern California, to Catalina and the Channel Islands.

My wife, Claudine, and I currently own a 57-acre vineyard and 5000-case winery in Paso Robles, CA. I am the proprietor and winemaker. We also own (with partners) a very successful restaurant in Santa Monica, CA called "The Lobster."

Amos, David Head III

Leadership Advice for a Cadet

The following was written in 2007 at the request of a cadet at the Academy. After thinking about how to respond for several days, I finally sat down and whacked out this stream-of-consciousness piece, reread it making a few grammatical changes, sent it off and fortunately saved it. Reading it again, I think I did a pretty good job. Here it is almost in its original form. Hope you like it.

Dear Cadet,

Thank you for giving me this opportunity. I received your letter about three days ago, and I have been thinking about how to respond to such a broad request. After rereading the letter, I am relieved you are asking for only one piece of leadership advice, a much less daunting task. Too bad though: I've already filled my head with things to say, so you'll have to excuse me for passing on more than one. I'll try to prioritize.

1. Humor and good nature mean everything. I use some homilies regularly, among which is the line "Leadership is the ability to tell someone to go to the devil, and have them look forward to the trip." I'm sure you've probably heard that before. It's true beyond words.

I served under two commanding officers on my first ship out of the Academy. The first was a grouch, thought he had to constantly be the bad guy to run the ship, and demoralized everyone. No one wanted to perform for him. He was a manager, not a leader. He wasn't a bad guy, just not someone you wanted to follow.

The next guy was totally different, still the commanding officer mind you, he didn't countenance poor performance or lack of professionalism, but he operated in positive, supportive ways - praising in public, correcting in private; recognizing and acknowledging efforts; seeking ideas from subordinates; making every person on the ship feel important. As a cadre of officers, we would try anything to please that man, go beyond what was "our job" to make the ship better. He was a leader.

Another homily - managers and administrators whack you in the back of the head with the book to get the job done; leaders show the way.

2. Integrity. This can't be said enough. The first time you demonstrate a lack of integrity, you lose the respect of your subordinates and any leadership capacity you have. You'll never be trusted again. Integrity includes, in my mind, morality and control in your personal life; knowledge and focus in your professional life; taking responsibility for your actions and decisions; honoring the organization you are in; supporting the decisions of your superiors; supporting the people who work for you; acknowledging your mistakes; constantly striving to improve yourself; truthfulness and visibility in relationships; and contributing to the mission. There are probably other items. They may come later. This is kind of a stream-of-consciousness piece.

Another homily - Walt Kelly, a famous political cartoonist of the '50s and '60s had one of the best leadership-related lines ever. His main character, Pogo, stated "We have met the enemy and he is us." I actually had a poster of that panel in my office in headquarters. The line clearly recognizes we all have personal shortcomings; reminds me we are all fallible; and that we should never be too

proud to admit and correct mistakes - quickly. To do otherwise gets people hurt, or worse.

3. Working within the system. I have found you can do a lot more for the organization and achieve your goals more efficiently by recognizing the dynamics of the environment you are in, accepting the dynamic and working it to your favor.

I know that sounds a bit manipulative, but the alternative is to be the radical outlier, a position that did work for Admiral Hyman Rickover, but that kind of success tends to be an aberration.

A high-school English teacher suggested a book, "Parkinson's Law," a humorous but accurate observation of human behavior in organizations. I went on eBay a few months ago to get copies for each of my sons, who are all professionals, and I happen to have an extra copy I am sending along. The first two chapters are the best. If you get a chance to read it, I think you will see the dynamics played out many times over the course of your professional career. Recognize the dynamic as normal behavior and use it in your leadership strategy.

4. Trust your subordinates. This will be short. Everyone wants to feel his own worth. It is the climb up the pyramid of Maslow's Hierarchy of Needs. If you are not familiar with that pyramid, Google it. It is a quick read and I think you'll appreciate how it fits into your own life goals, but more importantly for a leader, into the life goals of those you lead. Give the vision, discuss the approach, and let your subordinates take it from there, with appropriate reporting and oversight.

As a final note, if you get a chance to see the movie "The Queen," do so. Remove yourself from the discourse on the

death of Princess Diana, and observe how the character of The Queen searches her mind and soul to remain the leader of the country she has always been.

Just a quick synopsis of my career - I am from the class of 1965. I went to the USCGC Absecon as an engineer, graduate school in electrical engineering and spent the rest of my career mostly in specialty. From grad school I went to HQ as a project engineer then engineering director on major communication station construction. I can still see my work all over the country. I then went into the Loran-C program, spent four years in London in Activities Europe, and then a four-year detached duty tour with the U.S. Air Force as Systems Program Director Loran-C/D Program. After that I was Chief of Electronics, First USCG District in Boston, and finally Technical Director for Physical Sciences and Technologies, USCG Research and Development Center. I had a quick 23 years of commissioned service. I tell people I was in for 27 years; I don't care how you cut it, the four years at the Academy is active duty. Does your ID card still say that?

Good luck with your course, your Academy career and whatever professional course you take afterwards. My career was very rewarding and continues to be. I am very proud that I was, and am still, a U.S. Coast Guard officer. As my father-in-law, also a retired USCG captain once told me, never let them take your ID card or call you an ex-captain.

Yours truly,

David H. Amos
Captain, USCG (ret)

Pearce, Carl Hodgson

Leadership - (For a First-Class Cadet)

When I look back at my leadership training throughout the years, not being one of my class' stellar students, my recollection of Academy training is mostly about personal qualities, plus the old standards, "delegate authority not responsibility" and "always follow the chain of command."

Post Academy, I attended leadership training at Yorktown that was very valuable in assessing and responding to problems and understanding group dynamics, etc. However, I would call it management rather than leadership training.

Two people passed on to me what I consider the most valuable insights into what it takes, in a practical sense, to act as a good leader. One was my wife, Beth, and the other was classmate Glenn Serotsky. I served as his executive officer at CGAS New Orleans.

Beth said that to get to know your people, you need to be a good listener. Find out what is most important to each and use it as an introduction to get them to open up to you. As a young officer I was always better at talking than listening. I owe a lot of the success I later achieved in my career to becoming a better listener, and thus really getting to know and be able to better motivate the people I counted on to achieve our command's goals.

Glenn shared some very practical tools that I practiced successfully as Commanding Officer of Air Station Traverse City and later as Director, C3I Miami. None of it was about personal qualities, but rather simple and effective ways for gaining the

respect of your crew and having them want to do the best job they can. To keep it short, there were only a few basic principles:

Set very high standards; most want to work at a place that is “the best.”

Fix chain of command problems early.

Let every subordinate know you recognize and respect them.

Be there to give your support (hospital visits, etc.)

On arrival I conducted the usual inspections, except, while done in a friendly manner, I pointed out the smallest of discrepancies. This was to show right away I expected high standards. You could sense that everyone wondered, “What are we in for now?”

Early on, I addressed significant chain of command problems within engineering, our largest department. The chiefs were spending the day in the chiefs club while all the shops were being run by the first-class petty officers, not a situation that made the chiefs or the first-class happy. The chiefs wanted their leadership roles restored, but they had universally been set down by the department head for poor performance. I had him reverse his decision and put the chiefs back in charge of the shops. I also let the chiefs know their performance had to meet expectations.

I then thoroughly briefed engineering and operations department heads on what readiness and scheduling standards were expected of them. Standards need to be reasonable so the crew is not worked to the point morale suffers and fatigue results in an atmosphere conducive to accidents.

I then interviewed every member of the command, after which I made notes about their families, hobbies, expectations, etc. Since most were new to me, this was a great help in getting to know

everyone on a personal basis, not to be confused with fraternizing. I would review this information prior to flights and other interactions so I could talk to them about things I knew mattered to them. Soon, I really did get to know all of my crew and each knew he or she was important to me. Sincerity, of course, is a must.

One of my most memorable moments was during a late evening visit to the air station. The night crew was toiling later than expected to fix the last aircraft, when there was no operational need for it the next day. When I told them they could stand down until tomorrow, their response was, "That's ok captain, we want to do it for you."

White, Gerry Wayne

Leadership - (For Cadets or Young Officers)

Leadership is hard to define; we all know what it is, but have difficulty defining what makes a good leader. A leader has a position of authority or responsibility, or an opportunity to lead; leadership is what you make of it to improve, direct others, and make advancements for the betterment of the organization, others and yourself. So it is not just that you have a position of authority, but what you do with it. You must establish goals and influence and educate others to follow your lead and eventually become future leaders themselves. If you do that successfully, you have leadership, and it is easier for you to succeed in your job (and in the future) and grow even more - a very satisfying feeling.

As a leader, you must first respect others in order to have their respect in return; allow them to voice their opinions, listen to what they say and act accordingly given the situation. In order to adequately lead, you want others to have the latitude to use their own capabilities to the best of their abilities to accomplish a given task. What you want to do is give them general direction and guidance on what needs to be accomplished and assist when necessary. What you want to see is their judgment in making good decisions, based on the results in both accomplishing the task and in their work approach. You may have to assist them and correct them as needed, along the way. The most successful result is to have them buy into and take ownership of the task or project (make it their desire as well), which makes them grow and be better in everyone's eyes.

Leadership comes from respect from others; respect is earned and yes, you can demand it, but then that isn't really good leadership. Good leadership comes from making good decisions and guiding others in progressing towards a given end. Making

good decisions comes from what you've learned from experience. Through experience you'll be able to make the proper judgment for the tasks at hand and in the future. Experience is the best teacher. In my opinion, there is no cookbook to follow, just guidance in applying basic principles in getting others to follow, assist you on the way and getting it done. Let others assume as much responsibility as they want and let them utilize their capabilities.

Don't have the attitude of "Do as I say" or "It's my way or the highway." In the long run, that isn't a successful way of getting the best out of anyone.

I have never liked the military expression of "superior officers" for all those above you. They are senior officers - some may be superior, others not. Just because they graduated before me doesn't necessarily make them superior to me, they have to earn it. I do honor their senior positions and follow their lead, learning from it for application in my own future. Leadership is what defines whether or not they truly are superior.

Lead by example is, in my mind, the only way to lead because actions speak louder than words. Do not try to dictate everything. Let others grow and develop, giving help as needed, praise when they succeed and constructive criticism when needed. Try to make criticism a positive by helping them develop into better members of the team.

When the project parameters are not met (time, budget, physical results), it may be because of a miscommunication between you as the leader and them as the staff. Do consider maybe you weren't clear enough in what you wanted, or in what it was we were trying to accomplish.

When making an assignment to a person who doesn't think he can do it, my comeback is, "If it were easy, anybody could do it;

but I think you're the best one to handle this job successfully." It's amazing how well this works.

Another one of my one-liners when one of my staff comes to me with a problem or a difficult decision is, "Always do what's best for the university (or company, etc)." In the long run, this is the most successful for everyone and everything else, and makes the decision easier to make.

In giving assignments, I generally make the assignment and selection based on one's strengths, but I also utilize this to help them build on their weak points or areas that need improvement.

Challenges and problems are not problems; they are opportunities looking for a solution. This gives a positive spin to get problem-solving going in the right direction.

One of the biggest keys to leadership is to have or develop confidence in one's judgment and ability to succeed. Then you have the confidence to give others the opportunity to make decisions; this helps immensely and is better than dictating how to do it.

Don't be afraid of risk taking, but do take calculated risks so you know what to look for, and be prepared for adjustments if it appears the desired success cannot be reached. Always have a back up or exit plan in mind in case you have to modify the approach. Remember, no one has all the answers. Be adaptable.

Cicirelli, Raymond Victor

Leadership - (For a First-Class Cadet)

Listen to people – especially those who work for you, those you work for and those with whom you work. Many of them will have good solutions to problems or ideas you may never think of, or they may give you new ideas. This helped me on my first ship, just out of the Academy. I was in charge of CIC, although my chief wouldn't have agreed. But I took his advice, and I asked questions. Later I became the communications officer and I relied on a first-class radioman who had a good head on his shoulders.

Both of the above knew they knew more about the job than I did, but they were willing to answer my many questions and to give me helpful ideas. Later I was on an ice breaker in the Great Lakes and had a very similar experience. This time I was the First Lieutenant and knew less about this job than when I was CIC or communications officer. I had a good warrant officer who ended up becoming a good friend. I also had another Academy graduate on the ice breaker who helped quite a bit and also became a good friend. Communications!

Later I was in Merchant Marine Safety (MMS) and then in electronics. I knew very little about MMS, but the men I worked with did, so I paid attention! I learned a lot - so much so my executive officer tried to convince me to stay in MMS rather than go to graduate school. When I got to CGHQ in electronics engineering, I definitely found help. One who helped was a civilian who had been working there for a few years. I received a number of hints and ideas from him. My branch chief was also very helpful. I learned a lot from him and from his discussions with me about my officer evaluation report. Since my ratings went up I think applying what we discussed worked well.

My next several jobs were in electronics engineering and the same things happened. My warrant officer had a lot of knowledge about the problems in the district and about the electronic technicians in the various shops in the Second CG District. Listening again helped me. Later I was in charge of the CG Electronic Technician Training Center program with many men and women who trained these new electronic technicians. Their help was invaluable. I listened, I talked and I used their ideas. The result was a large number of well-trained electronic technicians for the field and better equipment for the training.

Next I was in charge of the electronics equipment and the electronic technicians in the Coast Guard. I talked a lot to my first military assistant and later to his civilian relief, as well as the three branch chiefs I had. There was a lot of discussion about how to help the technicians in the field do their job. A lot of information actually came from the men and women in the field and helped us improve the work they were doing and change how to improve shipboard electronics in the future.

As a final comment, I worked with men and women who were at the Electronics Engineering Center in Wildwood, NJ. These people were excellent engineers and technicians. My job was about getting the engineers what they needed to improve the electronics in the field. My job also involved interacting with the operations people in CGHQ to make sure we were improving or designing the electronics equipment they needed in the field, on the ships and on boats. But once again, this required communicating with a lot of people and learning what was needed and then figuring out how to provide it. Each step in my career was a little (or a lot) different, but the common thread was communications - up the ladder, down the ladder, and on my own level.

Riley, William Carl

I have heard several classmates say they came to appreciate Captain Les High later in life. If so, then I count myself very fortunate as I learned to appreciate Les High while I was still a cadet.

I had three one-on-one encounters with Les: one negative, one positive and one life changing! Over the years we have corresponded from time to time and often discussed leadership and family topics. Les has always been in my list of “The ten people who have had the greatest influence on my life.”

A while ago I received a request from an Academy cadet to share my leadership advice and experiences as input for an organizational behavior and leadership course. What follows is my response.

Dear Cadet:

It was a pleasure to receive your letter and my privilege to reply. This is the first time I've had correspondence from the Academy in many years, if you don't include the alumni solicitations! Congratulations on being a member of a very elite group. Keep up the good work and you'll become a member of an even more elite group – USCGA graduates and USCG officers. Our class, 1965, swore in 227 souls and graduated just 50% - 114.

I trust this response will arrive within your time limits – we just finished moving our daughter and four year old grandson from their home 100 miles away to a home two miles away. There was also the closing of the sale of the old home in a tough market with all the current lending issues present. Finally, we expected some quiet time yesterday when our daughter's car broke down at the preschool and my wife's car didn't start when she went to

rescue her. This is all true, but presented here, tongue-in-cheek to illustrate two sides of a leadership point.

You will often have team members bringing you similar stories as reasons for non-performance. When is it justified and how often does it occur? The other point is the leader must remain calm and objective when things around them become chaotic – try that when the team members are also your family!

I came to the Academy with a slightly different perspective than the average cadet. I had joined the Navy after high school and applied for admission while attending radar school in Norfolk. I was serving on a destroyer during the application process and was continually impressed by the command's willingness to help me. They left me ashore to take the exam in Norfolk; they arranged for me to take the physical while we were in GITMO; they announced my acceptance over the 1MC and they put me ashore in the captain's gig in Eastport, Maine to make the reporting date.

On Easter weekend 1961, while in GITMO, we were tasked to intercept Cuban gunboats harassing an American flag vessel off the north coast of Cuba. We were at general quarters (not a drill) with ammunition in the upper handling rooms and received orders over ship's radio from the Chief of Naval Operations who could be heard talking to President John F. Kennedy – no shots were fired and the Cubans backed down!

I was in the engineering program at the Academy and my first ship was the Bibb out of Boston. She was a steam ship, which was a great experience. She is now a fish habitat off Key Largo – much better than razor blades. The first lesson I learned was not to be too easy on the team members. Later, when you are required to be tough, they may not respond. So, it's important to establish a firm, consistent and fair relationship – easier said than done. The troops are usually smart people in their own way who just may not want the responsibilities you carry.

The most important aspect of good leadership, in my mind, is TRUST in its many forms. You must earn the trust of the team. Your word must be unassailable! You must never, never promise anything you cannot deliver. You must always be a good listener. You must always communicate clearly – especially objectives. These are some of the ways you earn their trust and then their respect. Just remember, respect follows trust.

My second ship was the Castle Rock, also out of Boston. Did you ever hear about “ocean stations?” Well, we were on Ocean Station Bravo in very rough seas and the evaporator broke down – our source of fresh water. There was only one person aboard qualified to accomplish repairs and he wasn’t very good at working with others. So, I put him in charge and assigned myself as the helper - there was only room for two. With his nuts and bolts experience and my understanding of theory, we made repairs in short order. In this case, leadership by example worked.

I spent my last year in the Coast Guard in marine inspection. Inspecting ships, especially engine rooms, was fun. Seeing the way the seamen earned their living was not fun and I will never complain about the price of fish. I left the service for family reasons at the end of the obligation. The sixties was my military decade.

I went to work for United Technologies (UTC) and enjoyed a thirty year career as a project manager and Director of Product Support in their Fuel Cell Division. You may have heard of fuel cells – the electrical energy source for the Apollo space craft and the space shuttle. Our division was tasked with developing commercial applications; these days there is even work in the automotive sphere.

I spent almost one-half my career in Japan, as energy is very dear in that country. In another case of leadership-by-example, I took the first trip to Japan in advance of my field engineers to establish

the working and living criteria they would be faced with over long periods of time.

When I first reported to UTC, the personnel supervisor told me: “We hired you because of your USCG leadership and management experience.” UTC is populated with extremely bright individuals who often need a strong dose of direction and focus, and of course, that’s the essence of project management. In addition, the team members usually come from the various engineering groups so leadership wins the day as one may not be their direct supervisor.

By the way, I’ve never gotten along with the words “superior” and “subordinate.” One of the hardest leadership roles I’ve faced is having a former boss report to me. I know you are young, but it can happen sooner than you think.

This happened twice and in the worst case he was informed by another person. The air needs to be cleared immediately!

In both cases I held long off-site sessions with the individuals. I expressed my respect for their accomplishments and for that which I had learned from them in the former relationship. Next, I gave them a chance to express their points of view and carefully listened. I then set the ground rules for going forward. This technique also has application for other tough personnel issues.

Well, sorry if I became a bit too wound up and long winded. It is really a fascinating subject because it’s a people subject and everyone is different. You always need to know where the other person is “coming from.”

Don’t forget. You can’t delegate responsibility, but be sure to delegate the work or you’ll quickly sink. That’s the other side of the trust coin – you have to learn to trust the team members.

Riley, William Carl

Finally, when you win, credit the team; when you lose, take the responsibility.

I'll never forget my days at the Academy. It was a unique experience I will always cherish. I have two great photos of Eagle – one from our era without the racing stripe, and one bow-on from the Mystic Seaport shop called “America’s Tall Ship.”

Have fun and enjoy fair winds and calm seas. Carve out a small bit of each day for yourself. If any follow-up should be needed, feel free to contact me.

Sincerely, William C. Riley, USCGA Class of 1965

Becker, Wayne Walter

When the cadets asked this question a few years ago, I responded:

“Do what’s right.”

I do think that’s “it,” both in regard to ends and means.

Applied to ends, it provides grounding and the motivation for searching out possibilities that recognize the real problem and opportunities in play, promotes innovation and offers the greatest good in the long haul.

Applied to means, it treats people well, (“as you’d want to be treated”), calls out initiative, tends toward efficiency and develops the social setting in which it’s applied to both be and do better in the future. (I expect always to be “in need of improvement” on this part.)

Les High’s actions seem to me to confirm this ideal.

Cohan, Darvy Mack

On Leadership

This is written as a discussion with a small group of first-class cadets at the U. S. Coast Guard Academy who are facing the unknown, including the art of leadership.

When I was young, I thought leaders were chosen by popularity. I thought some were born leaders and others were not. I thought leadership fell to you because others wouldn't accept the responsibility. I thought leadership was given because you had the lack of good manners to ask for it and were not afraid to stand out from the crowd. I was wrong on all counts, but I worked hard at it. My father would say I was the only kid he ever saw who would practice algebra problems. I was a compulsive overachiever, driven to succeed, and in my hubris I wanted to be a leader.

I am an Eagle Scout. My father was an Eagle Scout and I followed his example, not because I was ordered to, but because I wanted to. He showed me the goal, taught me the benefits of achieving it, and was wise enough to make me do it on my own. He took pride in my accomplishment and my becoming an Eagle Scout raised his stature in the community; but the credit for the achievement was mine. I use the self-sufficiency and the skill set I learned along the way every day of my life. Now, that's true leadership, and at the time, I didn't even know it.

When I was interviewed for my application for the Academy, I noticed the applicants were called into one of two rooms and they were in and out in about fifteen minutes. My interview lasted almost three hours. We went out to lunch, came back, and as I left I was sure I had washed out. I barely asked a question about the Coast Guard and only maybe two about the Academy.

But my interviewer delved into every detail of my experience becoming an Eagle Scout. He was interested in the leadership potential that it both entailed and displayed. To be an Eagle Scout you need basic leadership abilities, the vision to set the goal and the fortitude to pursue it relentlessly. You never quit. You need the ability to coordinate the efforts of others, to make decisions for and accept the responsibility for others in myriad different instances and the courage of your own convictions.

With all that said and done, when I got to the Academy, I found myself surrounded by a full class of compulsive overachievers. We all had leadership potential and we all possessed the basic attributes of leadership, peppered with more than a little ambition, or we wouldn't be there. You possess those same attributes of leadership, or you wouldn't be here either.

Volumes are written about leadership and whole schools are devoted to leadership. Each tries to identify the specific attributes of leadership that should be practiced. I don't discount either and encourage both. From them we learn the scholastic liturgy of leadership and what to expect from its practical application.

However, I believe leadership, like seamanship, is more art than science. I learned that leaders are not born. They study the art from whatever source they can find, discounting what does not work for them, and developing their leadership skills by trial and error. The leader is not reckless, but not afraid to take calculated risks and learn from his or her mistakes, small or large. They repeat and encourage actions which prove successful. I was not reckless, but I was prone to miscalculate risks, and my mistakes were rarely small ones. Nevertheless, I graduated from the Academy in June 1965 as an ensign in the United States Coast Guard. That made me a commissioned officer, not necessarily a leader, although it gave me a measure of respect.

Aboard my first ship, an ocean station vessel, I was assigned a division and was responsible for its performance. I learned to exercise trained initiative, to program and coordinate the efforts of my people, to assess the abilities of and to take care of the personal needs of the sailors assigned to me. And I learned they assessed my professional ability as quickly as I assessed theirs. They were good men with a sense of duty who followed the orders I gave because they had been trained to do so. They learned I was fair and my judgment was both sound and consistent. That may have gained me a little more respect and may even have made me a good division officer and a good deck watch officer; but it didn't make me a leader.

I served as the executive officer on three ships in quick succession as a lieutenant (junior grade): on a buck and a quarter, in the search and rescue business, built in 1927 and decommissioned due to age and two 180 foot seagoing buoy tenders. I learned about shipboard organization and operations, personnel administration, logistics and supply, and the fine art of precision ship handling. Those whom I worked for, and more importantly, those who worked for me, gained a little trust and confidence in my professional ability. While this may have made me a competent ship handler and seaman, a good detail man and program administrator, it did not make me a leader.

However, because of that modicum of trust and confidence, for my fourth assignment I was banished to Apra Harbor, Guam. I became executive officer on a 180 foot seagoing buoy tender whose captain could not handle the pressure of command and sought solace in a bottle. His first mistake was drinking on board and his second was that he didn't have sense enough to drink alone. As a result of this failure of leadership, the ship was only marginally functional and lacked any semblance of organization or discipline. I later learned I was assigned to pick up the pieces and bring the ship home when, not if, the captain collapsed.

The collapse came, thankfully, in homeport with the captain's admission to the naval hospital. A month later he was still an inpatient and there was no prognosis for his discharge. In a telephone conference with the Fourteenth Coast Guard District Commander and his staff that never should have taken place, I was verbally given my only directive. "*Well,*" the Admiral said in response to my request for orders, "*I guess you are going to have to do what Coast Guard Regulations tell you to.*" I was holding the bag.

Leadership, like power, abhors a vacuum. Circumstance had placed me in the right place at the wrong time. The responsibility for the ship and crew were mine. The responsibility for the decisions I was to make, if I had the courage to make them, was also mine. Everything I had learned professionally, all the skill and experience I had acquired about the art of leadership, was a prelude to this point.

I placed a telephone call to the captain in the hospital and relieved him of command. It was an act of leadership for I assumed total responsibility, without any exceptions or reservations, for my ship and its crew, for their safety and welfare, and for their performance of duty. As a lieutenant (junior grade), only 24 years old and wondering whether I had committed mutiny, I found myself in command of a major vessel, a 180 foot seagoing buoy tender of 1,000 gross tons, with five officers and 56 men and an independent operating area that stretched from the Marshall Islands to the East China Sea and from Japan to the Equator. While this may not have made me a leader, it was an opportunity for leadership that would not be denied.

I inherited a ship that was at war with itself. Morale was nonexistent. Deck did not go into engineering spaces and operations kept entirely to themselves. People fell down ladders and walked into closed doors. Only the corpsman and sickbay seemed to be neutral ground. People did their jobs because they had always done their jobs and because it was their job to do.

They were fiercely proud of it, but there was no direction and no common goal. I had been given the opportunity to build a ship's organization and to train a crew as the Coast Guard had taught me that they should be, and according to me as well as to my own vision. It was a journey of discovery.

I set about this journey with single-minded intensity, but it was a bumpy road. I was not a young man aspiring to command any longer. I was a young man who had command and I would have to fight to keep it. It seemed like every staff officer senior to me, who was not an aviator and thought he knew the pointy end from the round end of a ship, was posturing to take the command away from me. I would get unannounced "visits" from staff officers, and one particular commander openly interfered in the ship's internal operation. He was trying to charm the senior petty officers into relying on him as the command figure and not me. When he barged into the wardroom one morning just after quarters, unannounced and uninvited, we had a heated conversation and I threw him off my ship, under the escort of the quartermaster of the watch and his messenger. That didn't make me a leader; it made me brash, undisciplined and insubordinate - at least in the eyes of one embarrassed commander. But it sent a clear message to the crew that I would fight for their ship against anyone, and I gained a little more respect.

The biggest problem to solve, however, was providing a sense of unity for the crew. It had to be "us against them," not "us against each other." The problem proved to have the simplest solution - baseball.

From the wing of the bridge during coffee break one morning, I watched my first class quartermaster pitching a baseball to his striker. He was a windmill fastball pitcher, and the ball whistled in like a freight train to thud in the catcher's mitt, echoing down the dock. I convinced him to form a ship's team. The ship's morale fund had the equipment and anyone who wanted to try

out could lay over to the ball field at 1400, otherwise the working day ended at 1600. Needless to say, the whole ship, except voluntary watch standers, turned out. Those who didn't tryout watched. I let the first class quartermaster pick the best players for the team, regardless of rating or rank, and I told him I would tryout as well, but did not want to be selected if there were better players. I was fortunate enough to play centerfield.

The ship came together around that baseball team, the "88's." W-388 was our hull number and the only uniforms I could get with morale fund money were blue baseball caps and white T-shirts with blue sports stripes on the sleeves and the blue number 88 on the back. I supported that team not only by providing time and equipment, and playing hard myself, but also by challenging other ships, Coast Guard and even Navy units to play - loser buys the beer. We played during every in port in Guam, at Ioran stations throughout the Pacific and even in Subic Bay.

The other teams would laugh at our uniforms, the fact that we all wore the number "88," and the fact that we called each other "88" on the field, but the crew drank an awful lot of beer their morale fund didn't have to buy. I used to think forming the ship's baseball team as a focal point of unity was just a lucky idea; until I found out President Jimmy Carter had done the same thing, around a windmill fastball pitcher, when he was a junior officer in the Navy. While that only made me a centerfielder, and not a leader, the crew learned that I cared about their morale and took a real interest in their welfare.

Finding a solution to the ship's organizational and administrative problems took longer and required as much salesmanship as it did seamanship. I learned I could communicate policy and what I expected to be achieved in writing. Once written, I rarely, if ever, varied from it. I figured if the Commandant could run the Coast Guard on a series of written Commandant's Instructions, I could run a ship by Commanding Officer's Instructions based upon the same system. I used the Coast Guardsman's ingrained

respect for the Commandant's Instructions to lend credibility to my own. I even made them look the same, posted them for all to read and maintained copies for reference.

A sailor takes pride in his work, wants to know what is expected of him, and wants to perform his expected duties. I found by clearly communicating goals and making consistent decisions to achieve them, I not only told the crew what I expected of them, but just as importantly, what they could expect of me. They came to rely upon me and through that reliance I sold my vision of what our ship would be to each of them. It became their vision and their goal. It didn't happen overnight, but took the better part of a year. As I challenged them by setting the standards higher, they responded by meeting each challenge, not because I ordered it, but because they wanted to and they were proud of their accomplishment.

Together, in that year, we steamed more miles, worked more buoys and completed more missions than any other seagoing buoy tender in the Coast Guard. Together, we established that, on our ship, just doing the job was not good enough - it had to be well done. No buoy would be left untended and every mission would be accomplished.

Then one day, with a typhoon tracking slowly up the East China Sea, I committed the ship and the crew to the accomplishment of a dangerous task. We had one buoy on our schedule left to work, a channel buoy marking a dangerous shoal close in and on the weather side of a rocky islet. We had been idled in Subic Bay by bad weather for days. The crew, like an athlete who had to compete, was restless with inactivity, and arguments, the first signs of real trouble, were starting to break out. Nobody wanted to be caught in Subic Bay by that typhoon, but leaving the last buoy untended for the next guy, was not an option.

With a flood current, an onshore wind, and a sea running that I considered very challenging - someone else would say excessive

and prohibitive - I decided we would work that last buoy and head for Guam before that typhoon got any closer. I had no doubt we could do the job and that it would be well done. But, in reality, I shouldn't have taken that risk. It was a killing situation, bringing up 18 tons of buoy and securing it on a pitching deck, hauling shots of chain and tons of concrete sinkers to the surface while the wind, sea and current tried to drive you aground. One misstep or a moment's inattention meant serious injury and even death.

Having made the decision, I concentrated on my operational task of precision ship handling. I gave 110%, everything I had and more. Every member of the crew, in a truly professional manner that can be expected only from Coast Guardsmen under pressure, gave 110% as well. When the buoy, fully recharged, cleaned, repaired and freshly repainted, was reset using the forgotten art of horizontal sextant angles, it marked not only in the magenta circle of its charted position, but dead on station in the black dot. We had gone in, done the job and gotten out without a scratch. The tension drained from my body and I was dying for a cup of coffee. But I needed to go down to the buoy deck to congratulate the buoy gang for a job that was more than well done.

When I turned the deck over to my operations officer, he had his hat in his hand and was shaking his head, but his face was flushed with pride. "I didn't think we would make that," he said. "Nobody thought we would make that, not without some serious injury and damage." I realized then I never really considered failure. My vision was only what was necessary for success. "Well, then," I said, impassively hiding my surprise behind a tight lipped expression that I hoped displayed a total confidence I did not feel, "why didn't you say something? Why didn't you let me know?"

"Because you made the decision to do it and that was good enough for us," he said. I looked around the bridge and saw

quartermasters and watch-standers wiping the sweat from their brows, smiling and nodding in complete agreement.

On the buoy deck it was no different. The twisted smile on the face of my warrant boatswain, the flushed faced grin of the chief and the glowing eyes and smiles of the seamen in the buoy gang all said the same thing. They trusted my judgment, had confidence in my professional ability and they followed me willingly. They didn't give 110% because I ordered them to and they didn't give 110% because their lives depended on it. They gave 110% for the man working next to them, whose life did depend on it, because they wanted to and because the job was ours to do and the mission was ours to accomplish. I let them know the success was theirs. While all I did was envision the task, make the decision to do it, and by driving the ship, set the example of total commitment to it, they willingly followed me and together we accomplished the mission. That is leadership and that made me a leader.

I have used the leadership skills I learned, not only throughout my Coast Guard career, but also in my civilian career as a lawyer. I take responsibility for my client's legal affairs. I instill confidence in my ability to solve their problems. I envision the solution, and manage its achievement. My clients willingly follow my advice, for they are free to go elsewhere. Whether we win, lose or minimize an amount of damages, the resolution of their legal problem is the goal. For good or ill, I lead them there.

One can say **leadership is** part **charisma**, part **professional competence and example**, part **salesmanship**, and part **pure confidence and chicanery**, because you sell your vision of success to another and make him believe that he wants to achieve it. But that's only partly right. It describes only the style of leadership and not its essence.

In its essence, **“Leadership” is the privilege of decision conferred upon you by those who put their lives, figuratively or literally, into your hands** because they trust your professional ability and your proven judgment. And when the goal is achieved, the mission objective accomplished as you have envisioned it in the manner that you have planned, by others who followed you not because they had to but because they wanted to - you are a leader.

The job satisfaction is second to none.

You can take pride in their accomplishment and it will further your ambitions and assist your career. But the credit for the accomplishment is always theirs.

Sanial, James Andrews

Some Thoughts on Leadership

This is written as advice to a cadet soon to graduate.

As I remember my own career, the initial assignment was generally as a division or department officer on a ship where we all started to formulate our leadership style. It often took some time before we developed our own ideas and style, either by experience or by the observation of other people, and then applied them to the situation at hand. We saw that some things worked and some didn't. You learn more from mistakes than success. A leader who is afraid to make a mistake is worthless, indecisive, and will soon become irrelevant. You need to be involved from the start and make adjustments and corrections to your style as you gain experience. Leadership styles and approaches that breed success will often depend on the situation.

Being a leader implies you have a group of people you are responsible for and are expected to lead. You need to trust your chiefs and petty officers for technical advice - that is what they are paid for. However, you should learn as much as possible about the technical aspects of your job and position. Listen carefully to your subordinates' ideas and proposals, critically evaluate them and do not be afraid to say "no" or make necessary changes before sending them up the line. Ensure you have the necessary technical information to defend their ideas or reject them. Often people think being a good leader means you have to fight the good fight for your people all the time. However, when they don't deserve it, fighting the good fight undermines your credibility.

Ensure your subordinates have the tools and skills to perform to your expectations. Set the bar high enough to be achievable, but

not impossible. Encourage them to advance and climb the ladder. Nothing makes me prouder than to meet my former petty officers who are now chiefs or warrants, who have progressed rapidly through the ranks by applying themselves and their skills to increasingly difficult responsibilities.

Remember you are the leader and be careful of social situations that could compromise that relationship; especially routine or continuing socializing with your subordinates. While it may be appropriate to socialize in certain situations such as a promotion party, you compromise your leadership position by trying too hard to be “one of the guys” and you undermine your effectiveness more insidiously. Junior officers should focus their socializing with other junior officers or with the wardroom in general.

Our service is small enough that you will cross paths with former senior and junior shipmates throughout your career. Ensure you are a leader people will want to serve with again, not a leader who people run away from. Since our service is small, you will get a reputation whether you know it or not.

Finally, remember your time at the USCG Academy. You will form friendships that will last the rest of your life. You will find your classmates will always be there for you.

I hope these brief bits of advice will be helpful as you serve as an officer.

Mason, Robert Wayne

Leadership (For a Cadet)

It seems hardly possible - forty-five years since graduation. Darn, I have a son who has since gone through the Academy and is approaching twenty years of service. What do I know of the Academy now and what leadership advice could I give a cadet?

Let's look at the Academy. It's still very selective, and it's still the center of mind melding for four years. It's still where cadet life is structured only slightly less than at a Franciscan monastery, and where "leadership" is based more on seniority, adaptability, personality, grades, the ability to stay free of demerits, and standing with your tactics officer than upon an ability to lead people. One day you may graduate and, after a short leave, you will actually lead one or many. Who are these people you'll be leading? Unlike most civilian occupations, you'll be working with only individuals who have volunteered to be there, some of whom have as much, if not more education than you have. If they are beyond their first enlistment, they have made a career decision and have demonstrated an ability to work within a somewhat structured system requiring sacrifices upon their part in stability, pay, hours, and resources. For the most part, they're hard workers and try to do a good job. So once again, I ask myself, what one trait creates a good or bad leader?

Having spent those forty-five years working in the Coast Guard, outside the Coast Guard and conversing with people from many fields, the one trait I have found to make or break leadership is the ability to tell the truth - "truth in leadership."

Go all the way back to the playground. No one likes a liar - "liar, liar, pants on fire." Later it was, "A cadet does not lie, cheat, nor

steal.” A leader’s lie can lead to a total collapse of faith and confidence in that leader.

What am I talking about as a lie? It isn’t the governor who says he’s hiking when he’s in South America with his girlfriend. It isn’t the presidential candidate who says, “That’s not my child,” when it is. It’s not the Duchess of York saying, “My drinking made me compromise myself.” And it’s not an oil company chief executive officer saying, “We did everything possible to prevent the largest oil spill in American history.” No, those are the big lies that create impeachments, ruin careers, and cause lawsuits and divorces.

It’s also not the things you hear from members of Congress, who despite continually being part of one of the group to be rated lowest in believability by the American public, seem to get re-elected on a regular basis. Those are the things of which whole courses in psychology and political science are made.

And it’s not the other end of the spectrum where being too honest can be a fault: “OMG that zit makes your face look like a disaster zone” or “Your baby is ugly.” These are truths that are best never spoken, let alone in a business or social atmosphere.

You might say that a good lie won’t hurt. Take for instance Bill Clinton’s “I did not have sex with that woman!” He got away with it, in spite of all of the fuss that was raised; but so few of us have that miracle “Teflon coating” where lies don’t stick, so trying one just isn’t worth it.

No, what kills leadership is the middle of the road problem. The “I’ll get you all of the resources necessary,” when you know they’re not available. The “There’ll be no further cut-backs,” when you know there will be. The “Go ahead, and I’ll back you up,” and then you don’t. The “We’ll get you more time off after this is finished,” and then you don’t. Or the “I know what I’m doing,” but you don’t.

Like I said, you'll be working with mostly good people, who for the most part have good minds, and long memories, and just like you, do not like the "liar, liar, pants on fire." But as grownups, they aren't going to blacken your eye or punch you in the gut. They're going to discuss it amongst themselves, and productivity, quality, and punctuality are going to begin to suffer. And not just the one project associated with the lack of honesty will suffer, but slowly all your projects will begin to suffer as your leadership is questioned on more issues more often. And as this happens, your group's lack of quality performance and timeliness will not go unnoticed.

Being in a military service where promotion is so competitive, and failure at promotion means some form of termination, no one can afford failure based on a lie or half-truth, when it is so avoidable.

And yes, it can happen based on only lying once.

I haven't said you need to go into all the details and answer all questions in full honesty. Check yourself as to how much information needs to be shared, but always be honest with what you do say. Remember how you would react to your boss lying to you, and don't allow yourself to do that to the people under you.

Morgan, James Douglas

**One Aspect of Leadership Is Really Caring
(For a First-Class Cadet)**

I have always been rather independent. At six of my eight duty stations while in the Coast Guard, I was either the commanding officer or in the senior staff position. I do not believe I was an especially effective leader despite the training in leadership received at the Academy and the excellent leadership opportunities provided to me by the Coast Guard. From the date of reporting to my first vessel up to the present, I have held leadership positions whether in the Coast Guard, the Coast Guard Reserve, the private practice of law or in civic organizations. While I have witnessed numerous examples of poor or unremarkable leadership, I have only witnessed a very small number of what I considered really effective and remarkable leadership. One trait of a really good leader that has impressed me is caring.

I think of two aspects of caring. Those two aspects are:

- caring how your team performs and
- caring about the welfare of your subordinates.

They are of equal importance. The most effective leader I have known had both of these aspects of leadership. She really cared that the office accomplished its mission and was very competitive in that regard. This desire to accomplish the mission was apparent through the hard work of the leader and her efforts to extract the very best work product of the subordinates. However, while exhibiting many traits of good leadership in reaching that goal, at the same time, she went to great lengths to look after the professional and personal well-being of her subordinates. I think everyone in the organization realized the

unique ability of this leader to motivate the office professionally and personally through these traits. This realization had a positive effect on the entire organization. This leader was able to project to the entire organization that she cared about the mission and that she really cared about her subordinates. Everyone knew and appreciated the fact she was working hard to accomplish the best for the mission and the employees.

While I believe these two aspects of good leadership are well known and accepted, it is the implementation of these that made effective and remarkable leaders. The leaders I have truly admired seemed to implement these aspects in a very natural manner. This is not to say the implementation of this quality does not require time and energy. Neither aspect can be easily taught. I believe to a certain extent leaders are born and not made. By that I mean that sending a young man or woman to a military college is no assurance the officer coming out the other end will be a good leader. Perhaps better than without the training, but still not as good as the leader who is born with certain genes and raised in an environment conducive to being a leader. On the other hand, having an opportunity to be led by one who exhibits these two aspects of leadership can provide guidance for the future leader. A lot depends on the individual and their desire to learn and apply. The woman I mentioned earlier did not have any formal training in leadership, but was an astute and caring person who had the experience of working for a good leader.

It is not easy to incorporate these two aspects in your leadership. There is hard work in both aspects. At a minimum, there is extra time and effort required to perform your duties and at the same time be truly aware of the necessity to provide the professional guidance and supervision to subordinates to accomplish the mission. In addition, it is necessary to be aware and really be considerate of the needs of the subordinates on a professional and personal level. On a professional level, really caring about the subordinate may mean ensuring appropriate training is

available. Appropriate training to assist the subordinate not only ensures the team reaches its goal, but also ensures the subordinate is progressing in professional development that is important to the subordinate's career. It means taking the time to evaluate the educational needs of the individual and also determining what the subordinate believes is needed. There are many ways for the leader to interact on a frequent basis with the subordinate to display the concern the leader has for the accomplishment of the mission.

Caring about the personal well-being of the subordinate also requires extra time and effort. While it may not be too hard to pay lip service to this aspect, in my experience few leaders have shown the ability to really care. This does not mean lowering standards for performance by the subordinate. But it means making the time to understand the needs of the subordinates to best assist them in reaching performance standards. It is difficult to teach this kind of caring in the work place. It is fairly easy to see when a leader really cares about the subordinates and when it is simply superficial. For example, when the subordinate reaches a goal and receives a timely hearty congratulatory message from the very busy boss, the subordinate knows the boss cares both professionally and personally. This aspect of leadership must be performed on a daily basis and be part of the leaders normal process.

There are many personal matters of a subordinate that come to the attention of the leader. How a leader makes the time and effort to deal with these issues in a constructive and team building manner is critical to implementing the policy of really caring about the subordinates. Many times these opportunities will come at a time when the leader is absorbed with other important matters. It is easy to put off the steps necessary to respond to this aspect of leadership in a timely manner. However, to be successful in this area requires a leader to understand the importance of this aspect of leadership and to take advantage of the opportunity.

There is a high degree of sincerity required in order to really make these two aspects of leadership meaningful. If you end up only talking to your subordinates about these aspects and do not make the time and effort to implement them, your efforts will fail. What matters is that the subordinates see this degree of caring is applied by the leader to the mission and to the needs of the subordinates in a meaningful manner. Whether the leader applies these aspects to one subordinate or another, it will have a positive effect on all of the subordinates who are aware of the action.

The extra time and effort expended in developing and using these two aspects of leadership will provide a good return. The return will be measured, *inter alia*, in loyalty and productivity. This return means overall a better relationship between the leader and the subordinate. In my case, I believe it has meant all three. It has also provided an example for me to follow. I try to think more about these two aspects as I work with not only my subordinates, but also with my leader and my colleagues.

Staton, Robert Wadleigh III

**What Makes a Good Leader?
(For a First-Class Cadet)**

There are many things that go into making a good leader. The factors differ greatly depending on whether you are in an industrial or military setting. In addition, over our lifetime, changes have occurred in technical developments and social values that have altered the aspects of leadership.

When I first graduated from the Academy, the officers reporting on their initial ship were given the benefit of the doubt about their leadership. You were then given the opportunity to prove that assumption to be correct. I found the best way to prove to your crew you were a leader in whom they could trust was to get to know the existing operation and how it was working from the crewmembers themselves.

I spent the first several weeks on board ship getting to know my chiefs and crew before making changes in the way the department was being managed. As a result, when new challenges were presented to us, my crew had trust in me and I knew who in the crew I could trust based on experience.

An example of this trust occurred in 1966 when our ship was sent to underway training in San Diego. This was to be the first time in 30 years that an icebreaker was going to underway training - at least on the west coast. The training and evaluating team met with our commanding officer, executive officer, and division officers to plan the evolutions on which our ship would be graded. The first idea was to have us tow an iceberg and then break it up; however, no one felt the warm water could support an iceberg long enough for the exercise. So it was decided that beside the normal engine room and damage control drills, the

deck division would do gunnery drills, towing and underway replenishment. I was the First Lieutenant.

The towing drills were a piece of cake as the Northwind had done a lot of towing in the Arctic. The gunnery drills were a big reach since most of our previous two patrols were over the northern part of Russia, and due to the Cold War you were required to keep the mount completely covered. The Northwind had a twin five-inch mount but it had not been fired in five years. The underway replenishment drill was a bit funny since the Wind-class breakers carried fuel for a 50,000 mile range. We used to pump fuel from port to starboard to heel the ship to help get out of an ice jam.

For a month before the trip to San Diego, we drew on the experience of our first-class gunner's mate who, besides me, was the only man on board who had actually seen an underway replenishment exercise. We tied a line to a light pole on the dock and practiced six days a week. The training included the crews working the dock and the ship to simulate two ships. In the afternoon each day we practiced a simulated gunnery drill - without ammunition.

On the way to San Diego, we set up to try our crew's first gunnery drill with live ammunition. The plan was to shoot at a floating target in the afternoon and have a night illumination drill in the evening. The target was set out and a fire run started. The first shot splashed about 200 yards from the ship but the target was at 2000 yards. I felt the director had flinched. However, the second shot was the same. The captain called for a "cease fire," and because we were in continuous fire I had to report that the gun was fouled. The captain had us fire the loaded gun - that shot also was short. On investigation we found the gun crew had been firing the star shell charges, not the regular charges. The captain called a halt to the drill. As a result, all we could do for the rest of the trip to San Diego was dry fire.

The deck crew was very nervous and concerned about the exercises. However, we took these mistakes as a learning experience and the chiefs and I continued to point out to them we were ready to move forward.

To make a long story short we received E's for excellent for all of our gunnery exercises and also for towing and underway replenishment evolutions. This was the first time in ten years a Coast Guard ship had received E's in gunnery. The lesson learned from this experience was, by drawing on the experience of the entire crew and continuing to provide training and positive feedback, you could lead your crew to exceed even the crew's expectations.

In my career in industry, I found most of your new team doesn't start out respecting you as their new leader. Most of the people in an industrial department believe they know more than you and that they are just a stepping-stone in your path to the top. Many feel it took years to learn what they know and are not interested in sharing that experience without feeling it is to their benefit.

In this situation, the new leader must establish trust and learn what each team member is looking for in terms of need and expectations from their job. I found that spending time working with my team and finding what motivates each person resulted in all willing to work together. This was done during meetings by making sure everyone in the group was drawn out and had an opportunity to express his or her views and then being able to clearly restate or summarize those views. This gives the entire team the knowledge that you not only listen to their ideas but also understand them.

In 1995 the corrugated box plant at which I work was putting in a new computer system. The new system would control inventories, scheduling, order entry, estimating and pricing. This would be the first time our process would be entirely computer driven. Until then much of the process was pencil and paper.

The members of my customer service team were the keys to the data entry and would be required to enter at least 500 different orders during a two-month period. This was in addition to their normal 40 hour work week. These team members had little to no computer experience. None of them even knew how to play “solitaire.”

I had computers brought into the training room and had lunches provided so we all could train during lunchtime. This gave us hands-on experience and an opportunity to discuss ideas for streamlining the process and to deal, at low risk, with difficulties members were having. It also helped us place each customer service representative’s accounts and customers into manageable packets. The net result was that the conversion was very smooth and all of the team members received not only new skills but also an easier workload as well as a sense of pride in their accomplishments.

During this process I gained their trust and respect. In the long run, by showing concern for their problems, I was able to lead our department forward and develop team members, who, after years of working the same desk, developed the ability and desire to move into management positions.

Johnson, Richard Frank

**Leadership
(For a Coast Guard Cadet)**

Background: I have had the good fortune of learning, working and managing in many different environments during the course of my military and business careers. After my eight year Coast Guard military experience, I attended the Wharton School of Business and then pursued a career in financial services. I was posted in New York (twice), Paris, London (twice), Amsterdam, and Zurich during a period spanning some 30 years. Not only was this stimulating from a personal point of view, but also exposed me to many very different people, varied cultures, management disciplines and leadership styles. I was also often the token American in many situations and was tested frequently in terms of my cultural bias. It is fair to say that my frankness often shocked Europeans used to keeping their thoughts to themselves.

From my early management days I have been a disciple of Professor Peter Drucker, “The Man Who Invented Management,” and read as many of his books as I could. I found his approach to be one of simple and straightforward logic. On Drucker’s death a few years ago, Jack Welch, the highly revered former Chairman and Chief Executive Officer of General Electric, and an author himself, wrote: “The world knows he (Drucker) was the greatest management thinker of the last century.” I have read other books on management and leadership, but none can compare with the Drucker books and the effect they had on me.

I have my own guiding principles of leadership and management, in no particular order as follows:

Communicate – A good leader keeps his “troops” informed. No matter where one goes in the world, people cannot tolerate much uncertainty. Uncertainty breeds morale problems and often causes productivity to come to a halt. It is important to let people know what is going on, even if it means saying, “I don’t know myself.” Keeping people in the dark, the “mushroom school of management” is not a recommended approach. Former President Ronald Reagan, widely considered to be a very effective leader, was also known as the Great Communicator because he could explain issues in a way the average person could comprehend. Also, it is always better to get bad news out as quickly as possible. Long delayed, ultimate explanations appear made up and not credible. Try to engender a no surprises way of thinking and acting. Be as truthful as possible.

Listen – Many people love to hear themselves talk. One cannot learn anything however, by talking. Being a good listener is not easy at times and is definitely an unappreciated skill, but managers who do not listen to what their employees, subordinates, or shipmates are saying do so at their own peril. Quoting Drucker: “The most important thing in communication is to hear what isn’t being said.”

Be Honest – Early in my Academy days I learned very quickly when asked about a task I had not performed properly to say, “No excuse, sir.” Throughout my career I have heard so many different excuses for failure that I could probably write a book on them. It is so much easier for a person to say I made a mistake or I forgot than to go on with all sorts of long-winded rationalizations. This just destroys the person’s credibility. A good leader admits his or her mistakes and moves on.

Manage Down – We live in a highly politicized world. Many of the people I was associated with over the years spent their day trying to please the boss or “managing up,” while avoiding their subordinates’ issues. In many cases they were successful if they had capable people below them, but this strategy never works in

the long run as these people are eventually found out. It is important to treat your subordinates as assets, not liabilities. They are ultimately one of the keys to your own success and should be treated as such.

Be Fair – One of the universally acknowledged management tools today is the performance appraisal, although it can be called many different things in various countries. This is where the rubber hits the road. I don't care where you are from or what your background is, people do not, by and large, like to hear bad things about themselves and often live in their own world in terms of their self-perceptions. We all like to be told how great we are! In my early days as a manager, I started using the concept of a self-appraisal as the first step in the process. This was very helpful in that more often than not, the person's own appraisal of their performance was spot on mine, and the whole process that followed was quite easy and very comforting for both parties. In the other cases where the individual's perceptions were way off, the process could be difficult. In the end, however, it was always important as a good leader or manager to be fair with people and not lead them down the wrong path by avoiding the discussion of difficult performance issues. Specific examples of their shortcomings are key. Suggested actions to improve performance were always the best part of the process, combined with the appropriate follow up.

Reward Teamwork – Good teamwork is often the key to success in performing virtually any task, yet it is sometimes hard to encourage. The distribution of the workload is often hard to manage and there are always those who want to get more credit than they are due. We instituted team reviews to help this process along by having each member of the team rate each other's performance at the end of the process or task. Sounds something like the procedure on the TV show "The Apprentice," but it works and keeps everybody focused on the job at hand. Project leadership is yet another discipline which warrants study and application, because few tasks are solely individual ones.

Excellent teamwork has always been a hallmark of the Coast Guard.

Put Family First – Despite what you might read in the paper these days, working in financial services, and certainly banking, is very hard and competitive. Members of the Coast Guard have long been known as overworked and underpaid. Working round the clock to complete an assignment is not unusual in today’s workplace, and often people lose sight of their immediate families. They rationalize their behavior by thinking their own success will grant their families lasting happiness. Unfortunately, it does not work that way. Jobs and assignments come and go, while our families are with us forever. An effective leader can strike a good balance between his or her personal and professional lives.

Teach – Learning is a lifelong process of keeping abreast of change and one of the most pressing tasks of a leader is to teach people how to learn. People development should always be a primary responsibility of a good leader. Bringing people along and letting them reach their potential is a very rewarding role. Don’t constrain subordinates or stifle their creativity. A good leader is confident in his or her skills and is not intimidated by bright, young subordinates.

Minimize Organizational Politics – A good leader or manager lets his or her performance speak for itself. Unfortunately however, our society does not lend itself to avoiding politics all together. This varies across cultures, but do not let political games become your all-consuming task as eventually your real responsibilities will not be met.

Set a Good Example – “Do as I say, not as I do” does not work well in any environment. A good leader sets a good example for all to follow.

Be Democratic – One of the things I did not like about my stint in the Coast Guard was the fact that a few of the leaders I encountered were very much autocratic in nature. My experience hopefully was not typical, but I lost respect for them as a result. “Ours is not to reason why, ours is but to do or die” may work well in the field of battle, but under normal circumstances, if feasible, it is best to seek the views of others who are going to be involved prior to acting. One of the things I like about President Obama is that he actively seeks the views of all around him prior to making a decision; this is the hallmark of a good leader, a person prepared to hear all points of view, whether he agrees with them or not.

Respect Confidentiality – A breach of confidentiality often results in unintended, adverse consequences. A good leader understands this and properly conveys the importance of confidentiality to his or her subordinates. Although perhaps not in exactly the same context, “loose lips sink ships” is a World War II slogan that still applies today!

Reward Success – Nothing makes a person feel better than to have his or her leader say, “Great job, well done.” In the financial services industry, as I have experienced and around which much has been written, this is conveyed by bonuses and perks, which can lead in some cases to unproductive behavior. A good leader finds a way to reward success without collateral damage. Minimize bureaucracy and champion a meritocracy in all that you do.

Plan for the Worst and Hope for the Best – It is important to think through the downside case when planning any action. It is good to be optimistic, but sometimes things just don’t turn out the way in which you planned. Make sure your worse case is tolerable for all involved and properly articulated before acting – before and not after! A good leader should be transparent in this regard. Quoting Drucker: “Management is doing things right; leadership is doing the right things.”

Think Outside the Box - I experienced “this is the way we have always done it” responses on many occasions, particularly from Europeans living in very structured environments. If we all were stuck in this traditional thinking, we would probably still have vehicles drawn by horses! The great leaders of our time encourage people to be creative and break down barriers; the late President Kennedy was a primary driver of our quest to reach the moon even though he did not have any idea of how to do it! Leaders like Bill Gates and Steve Jobs have changed our lives by using technology to create whole new ways of doing things and communicating. Don’t get stuck in the old ways of doing things; strive to find a better way and encourage your subordinates to do the same.

Respect Cultural Differences – Living in Europe for so long in various countries, I was always amazed at how different these people were even though they had lived right next to each other forever. Coming from a melting pot here in the U.S., this was quite an eye opener. A good leader adapts to the culture in which he or she is operating without offending colleagues or subordinates.

Treat People the Way You Would Want to be Treated – This is a basic theme of life that is often ignored by managers seeking to elevate their positions on the backs of their sub-ordinates. A good leader never asks anyone to do something that he or she would not do themselves.

Regard Reputation as a Precious Asset – A good reputation is something that can only be achieved through the passage of time; yet once lost, is almost impossible to regain. A good leader thinks through the consequences of various courses of action before they act. My former banking employer had a rule - if you are contemplating an action or decision that could result in adverse front-page newspaper headlines if it became public,

DON'T DO IT. We have many examples today of leaders who have lost sight of this.

Keep Things Simple - A good leader can boil down the facts they wished to convey to three or four basic important points - about all people can absorb from an information session. Don't confuse them with all the exhaustive details; just tell them what they need to take away!

Stay Levelheaded - Every day we read something in the paper about a respected leader who thought he was above it all and could engage in inappropriate or even illegal behavior without consequences. This has occurred very publicly to presidents, vice presidents, governors, sports heroes, district attorneys, etc., all of whom are well known to us. How could they do these things? What were they thinking? Don't let your rank go to your head.

Don't Show Emotion - A good leader is capable of keeping his or her emotions intact, regardless of how pressing or personal the issues may be. The display of emotion has the effect of discrediting a leader. Also, in an emergency situation like those faced by the Coast Guard every day, a leader's coolness under fire has a calming effect on everyone involved.

Promote Ethical Behavior - Wherever I have worked, we have operated under a clear, articulated code of ethics. It is important to remind everyone around you what the appropriate standards of behavior are. In some cases we actually had every employee sign a document stating they had read the code and were abiding by its principles. This sounds very simple, but in certain cultures this approach is very hard to implement. It is clear in today's world that many of our former leaders did not operate ethically and they ultimately paid the price.

Retain USCGA Core Principles - The training at the Academy is excellent and in many respects, has guided me throughout my

professional career. The principles imbedded in me by the Academy, many articulated above, have served me well and have distinguished me from many of the people I have worked with over the years.

I am sure I am much more conservative, disciplined, and patriotic than I would have been otherwise.

Semper Paratus!

Somers, Laurence Howard

**Supporting Your Troops and
The Best Letter I Ever Received
(For a First-Class Cadet)**

My target audience is anyone who will listen and consider ways to be a better leader. Procrastination is definitely the enemy of a good leader. I have wanted to tell this story for some time but just couldn't quite get going. Didn't I learn my lesson? Thank goodness most of my bosses didn't procrastinate.

For many reasons, we never say directly to our bosses, "Thank you for being a great leader." I wish we could, because great leaders can and do make all of us more effective. I've had the pleasure of serving with many exceptional leaders in the Coast Guard, both officers and petty officers. Of course, leadership is a responsibility of each individual up and down the chain; most are good, some are bad, but when your boss is a great leader it really makes all the difference in the world.

Point Reyes National Seashore is located in rural Marin County about 45 miles northwest of San Francisco. It is home to the Coast Guard Long Range Communication Station San Francisco. I was commanding officer there for three years around 1980. The enlisted housing area is located in the small rural community of Point Reyes Station on a separate but un-gated street. Being a rural community, there was no local government with which to coordinate.

The single tennis court, which was built with Coast Guard morale funds next to the galley and barracks area, was open to the community. It was the only tennis court in an area with very limited recreational facilities. Relations between the local residents and the Coast Guard were generally good, yet there

were challenges. Many locals didn't have much use for the Federal Government at all, although this was mainly directed at the Park Service. An NCIS agent, who lived in Bolinas near our transmitter site, routinely parked his car at our site after he had two cars torched. Apparently, that was before the NCIS television show became popular!

I participated in the local Lions Club, Inverness Yacht Club and other organizations and we had pretty good communications with the community. On one occasion, my wife Carol and I were invited to a meeting at the home of a lady who was coordinating community activities and wanted to involve Coast Guard people. Good idea! Afterward, Carol said something about the funny cigarettes passed around among some of the attendees. Then it dawned on me - marijuana! Well, that is apparently the second time I smoked marijuana! The other was in Madison Square Garden. Both times it was second hand smoke. Reminded me of an official trip to Norway later in my career where I was offered whale steak for dinner by the government hosts. Pass the reindeer please! It seemed like the lesser of two evils. I could see the picture and headlines, United States Coast Guard Officer "finds whale meat tasty and nutritious"... "attends Pot Party." Was I being set up? Little and unexpected things keep us on our toes and it pays to know the culture. Be alert and Coast Guard values will serve you well.

I started receiving negative vibes about tennis court usage. The court had generally been lightly used, but the number of Coast Guard and local individuals using the court was increasing and murmurs of conflict were about. The set up was that Coast Guard personnel had priority and others could use the court on a not-to-interfere basis. There was no staff to manage the court; it was just there.

Continuously keeping the pulse of your organization is imperative because things can change rapidly. In this case the chain of command and organizational structure - such as the senior

enlisted advisor and morale committee - worked well. However, there have been a lot of bosses who have been “the last one to know.” Never good! Our senior enlisted advisor met routinely with our enlisted people and also with families living in the housing area and they discussed the issue. Our morale officer weighed in, as did the public works officer who had his office at the housing site. As I recall, they along with the executive officer came to me with the recommendation that we close the tennis court to the general public. The executive officer always made sure we considered all sides of an issue.

At first I was reluctant to make the change. Obviously, this would not be a plus in community relations. I learned local B&B's were advertising the availability of tennis on our court. Most of our personnel were watch standers, which meant their recreation time was limited and varying. Having to assert a priority on the court after sleeping in from the mid watch when it was in use by a stranger just wasn't acceptable to our people. I couldn't see a solution that would keep everyone happy. Recognize you can't keep everyone happy. It was clear, I needed to support my troops and not tell them to suck it up. We changed the rule, and closed public access to the court unless they were a guest playing with one of our members. We publicized the change and the reasons in the local weekly and through personal contact. Although certain members in the community wished we didn't have to do this, opposition seemed mild. I thought the matter was behind us. The crew was happy and morale was up. I would note, at another time and circumstance, the decision to open the court to the public could have been absolutely correct.

A month or so later we were queried by the district office about a fierce letter they received from a “judge” complaining about the audacity and unjust treatment to him in our closing the court to the public. That caught me by surprise, as I hadn't known of the “judge.” Shame on me. Turns out he was a retired judge - still using his title - who played on the courts fairly often with his

wife. I wonder if the realtor who sold him his house told him it came with a tennis court available?

While the staff exchanged some information on the facts needed to respond to the judge, I was getting a little apprehensive. Would the district back the judge or me? Would they want to slam a judge? Would I be eating crow? At least I would be supporting my people. I didn't have long to wait - no procrastination there.

But not to worry. "The Best Letter I Ever Received," a copy of the district commander's response to the judge, was totally supportive of the command decision. Not only was it supportive, it was factual, sharp, witty and about three pages long. I think the district commander wrote it himself. It knocked my socks off. I was a little embarrassed this had gotten to that level, but we don't always have control. I wish I'd kept a copy of that letter; it was a gem.

Now, you may be thinking, gosh how important could access to one tennis court be in the overall scheme of things?

It became apparent to me the issue was very important to my crew. One of a commander's responsibilities is to support his troops and it certainly is one of his key leadership tools. To be effective, support needs to be decisive and timely. The district commander certainly thought it was important enough to jump on it. I say thank you for great leadership!

Somebody else must have liked his leadership too, as he later served as Commandant. And he was noted for his steadfast support of the Coast Guard family as well as for responding quickly. An example of this was his practice of presenting awards within days of an event such as a rescue. That takes commitment and major tweaking of bureaucratic inertia.

It certainly sets the tone for the whole organization. As a commander, nothing motivated me more in my career than solid support from my boss. And that example is felt all the way up and down the chain of command.

We will all be bosses someday in our career and make many choices regarding how we support our troops. Strong, decisive and timely support will be best.

If it's a letter, make it The Best Letter I Ever Received.

Rogers, Joseph Michael

Welcome Aboard, Ensign Gooblatz

Early in my career at the Coast Guard Academy, we were addressed by our class advisor, then Lieutenant Commander Les High. He proposed when faced with a major decision, we should ask ourselves three questions. Those questions, in order, were: “Is it good for the Guard?” “Is it good for the people in the Guard?” and “Is it good for you?”

Being sophisticated eighteen and nineteen year olds, this struck many of us as being remarkably simplistic and incredibly naïve, and in private, was the object of many derisive comments. As the years passed and I became older, if not wiser, it became clear the point Captain High was making was that a good leader places his own personal interests last in the decision making hierarchy, and that the mission should always have the first priority. With that as a framework, I would like to look at some semi-random ideas that I suggest you consider as you embark upon your active duty career.

As a new ensign reporting aboard, you will be given the respect your rank and status as an officer deserves. You will also be expected to demonstrate to the command, the wardroom, the chiefs’ quarters and the crew that you are worthy of that respect. The grace period isn’t all that long. Your initial focus should be on becoming qualified as a watch stander, whether on deck or as an engineer, both in port and underway. In addition, you will have several collateral duties, which will also demand a significant amount of your time.

“...GOOD FOR THE GUARD”

1. ASK QUESTIONS – Whether you were first in your class, the anchorman or someplace in between, no one expects you will know everything you need in order to do your job. Occasionally we may be reticent to ask about something because we think people will think less of us if we display ignorance. But now is the best opportunity of your career to ask questions. Questions demonstrate you want to know how and why things work, that you value the knowledge and experience of those around you and that you aren't a “know it all.” To not ask demonstrates just the opposite, and sets you up for the embarrassing situation that the next time the question comes up, it will be someone asking it of you.

In my own career, my first assignment out of the Academy was as student engineer on a 327' Secretary class, steam powered cutter. There were many things I didn't know or understand. After completing my tour in Spencer, the next time I reported to that class of cutter was as engineer officer of Duane. This time I was expected to be the one with the answers, and I can assure you there were often times when I wished I had asked more and better questions.

2. SURFACE PROBLEMS – Two of the things which are potential career killers for any new officer are money and classified material. During my first tour afloat, our executive officer, a lawyer who had been a law instructor at the Academy, was tasked with conducting an Article 32 investigation into the conduct of the exchange officer on one of the other ships in our homeport. Every day the executive officer would return to our ship for lunch, and would naturally sit at the head of the wardroom table. Right next to him, he sat our exchange officer and would spend the entire meal making sure what he had

discovered on our sister ship wasn't going on in our exchange. I wasn't part of those conversations, but it was obvious someone was in deep trouble. Years later during my first commanding officer's conference after I had taken command of CGC Rush, the area commander addressed all the commanding officers in Pacarea, and his subject was problems with classified material.

As exchange officer, communications officer, classified material control officer, weapons, operations boss, or anyone else with oversight of money or classified material, the minute anything seems awry, you should surface the issue. Let your department head, executive officer, and commanding officer know - following the chain of command, of course. There are people on support center, district and area staffs whose job it is to be experts in these fields and to provide direction and guidance.

Don't ever just consider them as "cops" out to catch mistakes; they are valuable resources to keep you out of trouble. If you ever find yourself throwing a few dollars into the cash box, or, worse, taking out a couple of bucks to make it balance, or waiting for the next inventory of classified material to see if the problem you're having will go away, you are on the "slippery slope." Certainly, people are not going to be happy when you tell them there is a problem in one of these areas, but they will be a lot less happy if the notice comes from someone outside the unit. Under no circumstances ever try to cover up an issue or problem, that's the real career killer.

Needless to say, when I returned to Rush after the previously mentioned commanding officer's conference, I immediately called in the communications officer and chief radioman and told them that if there was ever any bad news, I wanted to hear it from them first.

“...THE PEOPLE IN THE GUARD”

1. RESPECT YOUR PEOPLE – Just as you want to have the respect of the people who work for you, they want and deserve the same respect from you. One of the first ways to demonstrate respect is to get to know each of your people by name. No one wants to feel they are just a number - a nameless, faceless cog in a machine. As a junior officer you can have a major impact on this perception. This is easy with your senior enlisted people, of course. They all have the same name - “chief.”

But soon you should make it your business to know all of the senior enlisted at your unit by name. Similarly, you should get to know the names of the people in your division and department, and the people with whom you stand watch. Practice by making it a point to return the salutes or morning greetings you receive with the name of the greeter. A cheery “Good Morning, Petty Officer Schwartz,” is usually much more meaningful than a perfunctory “Morning.” Later, “Good Morning, Schwartzie” might be appropriate. One of the nice things about shipboard duty is you can use the underway periods, when personnel are not changing, to hone and practice your skills.

As commanding officer of a 378, I took great pride in recognizing every person in the crew and in being able to greet each of them, by at the very least, their last name. As time goes on you can expand your interaction to include “small talk,” either personal items about sports, kids, etc., or professional, to reinforce the concept you know who they are, what they do, and what’s important to them.

2. MBWA (Management by Walking Around) - One of the best strategies for keeping current with what is going on in your division, department and unit, as well as with your people, is by getting out of your stateroom or the wardroom and seeing for yourself what is occurring. Get in the habit of dropping into the shops, offices, and worksites, and - while there - asking questions. Avoid “Gotcha” type questions; you’re just looking for insight into what your people are doing, why they are doing it, and what concerns, problems or successes they are having.

At first, this might cause at least some of them to be apprehensive, but keep it up and everyone will become more comfortable as they realize you’re not “spying” on them, but merely trying to keep in touch. And above all, remember, you’re not there to just ask questions, you’re there to listen to the answers.

“...GOOD FOR YOU”

It may seem a little early to be concerned about the direction your career is going to take at this early point in your career, but let me assure you it is something of which you should always be at least aware. Typically, in my experience, new graduates report to ships, and during this initial tour make some far reaching career decisions. Is your next tour going to be aviation training, patrol boat command, postgraduate school, or some other assignment, which usually builds on one of the collateral duties you had at your first unit.

If the system is working, your second assignment will be a gateway to a long and productive career. It may be the thing you have always aspired to, such as aviation, or law school or perhaps some previously unknown career field that captures your interest. My caution and advice is to beware of placing yourself in

situations in which you are narrowing your career options significantly and early.

In my own career, after my initial tour as student engineer, I was transferred to a diesel powered cutter as assistant engineer and damage control assistant, which was the standard assignment for shipboard engineers. Following that, I was assigned as an engineering inspector at a large marine inspection office. After three assignments and two transfers, my career was in major jeopardy because I had become too specialized. My good fortune was to be selected for postgraduate training in industrial administration, thus opening my options.

After post-graduate school, and an initial tour as the industrial manager at a repair facility, I decided to also keep my afloat options open by going back to sea as an engineer officer. My detailer agreed, and was receptive to my request. It was during this afloat tour I realized the options were again narrowing. I had a long talk with my commanding officer, and requested he specifically mention in my fitness report that I be recommended for a tour as executive officer afloat. He countered he would do that, but I would need to prove to him that I was qualified. Since I had been qualified on deck, both underway and in port, on my first ship, his requirements centered on re-qualifying underway, maneuvering alongside a pier, and conning in pilot waters.

Upon leaving Duane, I was transferred to Governors Island as industrial manager and had a successful four year tour. The question was what to do next. All my afloat operations classmates wanted to be commanding officers of WMECs engaged in the drug wars. The competition was fierce and there wasn't any way I could see myself getting such a plum assignment. I volunteered to be executive officer of a 378', and because of my experience in Duane, the detailer bought it.

The point of all this is that you are, if you choose to be, the master of your own destiny. First and foremost, do your current

job to the best of your ability. Then keep an eye on where your present job logically leads. If it isn't what seems best, explore your options for changing the inevitable. Don't wait until assignment time to start making plans. Take advantage of opportunities if they present themselves, a school quota, a collateral duty, a special assignment.

Sometimes the long-term goal requires compromise. Can't get to be commanding officer of a patrol boat? Try executive officer of a buoy tender or other job that qualifies you for a command job later.

In my opinion, promotion to lieutenant (junior grade), lieutenant and lieutenant commander is based on excellent performance in the assignments thus far. After lieutenant commander, the added issue of potential takes precedence.

It is not only what have you done well as a lieutenant commander, it is what can we now expect you to be able to do as well as a commander. Commanders, captains, and I dare say, admirals are expected to be officers of broad experience, who can be counted on to see beyond the narrow confines of their specialties, can fill assignments, which cut across the broad spectrum, or which do not have specific precedents, and thus act for the greater good of the Guard and the people in the Guard.

In summary, I advise you to:

- 1) Do your current job to the best of your ability.
- 2) Find out as much as possible about your unit, its mission and how things and people work individually and together to make the mission successful. Never assume you know the entire answer.

- 3) If something doesn't seem right, raise the issue to higher authority.
- 4) Know, and learn to trust your people and they will return that trust.
- 5) Be visible.
- 6) Ask for counsel and advice but remember, it's your career. Manage it.

Hebert, Russell Thomas

The Fine Line – A True Story (For a First-Class Cadet)

First-class cadets at the Academy are getting ready to graduate and report to their first duty assignment. If a cadet were to ask me what I thought was important in being able to quickly earn the respect of fellow shipmates and to establish oneself as a good leader, here is how I would respond.

Less than two months after I graduated, I found myself in a position that everyone hopes never happens to them. My ship, USCGC Owasco, was in dry-dock for extensive overhaul when I reported aboard after post-graduation leave. I don't remember how often, but I do remember having damage control drills at battle stations regularly. I was in charge of the aft damage control party.

In the middle of the day when all you could see and hear was the hustle and bustle of shipyard workers, the alarm sounded for battle stations – only this time, they did not say, “This is a drill!” It turned out the welders on the outside of the hull had ignited some sludge in the bilges and we had ourselves a fire to contend with. As the area outside the wardroom began to fill with smoke, my damage control team formed up with their gear, charged their hoses and OBAs (yes – the old style screw-in canister OBAs) and reported ready. The hatchway was opened and it was time for the two hose teams to do their thing.

However, the number one nozzle man, my second-class damage controlman, who was to lead the teams in, stopped and looked at me and said: “Russ, you're not going to send me down there, are you?” I cannot remember my exact response, but it was

something to the effect of “Russ my a___, get your butt down there!”

In the weeks leading up to that event, I knew I had to get to know my men, know their strengths and weaknesses, and try to mold them into a really good damage control team. Besides, I was the brand new ensign, junior man and wanted everyone to like me. I tried spending time with them, studying both them and the ship’s equipment. Because I was also the assistant damage control officer, I spent even more time with the lead second-class damage controlman. You can never spend enough time getting to know your people, but I let down my guard and let them get to know me way too well.

Did I cross that “fine line” of familiarity with the enlisted people? I sure did and the haunting memory has never left me. Fortunate for me I had a second-class damage controlman who realized his mistake and carried out my order. Could things have turned really ugly? Could people have been injured? Could the ship have sustained major damage? Yes, yes and yes.

Looking back, as I have many times, I realize my intent was good, but I ended up crossing that “fine line.” I learned the hard way, early in my career, not to cross that “fine line” again. Thankfully, my lesson did not have grave consequences. Because of my duty assignments, I ended up making three trips to GITMO in the next three years. These were three very successful trips. I never changed my desire (a goal of sorts) to get to know my people and their strengths and weaknesses, but I was always conscious of the methods I used to achieve my goal. After four years of active duty, I entered the civilian work force and joined the nearest CG Reserve Unit. I quickly saw the closeness of the officers and enlisted personnel in that reserve unit and immediately thought of the valuable lesson I had learned while on active duty.

That lesson served me well as I went on to command five different units during my reserve career. I applied those

principles to my civilian job, finally becoming a department manager before the company merged with another company and moved out of state. I used that opportunity to start my own business that I ran for fourteen years before opting out of that stressful environment. That was almost ten years ago and since then I have been working full and part-time in what I call my semi-retirement, less stressful, “coasting into retirement” jobs.

I digressed a bit, but I wanted to show the “fine line” is everywhere. It was certainly present in my military career, both active and reserve. In my civilian jobs, it was everywhere – with my coworkers, management, shop workers, customers and even competition. When you own your own small business, that “fine line” becomes even thinner. You try to foster a team environment in which you are both a team member and the head boss. The part time job I’m working now as a sub-contractor requires team participation and relies heavily on my ability to obtain information from other departments in order to do my job. Crossing that “fine line” with other departments can quickly turn against you and you’ll never get the info you need.

Last, but certainly not least, that line is present in your home and family. When you wear different hats like husband, father, son, etc., every relationship and every situation has its own boundaries. Some are harder to recognize than others.

I believe a good leader is one who can not only assess a situation and come up with an appropriate course of action, but one who can also identify the “line” and maximize one’s effectiveness by getting as close as possible to that “line” without crossing it. Use this wisely in your initial days at your first active duty station and all through your life. Good luck.

O'Connor, Michael John**Rambling Thoughts on Leadership, Addressed to a Senior Cadet**

Attempting to gather my ideas regarding major aspects of leading, I felt somewhat disadvantaged without having analyzed this subject through further academic study or reading inspirational self-help books. Further, let me confess I have no memory of any Academy classes on this topic although I'm certain there must have been because others have so stated. In fact, I am not convinced this trait can be taught from books. An author can expound on perceived principles but the student must live the reality. However, this is not to say I don't have some opinions that have evolved through the Academy days, four years commissioned and forty years in the private sector. So with reluctance and some trepidation - I know this doesn't sound like a leader - I will provide my simple view of this complex subject that may not be labeled as leadership, but rather a philosophical approach to life itself and a person's relationship with others.

There are a few character traits I believe will serve the individual regardless whether it be in the military or civilian life, although there may be subtle differences due to the command structure. These traits will develop over time, but based upon my Academy days, I think they took root early and without immediate, conscious notice. Primarily from swab year I observed two basic "training" methods employed by upper-classmen attempting to control or direct - **fear** or **calm**.

I rejected the *fear* approach, which was used by most upper-classmen, - probably reflecting how they were indoctrinated. This seemed to be the easy way out. They appeared to relish their power and expected blind obedience simply based on their rank. I chose the *calm* method to provide guidance, training and

support in developing a person's individual strengths, which in turn resulted in mutual respect and willing teamwork. This approach was confirmed over and over again while serving four years at sea where many officers used the screaming command technique with poor results and low morale. This attitude existed from the skipper on down. Granted neither vessel I served on was in a war zone but I doubt few of the men would have been willing to follow those officers into battle, more likely they would have been ordered into battle rather than been led. The civilian work place proved no different. The tyrannical, arrogant boss simply undermined his own success due to his treatment of workers. Being placed in a leadership role requires much effort to succeed, but keep in mind it is not a popularity contest.

There are many anecdotal stories to reinforce my approach to leadership but I think that could be quite boring and tedious for most people to wade through. Consequently, allow me to outline a few character traits I believe provide a positive basis for leadership success - with little embellishment. Keep in mind these attributes are not isolated skills learned singly but rather are interconnected and complement each other to form a complete package. Some people could possess one of these but would be unable to lead without the rest.

This list of character traits is not all inclusive.

RESPECT

Demonstrate a strong work ethic while providing incentive for others to succeed. Expect performance from those in your sphere of influence.

COMMUNICATION

Promote open dialog with peers as well as subordinates with sincere interest in their opinions and suggestions.

CONFIDENCE

Exhibit self-assurance without arrogance.

TRUST

Express compassion for the concerns and needs of others. Trust in the abilities of those around you and it will be reciprocated.

HONESTY

Integrity is essential. Do not waver.

KNOWLEDGE

Develop a strong understanding of the mission but not to the point of distraction; you cannot be the expert in every situation even though you are responsible for the final decision. Learn to delegate.

SUPPORT

Provide a positive approach when confronting personnel issues. Learn the situational details. Reprimand in private. Praise in public.

STRENGTH

Issue decisive commands based upon current best knowledge. Admit a mistake, learn from it and move in a better direction. No one is infallible.

The combination of these traits and others provides the foundation of an effective leader regardless of the career path chosen. Keep an open mind and learn from those around you. Work shoulder-to-shoulder with your charges rather than commanding from some ivory tower.

Simpson, William Maurice

**Technical Leadership for a Senior Cadet
Engineering Major/Junior Officer Engineer**

IN TECHNICAL MATTERS NEVER ASSUME OR GUESS
UNLESS ABSOLUTELY NECESSARY.

Always do your homework and do all you can to find the correct answers. Gather the data and do the research necessary. Don't be satisfied with an incomplete analysis or an answer that ignores part of the data or failure information. In design and analysis work make sure you have looked at all possible failure and error modes. There will be times you must make an educated guess, but that should be rare.

BE OPEN AND RECEPTIVE TO DISSENTING VIEWS IN
TECHNICAL MATTERS.

Create a culture among your staff or troops that encourages them to communicate their technical opinions and ideas. It may well be your personnel have a better insight into some complex technical issues than is provided by the theory you have learned. This includes being willing to be proven wrong in technical matters and a willingness to educate your personnel about complex technical matters.

SPEAK TRUTH TO POWER.

You need to be honest with senior personnel. This includes being honest about what you know and what you don't know. It means being honest about the possible consequences and risks of technical decisions. It means being willing to point out flaws you perceive in popular options suggested by other people. It may also mean being labeled a "negative" person.

SUPPORT TECHNICAL DECISIONS.

Even when you don't agree with a technical decision, support it to your personnel. This may mean accepting criticism from your personnel about a technical decision you disagree with.

You need to be open to accept criticism from your personnel and help them deal with technical actions they feel are wrong. You need to lead and motivate your technical personnel even when they think the wrong things are being done.

Andrasick, James Stephen

Leadership Musings from an Old Hand

So, you are among a very select group that has gained entry to the Coast Guard Academy. Congratulations! Whether a swab or a “firstie,” the concept of leadership is being preached to you daily and serves as the core of your education and professional development. What have you learned so far? How will it influence your career and your personal life? What can you do better? These are questions I often ask myself, reflecting on 45 years of post-USCGA life experience.

If you believe, as I do, that leadership is basically a process of persuasion to get others to create an objective, or to achieve one, you had better pay attention to how you organize your thoughts and communicate them - person-to-person, to groups, in writing - the visual impressions you leave with people.

Volumes have been written about this but remember it has to go both ways. Good listening is a skill many people do not possess, but it can be learned. How can you be sensitive to the reactions of others without pausing to hear and carefully reflect on what your audience is saying? Even Machiavelli understood this and acted accordingly with his princes. Take this on as a challenge if you have not done it before: watch yourself on a video, not just giving a speech but reacting to hostile and friendly questions. I have had the pleasure of doing crisis PR many times in my career and can't overemphasize the importance of practice. My idol, as yours probably is right now - Admiral (ret.) Thad Allen! Coasties are usually dealing with seemingly insurmountable challenges, so seize every cadet experience you can find to test and improve your communication abilities. It will take a blending of humility, humor and avowed purpose to succeed both at the Academy and in all future endeavors.

Which naturally leads to a proven characteristic of leaders - passion for whatever it is you are pursuing.

This trumps style in most cases, as the world has seen many successful public leaders with styles that are as different as their causes. My own exposure to this comes from an Aspen Institute weeklong retreat and a special leadership conference at a major public university. We studied the writings of this diverse group: Moses, Gandhi, Harry Truman, Florence Nightingale, Colin Powell, John Gardiner, Martin Luther King, Jr., Mao Tse-tung and others. The inescapable conclusion was that the common thread among them was a demonstrated passion - which is contagious - for what they held important. Even if your inherited personality does not favor outpourings of fervor, your deeds and commitment to a purpose will be evidence enough to those who you lead as well as those who you follow.

My own enthusiasm for sports and waterborne activities made it much easier to navigate cadet life. Team sports are a great incubator for developing leadership, and basketball in my view was among the best of experiences as it is a combination of individual improvisation and highly organized play. Coaches of sports teams have an especially vital role in the life of students, and I was no exception. My high school coach steered me toward USCGA, and I was privileged to play for two Academy coaches who tolerated my sandlot style, even as the captain in my final year. Coaches are paid to motivate but their real compensation is seeing the progress of the individuals who make the team. If you ever have the chance to coach a group of underprivileged children, as I did on Saturdays while at the Academy, the rewards are beyond all measure.

Which brings me to extra-curricular activities: do as many as you can enjoy and add value...each one contributes an extra dimension to your personality and a different group of friends.

Here's where your passion can be on full display! My own Academy experience planted the seed for more than a dozen non-profit leadership roles later in civilian life, which continue to provide great satisfaction to this very day. Among these social welfare, educational and artistic organizations is our very own Coast Guard Foundation, of which I am proud to be a trustee for more than a decade.

The maritime heritage each of you will embody by the time you graduate is unique and of great value to our society. This is a leadership asset that will serve you well throughout your career, whether it is as active duty Coast Guard, in other government service or private industry.

I have been on all sides of this business, starting as a USCG vessel inspector based in San Francisco, migrating over the span of 30 years and several different industries to head Matson Navigation as its chairman and chief executive officer for most of the last decade...full circle back to my maritime roots. In that position, I have seen the Coast Guard do its best work and never failed to be impressed by the professionalism shown, day after day, from those who have the task of regulating our industry.

Our environment is always changing and with it, leaders need to be more adaptable than ever. Technology has driven some of this, but that's the easy part. People of all ranks now want to be part of a team that works collaboratively. So in a rigid command structure, managing that team presents some challenges. Keep your goals straight, invite opinions, but in the end, demand results.

Which leads to a cardinal principle of leadership: do the right thing, even if it's not what people want to hear or do.

Everybody wants to be "liked," but delivering bad or unpopular news is often a requirement. I remember one of the most unpleasant times in my career involved closing down a major

division of a company and having to lay off a thousand people. As president of its parent company, the job fell to me to deal with employees, unions, legislators and the public at large. You can still have compassion in situations like these and maintain the respect of your position by being factual, direct and sympathetic. How would you like to receive news like this? That's a question always worth asking. Fortunately there are usually more positive events in life than negative ones, so failure is just another lesson along the way. Treat it as a learning experience. Remember that your attitude and reaction to situations as a leader is being closely observed by the people around you so don't overreact to the point of distraction!

Here's a small but important leadership observation: not all men and women are created equal.

Sounds obvious, but that means not everyone is motivated by the same kinds of suggestive behavior. There are ten different ways to chew somebody out, and the one you choose will be the difference between success and failure. Know and reward your subordinates, and do it consistently. The hammer works for some people and the velvet glove is better for others. This is a hard point to deliver in a military environment, but important nevertheless. If you are fair minded about what you require of others, you won't often go too far off course.

Which leads to my final hard-learned maxim: never ask others to do what you wouldn't do yourself.

This is a great way to test the reasonableness of a command, request or favor. I have used this often in recruiting volunteers for various organizations, and it works especially well in difficult situations where no sane person might step forward due to an imbalance in the risk/reward formula. What comes to memory is chairing a committee years ago that was formed to change the fortunes of a college bowl football classic that was suffering from a decline in attendance. Nobody could see a recovery, yet it was

important to the host city for revenues and media exposure. All it took was an enthusiastic person to spread that contagion of passion, and it was like bees to honey. The mission succeeded to everyone's benefit.

You are the most fortunate students I know to be at the USCGA, at your prime and ready to face a world of opportunity. I hope you can take some of these small gifts of knowledge and open them one-by-one as the years pass. It would give this old hand a very warm feeling that his experience has been passed to the next generation.

Semper Paratus.

Rutski, Peter Anthony

On Management and Leadership

Background

This discussion of leadership is intended for Academy cadets who will soon be on active duty in positions of leadership. My comments are based largely on my experience in the business world. Following graduation from the Academy I had three Coast Guard assignments; deck officer on an ocean station vessel in Boston, captain of a 95 footer in Ketchikan and RCC controller in New Orleans. After four years I left the Service to go back to school for an MBA degree that led to a career in the railroad industry. I worked for four rail carriers over 33 years and managed several functional groups and numerous projects.

I believe every organizational group or project must have a leader who is responsible for the results. I often describe the leader or mission commander or project manager as the person who gets “fired” if the expected results aren’t achieved. Getting fired is generally not the case for missing the mark. However, this loss of status reflects the value of the motivational concept that one individual must be responsible for the results. On the positive side, the leader gets the “performance bonus” and increased status that comes with success.

Projects, missions or assignments need a leader or champion to drive their organization to achieve the desired results. Examples of these leaders can be a vessel commanding officer, PTA president, corporate division executive or chairman of a political group. These examples are diverse but they have one element in common – there is one person in charge who is responsible for getting the results.

What does it take to be a good leader? It takes technical knowledge, experience, learning from mistakes and a dose of good luck. These factors will build the confidence and capability needed to get the desired results. You really can't get this experience from a book; however, a book can give you insights from the experience of others. When I think about projects I managed, I believe that a project leader needs to do three basic things:

- Define success;
- Secure resources;
- Manage the people.

Define Success

What is it you need to accomplish? The required results of some projects or missions are easy to define. When I think about a medical evacuation I had in Alaska it was pretty straight forward. Success was bringing the patient back to Ketchikan for treatment - provided the helicopter was not able to do it first. However, there are times when the definition of success is not always that straight forward. When working a project, I always like to ask the question: "What will happen if we do a really great job?" The answer to that question is usually a good definition of success. "On time" and "on budget" are also often cited as the measure of success for construction projects. If the mission objective is not clear, it is important to make your client think about what he really needs to accomplish his objective and in what time frame. The better you can define the mission or project objective the better you can prepare the necessary plan and determine the required resources.

There are also times when the mission objective is uncertain or not clear and you need to "negotiate" some of the requirements. This can be the case when you are trying to determine annual performance goals, which can be somewhat subjective. If there is

uncertainty of the objective, you may have to negotiate your definition of success. Remember if you are negotiating, you can never improve from your opening position. Another example of uncertainty can be project completion timing. It is a good practice to ask “when do you need it?” Then, negotiate a time frame acceptable to all parties.

It is very important to get a clear definition of success before advancing the mission.

Secure Resources

The project leader needs to determine the required resources needed to successfully complete the mission, and then get them. These resources can take many forms; people, equipment, training, funding, time or support from other organizations to name some of them. The leader must determine the resources needed to accomplish the mission and take responsibility for getting them.

As an example, one of the resources I found necessary during my service years was training. To get the job done, the crew needed to be trained in the use of equipment. I can remember an instance where we should have used an eductor or jet pump on a rescue mission to increase the water discharge from a sinking fishing boat. Unfortunately, I had not trained the crew in its use and value for high level pump discharge capacity. The fishing boat sank and the mission failed.

In the business world, I managed capital development projects that required support from other organizations outside my control. In that situation it becomes necessary to convince other managers your project should get the needed support. It is the responsibility of the project manager to get the required resources.

Funding was also a necessary resource for facilities development. There was always a lot of competition for scarce capital resources. As a result, it was necessary to be very good at preparing the business case needed to qualify a project for the required capital. Based on my experience, a good project leader had to be aggressive at securing the needed resources in this competitive environment.

Manage the People

I believe managing the people is the most difficult challenge with which the leader must deal. It is also the most rewarding. The objective to accomplish the mission requires the capability and support of your people, i.e., the crew, or the staff, or the PTA committee or the project team. In some situations you have inherent authority in others you don't. When I headed a volunteer organization I learned you need to ask for volunteer support. You can't order volunteers and you can't fire them. I always tried to take care of the people who worked with me. I wanted to be sure they had the resources and the motivation they needed to get the job done. Understanding the definition of success was a critical element in getting the people aligned to the task.

My most memorable experiences were on the CGC Cape Romain in Ketchikan. It was a small crew in a relatively remote location so I had a lot of freedom in managing the operation. In that situation I became personally involved with the crew. I knew them well and it was easy to get them to work together to get the job done.

When I look at my assignment in Alaska, I really had no idea what it meant to get the crew to take personal initiative to do a good job. However, in retrospect, I can recall a couple of examples of personal initiative that stand out. My boatswain's mate knew that Interlux brand polyurethane yacht paint was far superior to the available Coast Guard standard issue paint. The

polyurethane was longer lasting and had a superior finish. He wanted to use polyurethane on the hull of the Cape Romain. He figured out a way to get the paint from a local marine supply store and I never questioned him on how he did it. After the new paint was applied, the Cape Romain's hull was bright white and the paint did not oxidize.

Another example of crew initiative came from the engineering group. The Cape Romain had a clutch on each shaft that transferred power from the four Cummins V12 engines. I was told that these clutches needed to be rebuilt. Normally they would have to be shipped to Seattle to be rebuilt. However, these engineers believed they could take the rebuild task on themselves saving both time and money. I agreed to let them rebuild the clutches and they got the job done. There was some risk in the decision and I was probably fortunate nothing went wrong.

In both examples there was personal innovation and risk. But in the end, the entire crew felt a strong sense of pride in what had been accomplished.

Be Mindful of the Politics

My last thought has to do with the politics of the organization. Be mindful of the politics. Who are the key people you need to know and support? Early on in your career you may not need to be concerned about the politics of the organization. However, the personal relationships you develop and the reputation you build will have an impact as you advance in your career. Get to know the people who run the organization. Develop a solid reputation based on absolute integrity and high reliability in getting the job done - on time and under budget.

If I can be of help or answer questions, please don't hesitate to contact me.

Fuller, Phillip R.

This letter was written in February of 2008 in response to a cadet asking for my opinion on what it takes to become a good leader.

Dear Third-Class Cadet:

You have already laid the foundation for the best leadership training in the country. You were accepted at the Academy and are being trained to be a leader. Non-academic activities, as many as studies will allow, are a great start. This coming summer will be your first real test.

As a swab yourself, you experienced a locker full of personalities, all trying to do their best in different ways. Learn from those individuals and model your actions in the proper direction.

This coming Swab Summer will be your first real test; it is a great opportunity to practice leadership skills. My thoughts for you follow, but only you can decide your future:

Control your emotions, temper, voice and body language. Maintain your poise and bearing when under stress.

Always do better those things you make others do.

Do not become best friends with those under your charge. It's lonely at the top. Avoid the trap of wanting to be liked by those under you.

Be fair and honest and show them you have great respect for those above you.

Communicate effectively and often.

Have FUN - most important!!

In the real world, you will soon find yourself and know what your limitations, if any, will be. Many potential leaders limit themselves by avoiding the challenges offered to them while others try too hard and become a danger to themselves and others around them. Have respect for those above you and be a good observer and listener.

I listened to a very successful classmate several years ago as he gave his retirement speech. Not once did he use the “I” pronoun. He always used “WE”.

Make use of input from others and then make your decisions. Avoid wandering decisions.

Again, lead by example and avoid trying to be liked by those you lead. They will always respect you for that.

I believe the Academy will address the public speaking issue. Do it by all means. Only the first opportunity is the hardest. I avoided public speaking until I decided to address a packed church at my grandfather’s funeral service. We had been very close for a long time and it was the hardest thing I had ever done. After that, there has never been a hesitation to speak no matter what the occasion. My point is, once you cross over that bridge, you will be fine.

I probably could go on and on with sea stories, but that would not help you. You are on a great course and only you can navigate your own ship. I wish you all the best; have fun and be true to yourself.

Best Regards,

Phil Fuller

General Leadership

Cox, Stephen Hull

Leadership Principles

Train yourself and understand what you are managing. Do this through continuing education and self-teaching. As engineering officer on an icebreaker, I had to do this so the crew felt confident in my ability to understand their work. This also instilled confidence in me from the officers in my department and gave them a role model. You must understand the big picture. You must know what we are doing here, and specifically, what the goals are of your managers or senior officers.

Be responsible for your actions. If you make a mistake, learn from it. Look for ways to improve yourself and those who work for you. After quarters each day, both on the ships on which I served as well as in industry, I required feedback from my crews as well as employees. This was particularly difficult at first until all of us developed a level of trust to allow this to happen. The process became easier over time.

Be decisive. As a junior officer or manager this may be difficult because at that point you lack experience. Do not just react. Get facts. That is why the previous item is so important. Never run to a casualty.

Develop a team spirit in your group. As old fashioned as it may sound, the “one for all, all for one concept” really does work.

Ensure your employees or juniors take responsibility for their actions. Part of your job is to train those under you. They will make mistakes and a major part of your job is to develop their confidence level and ability to make decisions. There is nothing worse than having someone micro-manage a project. Your people are a resource.

“Who lives here reveres honor, honors duty.”

In the deck of Chase Hall at the Coast Guard Academy you will find that inscription. It is a precept by which I live and it has served me well in life.

Those words were sometimes hard to live by, but I am so glad I did.

Manning, Richard Dennis

Cornerstones of Leadership

Professional knowledge

You need to know what you are doing.

Share your vision

No one can follow if they don't know where you are going.

Integrity

Whether it is real or perceived, without this, you have nothing.

Taking care of subordinates

Their needs vary from needing a boot in the butt to your compassion.

The building process

Be observant. Watch good leaders and bad. Learn why one style works out in a given situation and another doesn't. I think of a leadership skill set as a toolbox - the more tools with which you are familiar the more likely you will have the right one for a challenging situation. Build that set by reflecting on your experiences and those of others.

Read biography. There are some great books out there that allow you to be a "virtual" leader. You can observe the context and consider possible actions without getting involved.

Win some, lose some. Some battles are necessary to win. Some are OK to lose. Others should not be fought. Try to figure out which is which. Be careful about being branded as someone who always has to win. For each winner there is a loser.

Learn how to relax.

Application

Military justice was an important part of my leadership practice, especially Captain's Mast (non-judicial punishment). I tried to follow these guidelines:

Be positive; what good can be said.

Deliver bad news on Monday, when the system could provide support.

Deliver good news on Friday, to enhance enjoying it.

Seek advice. Listen to others in the chain of command but the decision is yours.

Stay true to your principles; be consistent.

One particular memorable experience was an unfortunate incident between a senior student and a junior student during my first week as commanding officer of a training center. It was exacerbated by the Secretary of Transportation being the speaker to the senior student's graduation class the next week. No honeymoon period here!

The good and bad news was that most above me in the chain of command, right to the Commandant, were inclined to give me advice.

I listened to my seniors, I questioned some of my fellow training center commanding officers and I relied on the wisdom of my staff - all while trying to keep an open mind.

I ensured all relevant information was presented during mast. As was my practice, I huddled with key staff before coming to a decision. Then I took stock and made my decision. It passed my "mirror test."

Wright, Francis James

Do you know the difference between a fairy tale, a sea story, and a Coast Guard Search and Rescue story? A fairy tale begins "Once upon a time," a sea story begins "This ain't no bull," and a Coast Guard search and rescue story begins "It was a dark and stormy night aaarrggghh!" This article will concern rescues that don't end well for the rescuers on some of the dark and stormy nights.

In my opinion, one of man's noblest endeavors is to rescue or assist people who are in peril on the high seas. These rescues have been the bedrock of the Coast Guard since its inception. All "exigent circumstances" aside, the oceans, bays and rivers of the world are an unforgiving environment. Operating in this maritime environment requires due diligence. Your challenge as an officer and leader is to affect these rescues in a safe and successful manner. Leadership is required long before you and your unit launch on a rescue case. It is your task to ensure your unit is trained, operationally ready and effective. To accomplish this you must set high standards, be firm yet fair, and possess a good sense of humor.

In my case the mnemonic I often used was "Firm, fair and fun" - not necessarily in that order. These three "Fs" provided me with my initial response to any new leadership challenge. If more esoteric skills were required to deal with a situation, then I would delve deeper depending on the circumstances. Don't hesitate to ask questions from juniors as well as seniors, if available. When in doubt, I found my gut instinct often provided the correct solution. Unfortunately, the reality is, no matter how well you have prepared or how modern your equipment is, there are occasions when the rescuer becomes the rescuee. The people in peril now include our friends and shipmates in addition to those people who originally called for assistance.

I was at an air station that suffered two accidents with fatalities in little over a year. The challenges we faced would be similar to the challenges any Coast Guard unit, be it surface, aviation or shore station would face in accidents with fatalities. At the time, I wrote two articles dealing with various aspects of the incidents. This essay will deal with the second of my two articles and has been slightly edited and brought up to date where needed. The other article dealt with the adverse effects you can expect at your unit after a fatal accident.

“Hello commander, this is Joe on the desk.” Yeah Joe, what’s the matter? “Commander we can’t raise the ready aircraft on the radio and we think it may be down.” There isn’t an air station command and control type who hasn’t thought about receiving such a call. Most of the time it is just a matter of lost communications, but all too often, in the last several years, our worst fears have come true. The aircraft is down and there has been loss of life. The trauma this causes everyone, on a personal level, is understandable and generally expected. What most people haven’t considered, or been exposed to before, is the tremendous impact a fatal accident has on the ability of your unit to safely operate. I fervently hope you will never need any of this information, but these lessons are paid for with the lost lives of shipmates.

Bad news travels quickly. As soon as you know the fate of a crew, or if you know they are definitely down and the search is continuing, you should notify the families involved. Also, as the rescue phase progresses, ensure the involved families are informed of significant developments and progress as soon as possible. Our commanding officer and I took a close friend of the involved family, and the chaplain, on our visits to inform the families. The close friend then stayed behind with the families to assist with kids, screen phone calls and monitor the rescue efforts, etc. In those cases where there were deaths involved, the close friend then became the involved family’s decedent affairs officer. This job is very important and mentally exhausting. The

job may last for months as the assigned officer is forced to cope with the seemingly insensitive and unresponsive bureaucracies involved. Expect delays. My only advice covering this situation is to be aware of the officer's mental stress when considering him or her for further duties. Also, be aware that autopsies are usually required on the deceased crewmembers and the families of the deceased crewmembers should be forewarned.

If your station is in the initial search situation for your downed crew, there are several things to consider. First, set up reasonable search areas and don't overextend your resources. You will need fresh crews the following day if you are not successful on the first day. Understand that everyone at your unit will want to be involved and helping in some way. Most of your people will want to manifest their concern by taking some sort of action, anything at all, as long as they are doing something active. It is up to you to keep fresh crews, search planning teams and watch standers available for an extended search or perhaps new SAR cases. One of our searches lasted for ten days. Be firm. You must order the personnel necessary for these evolutions to take time off away from the unit and explain why it is important to be available and fresh. This forced rest will be hard for them to understand because of this very real need to take some action, but it is essential for you to have some people in reserve. Probably the toughest person to convince that rest is necessary will be you. All I can say is, no one is exempt from needing rest, and rest is essential for good decision making over prolonged periods of stress.

One need for fresh people is to relieve the first day respondents and any crews that recover deceased crewmembers. The trauma of recovering the bodies of close friends, or seeing the burnt and torn limbs and bodies of survivors is very difficult to cope with. Relieve them, even if they have had the chance for a good night's rest. In both of the accidents I was involved with, these first crews on scene were visibly shaken and their ability to function safely was significantly reduced. Most of these crews were not

aware of their diminished capabilities or were unwilling to admit to them.

If you have a rescue effort involving several aircraft or stations that is taking place at a remote location away from your unit, assign a senior officer to stay on the ground and be in charge of those resources no matter what their original source. This position of command and control becomes more important the more remote the area and less accessible to adequate communications. Without this senior officer present, the crews sometimes burn themselves out, at times needlessly, because of their very real desire to take some action - any action.

When these accidents occurred at our station, there was a Navy resource available called SPRINT. The acronym stands for "Special Psychiatric Rapid Intervention Team." The team was composed of psychiatric doctors and nurses. The Coast Guard now uses a concept named "Critical Incident Stress Management" or CISM. These teams consist of a team leader who might be any one from an E-4 to an officer, a chaplain, mental health professionals and unit personnel who have received and are current in the CISM training. A recent CISM board had 12 members for a C-130 fatal accident. The Coast Guard is further considering the U.S. Marine Corps' "Combat Operational Stress First Aid." The Corps' concept is to give this type training to everyone, so if the senior member of the unit goes down, the next person in the chain of command steps up and takes over command. This procedure continues all the way down to the junior person in the unit. The point of all these "teams" is to prepare commands for potentially adverse performance on the part of some personnel subsequent to the fatal incident.

Some of the teams' lessons include things you cannot necessarily control, but just being aware of them helps to understand people's actions. There are usually a significant number of personnel with guilt feelings, who somehow feel responsible for the accident, yet, in truth, are not responsible in any way.

For instance – “I worked on the number three engine last week” or “I swapped a duty day with the hoist operator and should have been on the flight” or “I’m the one who dispatched them.” Another is, “I should have searched farther south and then we might have found them in time, etc.”

These people have very real concerns, but no culpability.

I have already discussed the very real need by all concerned to do something - take action, anything! Although this desire to help and take action is usually a desirable trait and why we joined the Coast Guard in the first place, sometimes a slow bell is the best course of action. It will be up to you as the leader to weigh these circumstances and decide. The CISM team also points out there are usually two periods of reduced performance effectiveness at a unit that has suffered a fatal accident. One period is immediately following the accident and one is approximately three to six months after the accident. The timing of this three to six-month depression period varies depending on the individual involved, and would be hard to recognize without this forewarning. In general, however, expect another smaller depression around three to six months after the incident.

After a fatal accident, a feeling of vulnerability will usually pervade all involved. I know in my case, I always envisioned myself as the master manipulator of this incredible flying machine, nimbly controlling sixteen thousand shaft horsepower of raw energy. Immediately following the accident, I perceived the real feeling I was along for the ride in a rattletrap of one million rivets flying in loose formation. This sense of vulnerability is also sensed by all the dependents at the unit and raises their concerns for their loved ones. This concern is particularly evident when the service member is called out on a case.

If there have been some people hospitalized following an accident, endeavor to visit them while they are in the hospital. In addition, when the survivors return to the unit, support them and welcome them back. In one instance, we had almost three hundred people on hand to welcome back three survivors. The potential for guilt feelings of these survivors is often very real. If these survivors are subjected to veiled aspersions, or derogatory remarks, it could do irreparable harm. Long term, such comments could mean the difference between rehabilitation and loss of the individual as a productive member of the service. Premature accusations also send a very poor message concerning our support and trust of personnel to the remaining crews still carrying out our missions. Let the investigations, which are automatically set into motion following a fatal accident; take care of recriminations, if there are any. These investigations should help the survivors begin to gain closure.

Finally, there is a real need for a funeral or memorial service, that the members of the command and their dependants can attend. The service provides us the opportunity to show our respect and love for our lost shipmates and families, to vent some of our pent up emotions, to provide some closure on the incident, and provide a starting point on our road to recovery. The timing of such a service is particularly difficult when a crewperson remains not located, and is presumed deceased. The memorial service then signifies the end of reasonable hope for recovery and survival of the crew person to the involved family. However, even in this case, the memorial service must be held to provide closure so the family and friends can begin their long arduous road to recovery. The memorial services also assist the unit in returning to a more "normal" status.

I recognize people may take exception to some of my recommendations; I submit them with sincere altruism and for potential education. May you never need any of this information.

Finally, despite these accidents, I treasure the time I served in the Coast Guard. The rewards of serving were tangible. There is nothing quite like knowing you helped in saving someone's life or that you helped keep the environment clean or that your law enforcement efforts are helping keep our country safe.

The friends I made in the Coast Guard have remained my closest and truest friends throughout my entire adult life.

Anderson, Ralph Edward

Leadership in the Financial and Academic Arena

Leadership can be a difficult concept to appreciate since it may trigger a wide range of emotion and invoke strongly held opinions. Many people relate leadership to a precarious situation such as a military operation like the Normandy invasion, or a crisis situation like Hurricane Katrina. These types of situations either succeed or fail based on the person in charge's use of leadership skills.

Since most of my Coast Guard and University of California careers were in financial and administrative areas, my leadership thoughts fall in the non-emergent situations experienced by most people. Most people in non-emergent situations would be classified as directors, managers or administrators. Those attributes that enable directors, managers and administrators to be identified as exceptional, highly qualified, competent and looked up to by others have skills that fall under the concept of leadership.

In many situations, personal expertise may not be the primary reason for success. While it certainly helps to be very knowledgeable about the tasks performed by your unit, you don't have to be the most knowledgeable on any task or capable of performing most of the tasks. It has been my experience that success in non-emergent situations doesn't happen overnight but rather is the result of cumulative small accomplishments. What matters is not your opinion of the unit's accomplishments as being "good" but rather others, inside and outside, your unit reaching that conclusion. I believe the following skills have lead to my success as a manager:

- Love your job or at least make others believe you love your job. Arrive before most of the staff and stay after most of the staff and pay attention to the small stuff – pick up trash and make sure the environment is clean. Remember you aren't the most important member of the unit – helping out on the small, dirty details is very critical to building a great team.
- Don't micro-manage the staff. Pay attention to detail so the staff realizes you are aware of what's happening but let them be responsible for the unit's success. Once the staff recognizes you know what's happening, most staffs will perform at a high level of competence.
- Ask questions of the staff and try to understand the finer points of their functions. This shows your concern for them as contributing members of the team and allows you to be able to fill in during a crisis such as sickness or vacation.
- New work processes and financial problems were opportunities providing a broader understanding of the larger organization and allowed me to enhance my unit. The staff correctly felt my participation was a positive reflection of the unit's performance, which was the result of their performance.
- Being a successful vacancy. I have found staff appreciates the manager rolling up his sleeves to accomplish the unit's mission. This is especially true in today's tough economic situation where everyone is worried about losing their job.
- Know your job and take training to become more proficient and share new processes and ideas with staff to make them more productive and feel valued.

- Make work fun for everyone. Laughs, smiles, war stories, becoming aware of family situations and generally shooting the breeze will help relieve the stress and develop a more effective team. Treat them the way you would prefer to be treated. Make it obvious you are concerned about them as well as the unit's performance.
- If possible, become involved in activities outside your unit. Participate in meetings of the larger organization. Learn the organization so you can provide meaningful input during meetings. This larger group will recognize positive input and will seek you out for greater roles in the organization.
- Volunteer to be a pilot test unit. This allows for greater insight into the larger organization and lets outsiders have a better feel for you and your unit. This knowledge can then be disseminated to your staff so they can appreciate the comparison with other units throughout the organization.
- Be a mentor for your staff and others outside your unit. Networking within the larger organization is one of the best ways to be truly effective. You never know who will have the answer to the question you need addressed. Staff will be willing to help you once they know you are helping others. What goes around comes around.
- Encourage your staff to take training classes and be involved in committees involving the larger organization. A positive sign of the unit is the number of staff being selected by other units. I was asked to participate in many activities of the larger organization.

Being a leader in non-emergent situations is more challenging because the focus of the unit is broader, less clear and not seen by most people as critical. For these reasons, being seen by others as being successful is more satisfying.

Onstad, Lindon Albert (Skip)

Leadership Thoughts

Trustworthy, Loyal, Helpful, Friendly, Courteous, Kind, Obedient, Cheerful, Thrifty, Brave, Clean and Reverent—These are the **12 Scout Laws**. For many years these have been the foundation for membership and leadership in the Boy Scouts of America (BSA). One does not have to go far from these in order to define the qualities that go into successful organizational membership and leadership. Another saying that is equally important yet often forgotten is “Do unto others as you would have them do unto you”-- **The Golden Rule**.

There is really not much else to be said about these except how they translate into making a career and developing as a leader in the Coast Guard or almost anywhere else. No matter what our age or experience, we can evaluate our own performance in terms of these easy to understand and fundamental concepts. In looking back on my Coast Guard career and corporate service, I can see times when I excelled at all or some of these and other times when I failed to meet my or other's expectations. It is very easy to get caught up in the moment and forget the fundamentals. I suspect those who are able to keep these in mind while dealing with the every day issues and problems of work, family and play are those who become or are the most successful leaders.

I have learned a few other things over the years – some the hard way and others from observation and experience.

Although it may seem obvious, successful leaders seem to always keep in mind that people are their most important asset. In the military the only basic difference between the “boss” and everyone else is the gold on his or her sleeve. The respect one shows toward those “below” is likely to be the most important

single trait that defines a true leader. Respect goes both ways and is earned. With mutual respect comes success in many forms. A person can be a “boss” without having the respect of others, but it is almost impossible to be a successful leader without the respect of those you are depending on to get the job done.

Another area where successful leadership shows itself is amongst peers and in small groups. These days we do a great deal by committee where the ability to get ideas across without rancor and to influence the decision maker(s) is a key asset in career development and leadership. Sometimes we seem to forget that usually there is no single “right answer” in what we are doing. There may be a family of answers that individually may or may not work as well as another. The key is to direct the committee to the best answer. Likewise, I still don't know anyone who has received a perfect grade on every exam or paper they took, prepared or presented. Think of work and life beyond school as nothing more than a series of tests that are not formally graded. Learning how to work effectively within the group environment is, in my mind, as important as almost anything else in becoming a truly effective and recognized leader.

Finally, and maybe most important, is the responsibility of leadership within the family. Your family relationship continues forever; it never ends. It is the one constant within our personal lives. Following the “**Scout Laws**” and the “**Golden Rule**” will make a person a great leader within the family as well as in their career. It may sound too simple, but to me, this is a fundamental truth that is not to be taken lightly nor forgotten.

Finizio, Anthony Francis

Leadership

From 1988 through 2008, I had the opportunity to successfully lead four companies that were in financial difficulties through successful turnarounds. A turnaround involves the leadership of a company or organization that is failing and in danger of being closed. Failure results in the investors and employees losing everything for which they had worked and is not an acceptable outcome. Each turnaround was a completely different situation when considering the technologies, markets and the skill levels of the employees.

In each case when I took charge, the companies were unprofitable and losing sales volume at an accelerating rate. Therefore, the time available to correct the problems was limited. Although not the same as some of the emergency or immediate command decisions you will face in your Coast Guard career, each turn around required swift and consistent action of all members of the organization. The management principles outlined below, if practiced in day-to-day leadership, will provide a structure for company leadership. They provide a foundation upon which you and your staff will be able to respond automatically when called upon in command situations that require timely and consistent performance by all members of your team.

Although each turnaround was fundamentally different, the same four leadership principles were applied in each case:

- **Understand the situation before making decisions.**
When first assuming new responsibilities, take your time to learn the basics of your assignment, the capabilities of your staff, and their individual skill sets.

- **Listen to your staff.** They will be more knowledgeable in more areas than you can or want to be. Your success will be based on how well you can judge individuals and manage their and your expectations. It should be noted that in completing the four turnarounds, which had a cumulative staffing level of over 2000 individuals, I only had to involuntarily terminate six management staff members. We retained the overall staff and it grew by 50% after successfully turning around each organization.
- **Utilize consistent management principles in all situations.** Initially, we had to incorporate tough, but fair standards and requirements for the organization. When the companies became successful and growing, we maintained the same standards and requirements.
- **Recognize your team!** It is often too easy to accept praise for yourself when the results are successful. However, remember it is not you, but your entire team who is responsible for the success. They should be complimented and recognized for their efforts.

Cochrun, Larry Allen

What Makes A Good Leader?

From text books one will find numerous platitudes describing the traits of a good leader. Leadership is learned by gaining knowledge, understanding and experience.

On my first duty station, an icebreaker working off Greenland, I asked the master chief engineman what would help me become a good leader. I must digress; the master chief had been a warrant officer during World War II, before I was born. He was a man who all shipmates looked up to.

The master chief responded with some simple thoughts and these are:

Know What Needs To Be Done – Basically you have to know the task before you can ask someone to do something.

Explain The Task To Your People – The point here is not to tell them how to perform the task. Let them use their own experience and knowledge to get the task complete. By giving detailed instructions one may stifle any innovation and could delay the performance.

Lead By Example – You need to work as hard as or harder than your subordinates. Do not be afraid to “get your hands dirty.”

Demand Results – Perfection may be impossible, but excellence is achievable. All need to be as committed to the goal as you are.

Take Care Of Your People – Try to know the strengths and weaknesses of your people. Do everything you can do to assist them in their advancements and rewards. Try to take all outside

criticism yourself and give the rewards to the group. Humility goes a long way!

Be Honest – Always be truthful and honest. You also need to be dependable and keep your word.

I'm sure the master chief had a lot of other thoughts about junior officers, but he did not share those with me.

Harod, Norris Randolph

Key Leadership Skills Learned at the Academy

Leadership is the ability to inspire and show others a better way to achieve an end goal.

To better understand what I am about to share with you, it will be helpful to know a thumbnail sketch of my work experience.

I left the Coast Guard for personal reasons at age 26 after four years and serving as communications officer on an ocean station ship, executive officer of a search and rescue ship and commanding officer of a loran station. By age 33 I was vice president and general manager of a small subsidiary making medical products. At 35, I was general manager of a \$58 million a year medical products production plant with the same company. At 39 I was president of a newly formed small medical products company with a different large company.

In 1985 I bought into a small medical machine design and fabrication company and served as chief executive officer. We expanded in 1988 by opening a new company that contracted production and packaging of medical products for other companies. I left to start up another company as president and eventually bought control by divesting my ownership in the machine company. In 1994 we added a separate small marketing and sales company. We lost our manufacturing business to offshore competition in 2002, but the marketing and sales company and a patent for a new bedside bathing system and related products we owned survived.

Today, we are finally beginning to see this product line get “found” in the marketplace and relook at retiring. If my life had been different at the time, I would have very gladly been a career

officer and pursued a second career as a civilian if I wanted to continue working until today.

Looking back over my civilian life, it is clear the Academy instilled basic and refined leadership skills that almost all regular college graduates are not exposed to until several years into their chosen careers—if ever. To truly lead, you have to be in charge of something and have the primary responsibility for the results. At the Academy this began in third-class year as we were put in charge of the swabs, and continued as we progressed to company and battalion responsibilities. As an officer, our first assignment almost always had us in charge of some area on a ship and our responsibilities and experience continued to grow as we achieved higher ranks.

Meanwhile, the average college graduate is responsible for little more than their grades during college. After graduation, they join the ranks of other novices in some carefully managed restricted area of their expertise, with minimal if any decision making authority or responsibility. Only a handful of them have any practical experience in leading others during their schooling and almost none were primarily responsible for the outcome of anything. As a result, in addition to learning their actual job, they have an entire set of new skills to learn to be able to perform well in any future management position.

Nowhere was this more obvious to me than when I joined Proctor and Gamble after leaving the service for family reasons in 1969. P&G prides itself on its in-house management training and high company values. My first job was as a supervisor of a Pampers disposable diaper production line back when the world was just learning how to make them. While my fellow new supervisors were learning how to schedule their time, interact with their hourly employees, and keep up with very fast paced high cost production line responsibilities, I completed the six month management training program in six weeks. Even the written portions of their training were something the Academy

and my time as an officer had already taught me. It was a great feeling to “hit the ground running” and know I was really contributing in my new career.

But let’s return to reviewing the Academy training before we miss some essential basics that successful careers in military or civilian life are built on.

To me, first in line is a solid foundation of integrity and sense of duty. I have never forgotten the first time my class was shown that honesty was the only accepted policy, because our lives depended on being able to absolutely trust the word of our fellow officers even if the truth was to their personal detriment. I was a third-classman and a swab had just been discharged for lying to an upper-classman about not having change for the pay phone. At first the penalty seemed unbelievably harsh; then we realized that big lies grow from the habit of accepting or making little lies. In civilian terms, I would rather lose a few thousand dollars due to an employee’s error than risk losing everything because he tried to hide the error.

As a Coast Guard officer and in civilian management positions, my first policy was to make all of my people feel very comfortable coming to see me and other managers with any problems they had or created without fear of losing their jobs - mistakes happen. As a business owner, this has probably been the major factor in whatever success we achieved. Leading by example with integrity and proving you reward your people for it should be one of the most valued tools in your personal “success kit” no matter what you do in life.

A very close second key success kit skill is leading with and instilling a strong sense of duty to perform well at whatever you are assigned to do. Instilling and rewarding pride in personal accomplishment is what earns a leader a reputation as a “square shooter” and someone you can trust and want to follow. At the Academy, it started with demerits for poor performance to get

our attention. But it quickly progressed to rewards for achieving good grades, demonstrating more leadership, and accepting more responsibility. As a swab, you were encouraged to learn or build on your self confidence to overcome hardship and to accept a lot of criticism while you kept on straining to do the next set of “butt-muzzles,” more time on the “bench” or other exhausting exercises we did while we recited the next fourth-class handbook assignment. I mean, who doesn’t still remember that the Eagle is a three masted bark with 9.1 feet of freeboard or that “The Coast Guard is the strong nucleus about which the Navy forms in time of war”?

But have you realized you were also being taught to survive any task, never abandon your team, and to concentrate on the goal rather than massaging your own bruised ego? You would be amazed how many good managers I have seen fail over the years because they simply could not get out of the way of their ego, or share their success with anyone else, or admit they made a mistake and come with a plan to fix it and for some advice. Meanwhile, most CGA cadets left their super egos with their sweat in the middle of the hall or against some wall and moved on towards a better life.

Here is a practical example for you. As the new VP and general manager of a small medical plant making silicone catheters in 1976, it quickly became obvious that most employees were “surviving the day” and racing out the door as soon as their shift was over. The prior owners had not been entirely honest with them, policies often changed based on today’s situation and most of the management emphasis had been on what the employees needed to do to help the company survive. Employee turnover and training costs were high, quality and production were low, and morale was even lower. I had never run a company before, so I had no illusion of how great I was or real idea of how to turn this place around - except for my Academy and Coast Guard training.

Here is what worked for me. First, I gave the other four managers in the company specific responsibilities that were tied to needing the other fellow's results to be successful in their jobs, and a mandate that honesty and keeping our word was mandatory to keep their jobs. Next I set up a new production system that put quality first AND set up teams who were dependent on the group in front of them to have any product to add their work to. Then we posted every team's results and paid meaningful bonuses for higher production, but nothing if quality was off by anyone in their team. Mathematically, we shared the savings with them and watched as quality became A-1, production doubled then tripled and losses turned into profits.

After 6 months, when I walked through each area of the plant, I was greeted with smiles and people who had confidence in themselves, their work, and their leadership team—including their young whippersnapper general manager who was half the age of their plant manager. Hopefully this all sounds pretty simple to do to you and you can see how you are learning to build teams, integrity, and confidence in your leadership as you progress through the Academy. As time goes on, you learn there is a lot more accomplished in life with common sense, hard work and leading by example than with any flashy schemes or power thought books.

I am confident these skills are seldom taught at the most prestigious big name colleges in the country. In fact, I have often said that I would rather take a chance on anyone with values like I learned at the Academy than any new MBA from a place like Harvard. First, MBA's are usually taught to almost ignore all but the big picture "and the details will take care of themselves." But in my experience, if you train managers and crews to do and monitor the details, the big picture gets done faster and better with fewer costly mistakes. You also create an environment with less backstabbing and fewer hidden disasters waiting to erupt into lost profits. This worked for me from day one as a communications officer on my first ship through being

commanding officer and then several high responsibility assignments in my civilian life. Plus I had a lot of fun and enjoyed the people I worked with along the way.

Another key success tool I learned at the Academy was problem solving. Thinking back, most of the courses I took developed strong problem solving skills as well as the ability to manage a lot of different assignments at the same time. During my career I have made a major time investment in teaching my employees how to be better problem solvers, how to know when to go get help and that it would always be available to them. This started at the Academy because we had a lot to do in very little time and almost everyone needed some help in or with something. As classmates we were taught to help each other and to want everyone in the class to survive another year. This creed of unselfishness will follow you through all of your life and make you stand out as a leader who can be trusted and is appreciated.

Over time, I realized that problem solving is definitely one of the secrets to success in everything we do. The “followers” look to their boss to do their thinking for them. The better leaders become very good problem solvers and the top military or civilians figure out that solving problems before they happen—preventing problems they can foresee with their experience—is what makes the admirals and chief executive officers who they are. We all get a taste of this at the Academy whether it is figuring out how to shine your other pair of shoes to have ready for dress review, planning work so you don’t miss musters, or how to get some of your homework done ahead of time so you can concentrate on what is hardest for you. But I would suggest to you the benefit of taking “Semper Paratus” to the next level in your career and life is not always obvious. If it were obvious, everyone would plan ahead, be “for” rather than “against” things, and always be prepared. “Semper Paratus” is what leaders do.

I hope you found something to take away with you while reading this recounting of some of the key things I learned at the

Academy and as a Coast Guard officer that helped me be a better leader.

After 67 years, there is at least one thing of which I am 100% sure. My four years at the Academy and my four years as a Coast Guard officer were among the very best years of my life. They were often tough. But they taught me character, duty, formed bonds that last a lifetime and even how to have fun while working hard. I would not trade a single day for an easier life or more money. You start by being made a member of a group of the finest young people this country has to offer. Next you are placed together in the Academy where the time tested traditions and methods offer a great environment to develop your goodness and intelligence to its maximum potential. Then you are taught wisdom and leadership and a deep sense of purpose by your professors, upper-classmen, and your classmates.

Over time, you will grow old too. But what you are learning now will enrich the rest of your life throughout your chosen career(s) and within your family. We may enter the Academy as an unsure teenager, but in four short years, all who graduate will leave as leaders in whatever they do in life.

Brenda Downing, widow of Gary Edward Johnson

A Widow Remembers

Here are my thoughts on Gary and his experience at the Academy and in the “real” world.

I was the girl back home. For four long years I waited for the times when he would be home. Do you realize how hard it is to be a senior in high school and because we were an “item,” no one would ask me out? Of course, I went places with classmates but always in a group. At least at the Academy, there were dances and parties he could go to without being questioned. I heard the Connecticut College girls were very nice.

He was proud to be a cadet and everyone at home was proud of him and his education. The places he got to see when on the Eagle made me very envious. To receive the awards and rewards of the Academy were very important to him. In fact, I still have the silver tea service and silver chafing dish he received as engineering awards.

Being in the Coast Guard afforded opportunities many small town individuals never get to have. Living in new places, making new friends, and uprooting children were all a part of our lives. I knew from the beginning it would be difficult. But he was what I wanted and I was willing to do whatever was required to be by his side.

Gary always wanted to fly and when flight school opportunities came along he jumped. Was I afraid? Yes, at times, but I could not let my worries interfere with his flying, even when he had to put down a helicopter in the middle of a cherry orchard in Michigan. I didn't have to worry because his mother worried enough for the both of us.

After the Coast Guard, we tried to settle into a normal life of being civilians. He went to school and got his insurance license, as did I, and opened his own agency. I firmly believe the stress of running your own business, keeping the family together, and trying to make a place in the industry were hard on him. We had a series of deaths in the early 80's that were hard on all of us. The loss of his father, grandmother, and my father in a short span of time, took its toll. Gary handled everything the way he grew up, which meant boys and men didn't cry in public. Had he let it out more often and even yelled once in awhile, maybe he wouldn't have had the heart attack.

He left behind a loving wife, two fantastic teenagers and a domineering mother. Scott was a senior and still misses his dad very much. He has often said he wondered what it would be like to know his dad now that he himself was an adult. Unfortunately, three years later, I lost Sherri when she was eighteen and just starting her life as an adult. She is buried next to her father and I am sure they are together again.

Offutt, Robert Jr.

**The U. S. Coast Guard, a Leadership Laboratory of
“The Finest Kind”**

After graduation, I reported to my first ship, the USCGC Winona, which was in dry dock in Seattle. In my year on board we spent copious amounts of time under repair. We did, however, accomplish one November patrol, one Alaska Patrol and one refresher training (REFTRA).

We did so well at REFTRA we were certified for limited operation as long as other ships were not around. The commanding officer required a check ride from the district inspector before he was given his promotion from commander to captain, the executive officer had been charged with shoplifting at a local store, and the operations officer (my boss) got drunk and chased boatswain's mates around the deck with a butcher knife. After I left, the operations officer was put in hack for three days for drinking on board. The commanding officer had a directive - it didn't matter what happened on board as long as every call or message that left the ship painted a positive picture. That was my first leadership laboratory.

With good fitness reports, I was given command of a 95 footer, the USCGC Cape Porpoise in Morro Bay, California. Morro Bay was somewhat isolated with my administrative command 100 miles north in Monterey and the operations center at the rescue coordination center in San Francisco. It was a lonely feeling, but I was intent on making it a success. Everything that left the unit was carefully phrased and screened. We were considered an excellent SAR unit.

Unfortunately, I was too busy managing upward to focus on the issues of morale and team building. Morro Bay was a rough town

of abalone divers, not the best family place. In addition, for the whole time I was there, except for two weeks, which was cut to one, we were officially on Bravo-2 standby; but the RCC expected us underway in 30 minutes. Not good for family life or recreation. The executive officer was a chief boatswain's mate who had just been restored to E-7 after being busted for theft of government property. He and his wife wanted to show the ensign and his wife that chiefs really ran 95 footers. Needless to say, morale deteriorated. Just as I was attempting to improve things, I got orders to Squadron One in Viet Nam.

In Viet Nam, I served as executive officer for two months before getting my own boat, USCGC Point Grace. In the Viet Nam environment, the biggest enemy was boredom. Reflecting on what didn't work on the Cape Porpoise, I knew that it was critical to build a strong team and I did. We fought hard, the crew partied hard, but everyone was part of the team and those who weren't soon had orders elsewhere.

Together, as a team, we survived pot smokers, E-8s trying to find themselves, cooks who urinated on the mess deck, a Vietnamese liaison officer who took a knife to the cook's throat and a devastating 57 mm recoilless rifle and machine gun attack. I still have our American Flag with over 80 bullet holes. The boat attracted a senior master chief boatswain's mate who almost left when I was away on emergency leave. When I returned, he agreed to stay. In a sea of sameness, we established an identity for the CGC Point Grace. In short, I learned the real leadership lesson; how to build a team. I am still in touch with some of the crew.

This experience has stayed with me my entire life. Not only did I practice it at my subsequent duty stations, I used it in my next career. After retiring from the Coast Guard in September of 1991, I went to work in the Sabre Division of American Airlines. There I was given the opportunity to build an applied technology R & D group, Sabre Labs. At that time Sabre was one of the

world's largest automated transaction processing systems. It supported travel agents and airlines using over 700,000 terminals and devices worldwide. It was later spun off from American Airlines with a market capitalization that placed it in the Fortune 500. Using my lessons learned I was able to build a world-class team, which became an industry leader. The charter was to demonstrate "the art of the possible." While I was there, we were granted more than a dozen U.S. and foreign patents. Many of the innovations you are seeing when you travel today were seeded by Sabre Labs. I still get together with many of the people once or twice a year, even though I retired four years ago.

As a postscript, I moved on to be the Chief Technology Architect at Sabre. My Sabre Labs successors had good management and technical skills but lacked experience in the leadership department. The good people moved away. Sabre Labs atrophied and has assumed a new identity and charter. Only two of the original team remain.

Yes, the Coast Guard was a great Leadership Laboratory "of the finest kind."

Payne, Jerry Marsh**My Gift of Leadership**

As I look back over my life from the perspective of leadership, the first thing that comes to mind is that leaders are born not made. Those who write leadership books and teach courses on leadership may disagree, but in my opinion those books and courses help people improve their skills. They do not teach the basics. Those of us, who demonstrated good leadership skills late in life, started using those skills in early childhood. We were not necessarily aware at the time; we were just acting naturally. In the sixth grade, I was editor of the school newspaper, lieutenant of the safety patrol and class tutor. Within a few years I was elected president of my church youth fellowship; I reached the rank of Eagle Scout and was elected vice president of my high school honor society. I was put in leadership positions by my peers and my mentors because they recognized my leadership traits. I was born with a modicum of leadership qualities; over time I developed more.

Timing is a critical factor. Nothing happens overnight. Patience is an essential leadership skill. I read an article about decision making and being patient. The conclusion was that indecision is the key to flexibility.

Years later I started to realize the importance of mentoring. I had good mentors throughout my life. It is hard to be successful without them. Mentoring is a two-way street; you need someone to follow and someone to lead. That's what leadership by example is all about. As a teen, I attached myself to a man in the church choir. He taught me to put my musical skills to work and helped develop my moral character. His son, who would later be promoted to flag rank in the Coast Guard, was instrumental in my getting an appointment to the Academy. My father and one

of his brothers provided their guidance to encourage me to take the examination for admission to the Coast Guard Academy. My uncle once took me to visit a friend of his in Delaware. I had a very interesting discussion with this man who I would later find out was a Coast Guard war hero. Quentin Walsh's service in WWII for which he received the Navy Cross is described in the Alumni Bulletin, February 2010. This meeting was just one more accidental happening in my early life that guided me to the Coast Guard Academy. I frequently describe my Coast Guard career as a series of accidents. I was lucky to meet some good traffic cops along the way who recognized my leadership skills. They helped find a new path for me whenever I ran off the road.

Running off the road is not a leadership skill, but responding to accidents is. A critical part of responding to change is knowledge of oneself; self-knowledge is needed to develop confidence. Knowledge of all our resources is important in making any decision. A leader's most important resource is himself. Your self-knowledge is your most important asset in making changes in your plans.

I got a phone call a few days before my family was to start a change of station move. An error made in the officer assignments branch created a problem that could only be corrected by changing someone's existing orders to fill the vacancy. I was asked to accept a change in my orders that would result in a career path change. I had just spent three years preparing for a career in merchant marine safety. My new assignment would be in naval engineering. After a short discussion with my spouse, I accepted the change in orders. That acceptance made a dramatic change in the next seventeen years of my life. I made the change because it felt right, and my wife liked it. We do not consider family life when we talk about leadership, but we should. My wife and I shared family leadership. As a result, my children received the benefit of both our skill sets. Selection of a spouse based on leadership skills is not something I have given much thought to, but looking back I am not sure it

wasn't an important consideration. When I became a widower after 37 years, I realized I had lost a critical part of my leadership team. Leadership decisions are not made in a vacuum. I knew that changing career paths was something I could handle, but family considerations were an overriding factor. I have always said that building networks and not burning bridges will take you far. I started building networks early in my Coast Guard career.

I was taught how to be a project manager at a shipyard. My first day on my biggest project started with a meeting in the department chief's office. He stood looking out the window and said: this morning I looked at myself in the mirror and said you are the greatest shipbuilder in the world. Then he asked if I ever felt that way. At first I said no, but during the next hour I realized how important confidence is to a leader. I showed him my confidence and got the job. I learned not to do the whole job myself but to find other people whose specific skills could link them together into a team and get the job done more effectively and efficiently. A few years later I was selected by fellow network members to be part of a larger shipbuilding program. I used the leadership skills developed building ships and boats to provide oversight of contractors building Coast Guard ships.

When faced with very adverse situations, I concentrated on staying calm. Keeping your poise gives you an advantage over opponents and it bolsters confidence in your teammates.

Some years later I got a phone call that finalized my career path change. The caller was a commander working on officer assignments in headquarters naval engineering. He proposed assigning me to be the chief of naval engineering in Honolulu. I told him I had no previous assignments as a naval engineer. He said he knew what I had done and he thought I had the right leadership skills to do the job. I knew the importance of leadership skills, but it was the first time I could remember getting a job because of them. During my next assignment, I decided to get some formal leadership training. I was able to do

that in two venues. I attended leadership training in the Coast Guard and Boy Scouts of America. At the end of my tour, I was given an award by the governor of Hawaii for my leadership in the scouting program.

I was given several temporary duty assignments to provide guidance to other teams working on shipbuilding projects. I was selected as committee chairman to lead teams doing similar jobs at different times. In both cases, the expected result was a significant reduction in an engineering workforce. In the first case, the workforce was all of naval engineering in the Coast Guard. The second was the generator set design staff at Caterpillar, Inc. where I worked after retirement from the Coast Guard. In both cases, I was reminded of the importance of caring for subordinates in doing a job. In both cases, people would necessarily be hurt. Fairness is the leadership trait you want to be remembered for in cases like these.

Jensen, Donald Scott

Lessons Learned on Leadership

Introduction

During my Coast Guard career, I observed what I thought were good and effective leaders and others I viewed as poor and ineffective. Learning from each type, I formed a philosophy on leadership that guided me through a 30-year career and 15 years as a maritime safety and security consultant. The four pillars of my personal leadership model are: strong moral compass, high standards, fair and equitable treatment and preparedness. I'll describe what I interpret each to be and give some personal examples of how I practiced each one and the results achieved.

Strong Moral Compass

My definition of a strong moral compass is to know in your gut the difference between right and wrong and take the right path no matter what. Most cadets entering the Academy already possess one based on their background and upbringing. It is nurtured during the years as a cadet. Upon graduation it is assumed each officer will use it to guide actions and decisions made.

My observation is that in our desire to win the approval of our supervisor, get a good performance evaluation, get a choice assignment, get promoted, etc.; we are tempted to go off course and make a decision that in retrospect we are not proud of.

I decided, after watching this occur during my formative years as an ensign and lieutenant (junior grade), to develop a set of personal standards I would follow no matter what the repercussions or consequences might be. I was fortunate

through most of my career to have supervisors who shared my standards but as I rose in the ranks I was tempted to deviate more than once.

For example, during the late 1960's, it was accepted practice within the marine safety community to accept gifts from industry officials around the holiday season. A famous marine safety admiral even lectured our class at a merchant marine inspection course in Yorktown on what constituted a reasonable gift to accept and where to draw the line. He was sensitive to the balance between accepting a bribe and embarrassing industry by not accepting a customary gift. Fortunately this practice was abolished service-wide thus taking that temptation off the table.

As a lieutenant (junior grade) at a marine inspection office during this period, I was assigned to conduct an investigation into the death of a worker at a shipyard in the port. It was around the holidays and my investigation had turned up evidence the shipyard might be negligent in the death. I got a call from my wife one day stating a courier from the shipyard had arrived at our home with a large gift for the holidays. She wisely assumed this was excessive and asked how we should handle the situation to avoid any problems. We immediately agreed we should politely not accept the gift. I reported the incident to my supervisor and decided from that point forward to not accept any gifts regardless of CG policy.

I was fortunate to attend postgraduate training at the University of Michigan and received advanced degrees in naval architecture, naval engineering and mechanical engineering. Following graduation I was assigned, as a lieutenant at the time, to the Office of Research and Development at USCG Headquarters.

My supervisor was a commander who had the reputation of being tough, and many thought abusive, on young officers. Some officers who had preceded me sought reassignment or early rotation to get out from under his often perceived unreasonable

demands. I quickly determined I had to address this issue head-on or follow in the footsteps of my predecessors. During a review of my project, my supervisor “suggested” I take a path to which I strongly objected. I pressed my case but was ordered to follow his suggestion. I decided that this would be my defining moment; I would stand up to my supervisor and either sink or swim. I researched the issue for a few days, prepared my case as to why my course of action was the proper one and requested a closed door meeting with the commander. I made my case, he blasted me repeatedly but I kept stating my case.

After what seemed like an eternity, he voice suddenly softened, he smiled and shook my hand and said, “Welcome aboard.” He agreed with my decision and many more over the next four years of the tour. He had, in his unorthodox way, been testing my character.

High Standards

As an engineer, I believe engineering problems have solutions, some better than others, and that the role of the engineer is to find and implement the best, most cost effective solutions in a reasonable amount of time. Taking a short cut will invariably come back to haunt you. While serving as engineer officer on one of the early WHEC-378’s in the late 70’s, our vessel suffered a series of mid-life casualties that put the vessel in a repair and maintenance status for the majority of my two-year tour. Our experience and subsequent failures on other 378’s led to the Fleet Rehabilitation and Modernization (FRAM) program. Shortly after relieving, I found many of the engineering systems had been jury-rigged and left either marginally operational or out of service. My charge to the engineers was to get each system working as designed. It took the full two-year tour to achieve this goal.

I was very fortunate to be assigned as the initial Commanding Officer, National Strike Force Coordination Center (NSFCC), following the Exxon Valdez response and subsequent passage of

the Oil Pollution Act of 1990 (OPA 90). That piece of legislation mandated the creation of the NSFCC and a number of initiatives to be developed, implemented and managed out of my unit. The Headquarters detailers provided me with excellent military officers and enlisted members, and we hired very competent civilians to round out the staffing. I carefully read the legislative history accompanying OPA 90 to gain insight on legislative intent. Coupling that with my program experience, I set appropriate standards for the staff to achieve during their development and implementation of the mandates. I met with the staff, ensured they understood the programs and standards and let them propose how to proceed. With only periodic oversight and review, each took pride they had developed their respective program and that I was satisfied the standards had been met.

During my career I became known as tough and demanding. This was partially due to the examples of high standards described above but also from my contention that as public servants we needed to give tax payers, our ultimate clients, our best - always.

Fair and Equitable Treatment

I believe in treating everyone the same - fairly and equitably. My commanding officer on the 378 WHEC believed in letting each department set its own in-port liberty schedule depending on departmental workload. Since the extended inport periods were due to engineering problems, my department was required to stand port and starboard (maybe 1 in 3 if lucky) rotations to fix our problems and get the vessel back in service. The operations department had little to do in port other than stand deck watches, granting their department 1 in 5 to 1 in 7 watch rotations. I viewed this as unfair, argued my case with the executive officer and commanding officer and got some compensation, but the engineers still worked longer hours and more days. In subsequent tours as commanding officer on three shore units, I

attempted to ensure that everyone got the same liberty opportunities and was treated fairly and equitably in all matters.

When I assumed command of the Atlantic Strike Team in the late 70's, I learned that during the previous command the commanding officer and a relatively small number of unit members went on nearly all responses. I attributed this to their experience and ability to work together during the arduous response situations that strike team members experienced during that era. Members left behind were disgruntled and complained they were not treated fairly or permitted to go on jobs and gain experience.

I set guidelines for number of days on the road and made sure responding teams were mixed to prevent cliques from forming. I adhered to the guidelines as well and encouraged my officer staff to respond and gain experience. We established qualification boards to ensure all members, including the administrative personnel, were afforded the opportunity to qualify for the response levels. During the first year, a few members of the former regime refused to accept the new standards and were transferred. Unit morale picked up and everyone felt they were contributing to the main mission of the unit – “response.”

We had a tradition at my last unit, the NSFCC. Each outgoing member was presented a handcrafted plaque that contained a favorite saying or other remembrance of that member. The plaque I was presented at my retirement ceremony had the inscription: “fair and equitable treatment.”

Preparedness

By this I mean more than the Boy Scout motto of “Be Prepared.” I include having and maintaining thorough knowledge in a specialty, digging deep into any assignment and planning ahead.

During my tour in the Office of Research and Development, I was assigned to work on the oil spill response program. I was fortunate to have the opportunity to use my post graduate training while managing several basic research contracts looking at and attempting to understand how oil behaves on water.

My basic fluid mechanics courses gave me the background to delve into the mechanics and lay the foundation for development of equipment taking advantage of the physics that we observed in the laboratory and field studies. I co-authored several papers with contractor representatives during that period. This period permitted me to develop a specialty that provided a springboard into other assignments in the Coast Guard and in my consulting since retirement.

I found my Coast Guard career exciting because I was frequently presented challenges outside my comfort zone and with which I had little knowledge and experience. I learned early on that bluffing was not the answer but rather down in the weeds researching and digging into the subject was the key. In my early career this meant going to the library and skimming through books, trade journals and conference papers to gain some credible background. We're fortunate now to have internet searches that speed up the process.

Examples of my greatest personal challenges were testifying before Congress following the Exxon Valdez oil spill response and conducting press interviews in Saudi Arabia as the head of a U.S. delegation sent to advise the Kingdom following the massive release of oil by Saddam Hussein during the 1991 Gulf War. Methodical and often tedious preparation and not "winging it" was the only way to avoid being eaten alive by grilling Congressmen and reporters.

During my assignment in R&D I also learned about planning a project from concept through the R&D process, and implementation into the USCG through the project's life cycle.

We were required to look out 10 to 20 years and project life cycle costs. We also learned to break a project down into its discreet elements and logically attack and solve each piece. This skill has been invaluable throughout my career and beyond from solving engineering problems as engineering officer on a WHEC, to conducting long term planning as planning section chief at oil spills responses in my consulting business to at home when troubleshooting a problem with my old pickup truck.

“Management by Objectives” (MBO) was the buzzword of the day in the 70’s and I took several short courses on the subject. Even though the philosophy has been overtaken by other management philosophies, my management style was shaped and to some extent is still driven by MBO. The Incident Command System that the Coast Guard and government agencies at all levels and industries have adopted and embrace was developed in the 70’s using MBO principles.

When I was a fresh captain, the concept of strategic planning became and still is popular. During my tour as Commanding Officer, Marine Safety Office Providence, I was asked to help the Office of Marine Safety develop a strategic plan to guide the program forward. As part of that project we were trained in the process of strategic planning. I bought into the concept and used it at each of my subsequent units. It was especially helpful while assigned at NSFCC in developing and implementing the new unit and OPA 90-mandated programs. Since retirement I have volunteered to conduct strategic planning as a board member for local chapters of the American Red Cross, the United Way and a child advocacy program.

Conclusion

Leadership is a tough concept to describe and get your arms around. The old cliché you know it when you see it applies. Some folks are natural born leaders and every Academy class has a few; they are the ones who hold the top regimental and brigade

positions and class offices. The majority of us develop our leadership over our careers by watching others, emulating their good traits and avoiding their less desirable traits.

During my career I developed my own personal leadership model of the four components of strong moral compass, high standards, fair and equitable treatment and preparedness.

I believe these leadership components served me well during my career.

Coleman, Joseph Patrick

It's All About Them

When the call went out to consider writing an article and describing Les and Carol High's influence over my leadership style for the last 45 years, I was less than enthusiastic and was not sure what I would say. Although my career path in Coast Guard Aviation never crossed the High's Coast Guard career, I realized their dedication, support and sincere interest in my career and Ginny and my children over the years did in fact greatly influence what I thought about relating to people and how I interacted with seniors, peers and subordinates.

I will therefore pose three points to discuss: 1) It is not about you, it is about them; 2) You have to be sincere in your beliefs and honest in your dealings with people; and 3) You have to set the example.

First, about Les and Carol High - there is no other couple I have ever known who has taken an active and positive interest in a very large group of young people, now very adult, for such an extended period of time. Over the last 45 years I have marveled at their sincere and honest dedication to each and every member of the Class of 1965.

Although I have never had the opportunity to witness Les High's professional on-the-job leadership, I have often imagined just how good he must have been given how he has kept in touch with my family and me. How much personal time and effort must he and Carol have devoted to each and every member of our class? I could only imagine how hard he would have worked to support anyone working for him. I have always been impressed; it made me really think about how much impact a person could have on someone by just being there, being

sincerely interested and always willing to reach out to help when needed. Now that I really think about it, for the Highs it was always about us, the Class of 1965. What they gave to each and every one of us was always honest and from the heart. Les and Carol High set an example of dedication and hard work second to none.

So let's discuss leadership and how I have approached it over the years.

My first point is that it was never about me; it had to be about the people I worked with and for those who worked for me. I could never understand those who described work and accomplishments with the pronoun I or me. I would rather speak in terms of "we." To me, an individual could never be as effective and successful as the sum of the people with and for whom he or she was working.

As I became more senior, this same philosophy held true for those who worked for me. In my early years, I learned quickly I really didn't know very much, especially as compared to others. If I was going to succeed, I needed to honestly seek out those who knew what they were doing and to some extent rely upon them. So the saying goes, "Ask the chief." I would take that even further: ask the first-class petty officer, the second-class petty officer and the third-class petty officer. You can make better decisions when you get good and varied input to work with. Once a decision is made in this manner, you get much wider and more enthusiastic support for implementation. In my role within aviation and aviation engineering, my success as an engineer was dependent on the hard work, skill, dedication and support of a large engineering staff from third class petty officer to master chief petty officer. I never could have been a successful engineer without an excellent staff. They had to believe in me, and I had to honestly believe in and support them.

That brings me to point number two. You have to be sincere and consistent in how you deal with people and how you handle everyday events. Insincerity will be obvious and will have a very negative effect. When counseling a new employee, I would suggest it was extremely important for them to enjoy coming to work and doing their job. I would ask that if they ever needed anything they felt would improve their performance or make their Coast Guard life more enjoyable, just ask. I would go into extensive detail.

My point was, and I would tell them this, that if they enjoyed their work, felt they were supported 100% and had all the tools they required, they would do good work, and they would make me look good in the process. I truly believed, and attempted to never forget, how important each and every engineer that worked for me was. I worked hard at getting to know them and sincerely felt my success as a leader was dependent upon the team of engineers from the most junior to the most senior. If they had an unresolved problem, their performance on the job would not be as good as it could be.

Lastly, you have to set the example. I cannot imagine anyone being as hard a worker as Les High must have been during his Coast Guard career. In my career within aviation engineering, I had to be at work early in order to get a start on the status of all the aircraft before the pilots started arriving for the day. I had to be prepared to brief the executive officer and commanding officer as to the details of each aircraft that would not be available to fly. If I expected my engineering staff, officer and enlisted, to get to work on time, or early, and to work extremely hard to meet the demands of a rigorous flight schedule, then I had to be there with them. If I expected mechanics would work on aircraft on weekends or late into the night because we had to have them the next day, then I needed to be there too. That didn't mean every day, but enough for them to know if they needed anything on a weekend, or after hours, I would make sure they got it. Being the engineering officer did not mean I had any

special privilege or I didn't have to work as hard; it meant I needed to work harder because I had 200+ highly dedicated engineers I needed to support. As I said in the beginning, their success meant I would be successful.

In summary, it is not about you. It is about the people who work for you and the people you support. Always be honest with your employees and with those with whom you deal. Bad news does not get better with time. Treat everyone fairly and equitably. Lastly, always work harder than your hardest working employee. They need to know you will do whatever is necessary to support them so they can be successful in their job. Remember, if they are successful, you will be too.

The way in which Les and Carol High have supported every member of the Class of 1965 embodies all of these attributes. I can only imagine how wonderful it must have been to have Les High as your commanding officer. You would never be without his fullest support. In return, you would have given him only your very best effort.

Angie Gipson, daughter of Ronald Maurice (Hoot) Gipson

A Daughter Remembers

Although Hoot never got to experience the joys of being a grandparent, there is no doubt he was enchanted by children, loved those “teaching moments” life occasionally presents and found road trips to be spiritually enlightening adventures. So a long drive is the perfect scene to set when thinking about how Dad might have responded.

Dad, “Hoot,” was never much of a follower but he admired people whose character and life he respected. Hoot did not articulate many reflections on leadership but we believe it’s likely that his perspective on leadership would have incorporated some of the diverse lessons he learned during a short and robust life. He likely would have shared some of the following:

A leader is a person who views life as an opportunity to learn.

Hoot grew up as an exceptionally sharp kid from the lower-middle class in a poor town on the Gulf Coast. He came from a family with limited resources - in fact, he told me recently he never even had a bike as a kid because they couldn’t afford it. After Hoot passed, my two uncles told me stories about Dad getting “switched” on numerous occasions for reading in bed with a flashlight. It was funny to siblings at the time but possibly the key to changing a person’s destiny. Eventually, Dad’s commitment to learning paid off. He was a National Merit Finalist in high school and accepted to some of the country’s finer academic institutions. Dad once told me he declined a scholarship at Rice University because he realized if he stayed in Houston he might never see the world beyond Texas. Dad was

brave enough to recognize an opportunity for growth at the Coast Guard Academy and he threw himself into the great unknown with all his might. Hoot had immense respect for people who challenged their boundaries and embraced change as an opportunity to learn.

A leader is a person strong enough to say “No.”

I once asked Dad what it was like to grow up in the segregated South. He told me it was a response born of ignorance and it never made sense to him. Because Dad did not come from wealth, many of his diversions came from sports. He frequently sought out the best basketball pick-up games he could find – most were in neighborhoods his parents did not approve. Hoot simply rejected the notion of racism because it wasn’t smart and it wasn’t right. There were several other occasions in his professional life as an attorney when clients asked him to do unscrupulous things. Hoot appreciated that honor and ethics cannot and should not be compromised.

A leader is a person who recognizes an emotional response will not solve the problem at hand.

Being a father to three teenage children may have been Hoot’s greatest test of patience. Each of us was only two years apart! Being attorney to thousands of clients facing the loss of their home in foreclosure likely proved Hoot’s greatest test of emotional resilience. Hoot recognized people want empathy but what they need is an emotionally stable source of reason to talk them through life’s tough choices. Hoot respected leaders who communicated using logic and reason to resolve issues.

A leader is a person with a strong sense of civic duty and engagement.

Despite his adventures with CGA ’65 and professional career options after, Hoot remained committed to his small hometown

where he ultimately chose to return and start his family. Hoot helped our town create its historical society, avidly supported the arts, championed inner-city sports for children and professionally mentored numerous legal professionals in our town. Hoot considered community involvement noble and he judged people by their deeds to improve the lives of others.

A leader is someone who has the courage to appreciate the joy in life's journey despite the challenges.

Hoot was an eternal optimist with the enviable trait of a sharp wit and fine humor. He respected serious people who did not take themselves too seriously. During his first bout with thyroid cancer in the mid-1990's, Hoot let it be known he wanted to go with our normal routines because "cancer is not who I am." His pragmatism was awe-inspiring. A decade of wonderful life later, even when we all knew his fight with kidney cancer was near its end, Hoot gathered us round and said, "Kids, I want you to know I've had a great run." Hoot considered life a joyful experience to be LIVED to its fullest. He appreciated optimists who could inspire hope even when faced with dire straits.

Ultimately, Hoot may have just responded to the leadership question with "That's a complicated question, kiddo. What do you think makes a good leader?" Regardless of how the conversation started Hoot would have used the opportunity to probe, and expand the audience's own reflection on leadership. Hoot relished his time at the Academy because it was his first experience living with disciplined intellectuals with whom he shared the transition into responsible adulthood. Hoot treasured the brotherhood forged by honor, duty, mutual admiration, and apparently, a lot of practical jokes including one involving peanut butter.

Angie Gipson, daughter of Ronald Maurice (Hoot) Gipson

Although he's not here to say it himself, most importantly, Hoot profoundly appreciated the **true** leaders who kept the Class of '65 misfits (himself included) organized throughout the course of all these years.

With love and admiration to all of you,

Hoot's Kid – Angie

Omri, Thomas Edward

Respect in Leadership

Although much has been written about leadership, in my experience in the Coast Guard and the private sector, one quality, which was frequently noticeable in good leaders, and which assisted me substantially with my responsibilities was respect, respect for the people you serve, respect for your peers, and respect for others who you encounter in your daily life.

Early on, I didn't realize what positive direct and indirect results respect could generate.

But, through experience and reflection, I learned respect could foster and be the catalyst for other positive traits essential to good leadership, such as effective communication, teamwork, understanding, and consideration and caring. Upon graduation the only basic leadership qualities I recall were to look after your people and try to treat others with dignity and consideration. Little did I realize at the time that these traits fell under the umbrella of respect.

As a new ensign, I remembered that chiefs were the technical experts and front line supervisors. At my first unit, my senior chief and I arrived at about the same time. In our initial meetings I told him point blank that he was the technical expert, I expected him to teach me what I didn't know, which was a lot, and I relied on him to keep me out of trouble. I respected both his expertise and his achievement of being promoted to E-8 and he respected the fact that ultimately I was responsible for the division.

Consequently, we established a good professional working relationship of trust, communicating openly on factors affecting

the division. The division ran smoothly and effectively with minimal problems largely due to the chief's contributions.

It didn't take me long to realize no one individual had the monopoly on expertise and knowledge. The most effective leaders were the ones who respected others, listened to their peers and subordinates and valued what they had to contribute. They were also the ones who produced the best results because they valued the knowledge or information others contributed and effectively put it to use. I learned by surrounding myself with good people, using their expertise, and listening to what they said made fulfilling my responsibilities much easier. I tried to learn and broaden my knowledge in every job, both in the Coast Guard and the civilian sector, until the day I retired.

Over the years what I learned from seniors, peers and subordinates alike was invaluable.

An example of the positive return respect can bring is a very simple tool that worked successfully at several units. I made it a point of going to a member's desk or workstation to wish the individual happy birthday. I was pleasantly surprised at the open communications it helped to generate and how much the simple gesture was appreciated. It was also surprising what information and knowledge came out of casual conversations. People appreciated the fact that the commanding officer was willing to take the time to come out of his office, (other than inspections, etc.) and see them, especially if they were located in another building or did not see him on a regular basis.

Along the same vein, I had the branch and division chiefs keep me informed of any special event or occasions such as the birth of a child so I could personally congratulate the individual. People got very comfortable and used to me wandering around the command. This simple tool also indirectly helped foster a team spirit among the employees and sense of belonging. When needed, people more willingly pitched in to help their co-workers

or get the job done. As a side benefit, what you see and observe when casually going through the unit can be very informative and not as apparent during more structured events like material or personnel inspections.

Good leaders are ones who demonstrate respect... for the people they serve, for their peers, and others they encounter in their daily activities.

Rufe, Roger Thomas

Leadership Essay

Good leaders are lifelong learners. A lot can be learned from the many fine books on leadership. Several new ones, with useful insights, are published every year. But experience is the best teacher. Making mistakes, recognizing them, owning up to them and learning from them are vital steps in the process. Perhaps most useful is observing other leaders; seeing what behaviors and techniques inspire and what ones demoralize and debilitate.

The best leadership laboratory for me was a brief six week temporary sea duty assignment immediately after graduation while enroute to my first permanent duty assignment. With a fortunate cut of the cards on billet night, I received a plum assignment as operations officer on a seagoing buoy tender home ported in San Francisco. I knew this would provide significant leadership responsibility for a newly commissioned ensign and much greater opportunity for ship handling and seamanship than my classmates assigned to white cutters on ocean station patrol. If that weren't enticing enough, the orders carried with it a temporary duty assignment to a brand new coastal buoy tender as first lieutenant and deck watch officer during her transit from the Coast Guard Yard in Curtis Bay, Maryland to her homeport of San Francisco. Port calls along the way included Port Antonio, Jamaica; both sides of the Panama Canal; Punta Arenas, Costa Rica and Acapulco, Mexico. I reported aboard two days after graduation and got my graduation leave when I arrived in San Francisco. Following leave I reported to my permanent assignment aboard USCGC Willow.

While the voyage sounds exotic, and the port calls were terrific, the six weeks were among the most challenging in my career. The ship was the third in a new class of 157 foot coastal buoy

tenders and the first to attempt such a long trip across wide stretches of big, open water. This was essentially a shakedown cruise with a brand new crew just getting familiar with the ship and with each other. Whatever could go wrong, did go wrong; engineering and structural failures began almost as soon as we cast off the mooring lines. In addition, we encountered very heavy weather off Cape Hatteras, in the Caribbean and the Pacific. We had to cancel a scheduled port call in Barranquilla, Columbia because we were being pounded in the trough trying to make the crossing from Jamaica to Columbia. This was the first time I ever saw a 60 degree inclinometer “two-blocked.” Many nights the commanding officer slept on the deck on the bridge.

While the challenges were sometimes daunting, we were fortunate to have two remarkable leaders whose example inspired everyone in the ship and from whom I learned lifelong leadership lessons. The commanding officer was a lieutenant who had risen through the ranks from a Navy seaman, who made the landing at Iwo Jima through Coast Guard chief petty officer to lieutenant, commanding a buoy tender. He was a member of the “Greatest Generation,” one of the most decorated officers or enlisted in the Coast Guard and a consummate seaman. Shortly after receiving my orders, I received a hand written letter from him welcoming me to the ship and laying out his expectations for the transit.

The engineering officer was a W-2 engineer who was one of the first African-Americans permitted to strike for a rate other than steward. This was the 1960's and racial prejudice was alive and well in the U.S. and not an insignificant issue in the military services, including the Coast Guard. It was obvious there were those in the engineering gang who weren't sure a black man was up to this big job. With quiet competence and confidence, the engineering officer overcame the numerous engineering casualties while demanding the best effort from his people and giving them full credit for the innovative solutions they achieved together. By the time we arrived in San Francisco, the entire engineer gang would follow him anywhere.

While the lessons I learned from these two leaders can be found in leadership books, there is no substitute to seeing these behaviors in action during trying times. If space allowed, I have numerous sea stories from this six week assignment to illustrate. Suffice to say, among the most important lessons I learned were these:

Develop a high level of competence in your chosen profession.

Project optimism.

Remain cool and calm under pressure.

Set high standards, for yourself as well as others.

Be a good listener; open to the ideas of even the most junior members of your crew/team.

Insist on accountability.

A good chief is worth his/her weight in gold.

Take care of your shipmates - at sea and ashore.

Take an interest in your subordinates - professionally and personally.

Praise in public; criticize in private.

Maintain a sense of humor.

Make it fun.

Hamilton, Frederick Morris

A Sailor's Memories

Leadership Is More Than Technical Knowledge

Even the brand new 378' High Endurance Cutters were difficult to keep operating in the early 1970's. Innovative systems like gas turbines, solid state control systems, synchronizing propulsion shaft clutches and other high tech features built into the new cutters challenged everyone aboard, especially the engineers. Training prior to a crew member's assignment was rare, maintenance funding was insufficient and readiness standards for deploying were low.

The young lieutenant assigned as engineer officer believed that the most important part of his job was to be the most technically competent person aboard - understand all the systems, know how each piece of machinery worked, and in short, have an answer for every technical problem. After a few months, there was no engineering problem or casualty he couldn't fix and he was an expert on every part of the ship and its pieces. But, the engineering problems got worse, repair times took longer, and the pristine condition of the ship as delivered by the builder's yard noticeably deteriorated. The lieutenant's tour was a failure.

What he didn't understand was that his attention should have been focused on his people, especially the chief petty officers. Not that a good understanding of the technical aspects isn't important, but instilling enthusiasm in your people, recognizing that everyone can contribute something, respecting everyone's ideas, and inspiring everyone to do their best is more important. The young lieutenant lost the respect of the chief's mess because he didn't demonstrate respect to them - and the ship suffered as a result.

You Need Leadership at Every Level

Ten years later, 378's were still an incredible challenge to keep operating and the Atlantic Area Commander initiated a trial program in an attempt to improve operational readiness. An entire ship's engineering crew of about 45 officers and enlisted, fireman apprentices to the lieutenant commander engineer officer, would be assembled as a team, sent through a year's pipeline training and be assigned as a group to one 378. Because this was a trial, great caution was taken to avoid choosing high performing people for the engineering team and only people with "average" marks were eligible to be selected for the team.

Despite the ship having one of the most inspirational commanding officers in the fleet, the engineering crew was incapable of keeping the ship operational. Equipment casualties mounted and compounded as repairs took longer and longer to complete. The young lieutenant above, now a commander, and in charge of ship maintenance in the district staff, watched in amazement and was drawn into the fray. How could this happen after all the effort expended to make things better?

The enthusiasm of a ship's crew is readily apparent by just walking aboard the ship, observing activity and listening. The same is true for the engineering gang by going into the engineering spaces of a ship and watching. In any ship with random personnel assignments, there are people who are leaders at each level, be it fireman, second class petty officer or whatever. These are the folks who make things happen at their level. They are active people, work well with others, have an understanding of what's going on, and inspire those around them - for good or bad.

In this experiment to find a better way to keep 378's operational, there were no individual leaders at the various levels. Everyone was "average" and everyone looked to the right or left to see who

was going to take the first step. It was uncanny and strange to observe. None of the sailors stood out and took charge at any level so very little was accomplished.

A team needs diversity - diversity across a broad spectrum to be really effective.

Don't Ask Don't Tell

The commander reported aboard the 378 as executive officer having been on the beach ten years and a little apprehensive with the changes that had occurred aboard ships during that period - most notably having women in the crew, which was a very recent policy change. He wasn't sure how that would work. Fortunately, in a matter of days, he became convinced that the women crew members were every bit as good as their male counterparts, and in some cases much better shipmates and sailors. It was a good thing to allow women to go to sea.

He also found out within a short period of time of reporting aboard that nine of the ten enlisted women aboard were gay and Coast Guard Intelligence was bound and determined to "out" them and administratively discharge them. This was long before DOD adopted "Don't Ask, Don't Tell." The investigations from the district staff were unrelenting and created turmoil and distrust amongst the entire crew, men and women. Nothing could be proven but every inport period, when the task at hand was to get ready to sail again, was totally disrupted with never ending interrogatories. This unease in the crew began to have an effect on the underway operations as well due to the uncertainty of what the next inport period would hold.

The executive officer eventually convinced the investigators that they would probably never be able to prove their case so they should stop disrupting the crew. The executive officer also had a very frank talk with the women about inappropriate behavior aboard the ship and that he didn't want to have anything to arise

that would embarrass them, the ship or the Coast Guard. In exchange, the investigations would cease. The women never created a problem and the issue evaporated. They wanted to serve and be good sailors.

You don't have to subscribe to the lifestyle, or even like it, but some things don't make any difference provided the public behavior is not inappropriate.

Left Full Rudder

The 378 High Endurance Cutter is standing out of Newport, Rhode Island on the last day of the America's Cup Races. The ship is to port of and in close formation with the guide, CGC Eagle, and with a 210 to starboard of the guide. Twenty or so Coast Guard 41' Utility Boats are astern of the large ships. It's a spectacular operation of the Coast Guard leading the two America's Cup contenders and several hundred private small craft spectators to the race grounds. Four hundred guests are aboard the 378 to witness the race and the atmosphere is festival like. The formation is at dead slow and the 378 has gas turbines on the line and waiting for the signal from the guide so she could make a "smart" breakaway. The river is narrow. The situational risk is high.

The executive officer has the conn but is on the catwalk forward of the pilot house with little understanding of what's going on inside the pilot house. The sensor displays are out of sight - most notably the rudder angle indicator. Being at special sea detail, the executive officer assumes the chief quartermaster is still at the helm but the chief has taken it upon himself to train a striking quartermaster in the art of steering a ship at dead slow. The order to the helm is a course to steer without a specified constraint as to how much rudder to use. After all, the ship has sailed this river to the race grounds many times in the previous month.

The breakaway signal is given and the commanding officer wants a quick getaway. It's not quick enough because it takes 20 seconds for the prop pitch to go from near zero to full pitch. "All ahead full" is ordered, which instantly ramps up the turbine and puts the ship at twenty or so knots. Not known on the catwalk is that the rudder is at "right full" because the inexperienced helmsman has had difficulty keeping the ordered course at a slow speed.

In a nanosecond, the ship is heeled over to port in a tight turn heading at full speed towards the riverbank, which is less than a hundred yards away. Cries of terror arise from the foc'sle where the invited guests who are topside sense imminent disaster. The executive officer orders "left full rudder" and in the next few seconds the ship heels to starboard as it turns away from one riverbank to the other. The helm is eased and the situation brought under control.

When you are in charge you really have to understand the situational risk, what's actually going on behind your back and the limitations of your people, even more than their capabilities.

Take Care Of Your Troops and They'll Take Care Of You

The captain finally had his own command. It was the largest group in the Coast Guard with 500 plus personnel, 18 small boat stations, two aids to navigation teams, a buoy tender, a couple of patrol boats and a small boatyard to support the fleet. The command had very few officers and over thirty chief petty officers, most in officer-in-charge positions. The captain brought all his experience and lessons learned over the years to bear so that this group would remain the best in the service and provide the public everything they expected in their Coast Guard.

The captain visited each unit every couple of weeks to listen to the troops, to let them know his expectations, to instill them with enthusiasm for their job, and to keep himself aware of the level

of training and condition of the fleet. The captain personally called anyone who was promoted or passed the rigorous testing to achieve the designation of coxswain. He talked to each of his officers-in charge at least once a week to hear their concerns, listen to their ideas, get a report on a recent operation, etc. On occasion, the captain had to discipline a few people, including chief petty officers. He personally met every Coast Guard vessel that came to the group's piers to see how the operation went. The captain clearly demonstrated his respect for the troops and they appreciated it.

The captain made a serious mistake of using the wrong funds on procurement for the lighthouse, which was his assigned government quarters. He was found to be dishonorable and guilty of misappropriation of funds. He was told he would be relieved of his command. Every chief petty officer in the group wrote a personal letter to the Commandant of the Coast Guard saying this captain should not be relieved of command. The captain stayed.

Farewell to Command

It's impossible for me this morning to give sufficient credit to everyone who has contributed to the many successes we have had here in this group over the last two years. There were simply too many events, organizations and people involved.

Let me say at the outset, however, that I appreciate the faith and confidence that you, admiral, have placed in me as your group commander. I thank you for listening to me and I trust the group has met your expectations in every matter.

To my staff, I say you persevered well with my interminable style of resolving issues, but more importantly your advice and counsel was always there and on the mark. We had lots of humor even when the situation was bleak or the subject serious, but if I have left you with anything, I hope it is that you will always speak your

mind. If you don't, decisions will be made that are fraught with folly and unwisdom.

When you stop and think about it, the purpose of a group is to direct and support operational units. It is these units who actually accomplish the Coast Guard's work in serving the public. It is very satisfying for people to direct; it gives them a sense of power. But to direct properly is an awesome responsibility. On the other hand, it is not always pleasurable to support or to help solve yet another problem not your own. That requires work. I am proud to say that my staff exercised their authority to direct judiciously, and moreover, they felt as I do - that it was their duty and their pleasure to provide operational units whatever was necessary - whenever it was needed.

To the extent this group is renowned throughout the Coast Guard for providing the best in care and feeding, the tribute must go to the staff. In a word, they worked.

To the direction from the group, my commanding officers and officers-in-charge - those here, those on patrol and those transferred - responded most admirably. To the extent this group is known throughout the Coast Guard for its superior operational performance and service to the public, the tribute goes to these men standing right here. They are the leaders who make things happen - and happen correctly. Their superb response last week, to a one million gallon oil spill when a large oil tanker ran aground in the bay, is testimonial to this fact.

Few understand the special bond I share with you men. Quite simply it's that we both know that command, without personal judgment, wins no wars. I demanded that you apply your vast knowledge and experience to each case that arose. I wanted you to feel that your next move was right - otherwise don't do it. You understood, complied, and the results have been glorious. I also demanded that in the face of conflicting requirements you make a choice - a choice based upon as much fact as you had and your

personal judgment. You understood that exercising choice, making decisions, is the burden of command and that any inaction on your part invites disaster.

You men made me and the whole group look good because you performed so very well. For that I thank you. But you also made me feel good too, because you were always right there beside me - especially during the tough times. For that I consider you shipmates. You never forget shipmates.

About three years ago a fellow Coast Guard officer called me up to discuss his future assignment. I was flattered that he thought enough of me to ask my opinion, and we talked. I advised him that he should try for a deputy group commander's job. I told him it would be a tour of hard thankless work, a lot of humiliation having to unswervingly serve a commanding officer and certainly not a glory position. But the rewards were large - a deep sense of satisfaction, an exposure to the way people behave that would be invaluable throughout life, and a secret knowledge that the group would really be his because the executive officer is the one who actually controls events. Later I received orders as group commander and a month later that officer was assigned to be my deputy. Neither of us had given this possibility a thought. I was thrilled but wondered what his feelings were given my earlier comments. But I had spoken my mind and he had listened.

I think the deputy's last two years have been exactly as I had forecasted them earlier. And I say this - nobody has ever had a more professionally competent, understanding, thoughtful, hard working and loyal executive officer as I have had. When you are a group commander, I hope you have as good a deputy as I have had.

Several days ago when I was getting an update on the bay oil spill from the commanding officer at the station, he said "Captain, you'd have been proud of your troops."

That, my friends, only begins to describe how I feel about these last two years.

Pris Campbell, widow of Leonard Franklin (Bud) Sanders

Leadership

When I think about leadership, it is easy to think of presidents, admirals, and chief executive officers. I don't consider myself a leader as much as the men in my life have been - my Dad, Bud, Joe, my sons and brothers. One in particular, my grandfather, Arthur Sarvis, was quiet but mighty with his years of community service. With so many others as leaders in the family, I never really had to be one.

But when reflecting on this a bit more I realize there are different kinds of leadership. Don't underestimate the leadership capabilities of a Navy nurse, public health nurse, school nurse or mother. I joined the Navy for an education and sense of service. I learned that hard work pays off - at least it used to. Those good old days did have commitment and service as a core ideal. As a Navy nurse I do feel good about helping service men in a time of need. As a public health nurse, I would like to think that visiting families and moms with infants to whom to offer support, explain area resources and to teach growth and development patterns was a positive contribution and did give an example of leadership to people who needed help. I felt that, as a school nurse teaching students that another student with a disability is just a regular kid that may need a little help, presents a leadership example to young people to be more tolerant of the diversity in our community.

I see now that as a young widowed mother, I had to be a leader; I was the leader of my own small family. Later, when I married Joe Campbell, and was the instant mother of two teenage boys in addition to my young daughter, I had to be a leader. I was the co-leader of a start-up family that I can proudly say has

flourished. Unfortunately I have had to bury two husbands, and each time had to rise to a position of leadership within the family. Leadership can strike when least expected.

Being a leader demands a sense of duty. This week I had a terrible cold and was going to leave work early, but hung on for a while. Just then a young boy was brought into the nurse's office with a bloody nose from a fight. Duty kept me at the school even when I wanted to go home. My husband Joe, an Episcopal priest, always had a keen sense of duty and timing about when to visit someone in the hospital, usually at just the right moment. Humor is an important tool in being a leader. I had a first grader, who loves to come to the nurses office, come in and assure me that if he could have those fruit snacks, crackers and a bottle of water he could "really run the mile" in track. Leadership is the gentle coaching and teaching of why that young man needs to get back out there and try his best.

Not all of us are going to be in the high levels of leadership. All of us from day to day will have to pull from our sense of duty to God and Country, love of our families, dedication to our careers and demonstrate the qualities of a leader.

Scobie, Robert William

Leadership Examples

Unlike most government entities, the Coast Guard is in short supply of personnel, equipment and financial resources. This provides a great challenge to best utilize the resources that are provided and to develop the personnel to their maximum capabilities. I will give an example of poor leadership followed by several challenges that were successfully met during my career.

During my tour as executive officer on a 210, I sat down with a new ensign who had just reported aboard as the first lieutenant. My advice to him was to get with the chief boatswain's mate, who was quite squared away, and let the chief lead the physical work while the ensign learned about how the deck force works. Meanwhile, the ensign would take care of the paperwork that most people dislike, especially most chiefs.

I felt pretty good when he left the office. That is, until a couple of days later, when the chief went storming into the chiefs' quarters located across the passageway from the ship's office. After a few minutes I sat down to talk to the chief, who was furious. He was using his best chiefs' language that, roughly interpreted, described how the ensign had decided to show the deck force how to use a deck growler. Not surprisingly, he did not have a clue what he was doing. He refused to heed the chief's advice, so the chief let him make a fool of himself. It was a terrible blunder by the ensign. This failure to effectively use available talent caused a major upheaval in the deck force that took months to resolve. This also was a major setback in the ensign's promising career.

Leadership involves the efficient use of available resources. While I was commanding officer of an isolated loran station on

Con Son Island, Vietnam, one of our crew members suffered symptoms that appeared to be a heart attack. We immediately radioed for medical assistance and a medical evacuation. We contacted a Coast Guard cutter and the ship's doctor advised us to have the corpsman get the patient's vital signs. We replied that the patient was the corpsman. A survey of the crew found an engineman who had a few months experience as a volunteer EMT and was able to get the vitals. Another crew member had been a Boy Scout and remembered how to make a person comfortable in a situation like this. Continuing to follow the ship's doctor's advice, we got the patient stabilized and comfortable.

Finally, after several hours, an Air Force C-130 landed in a heavy rain storm to medically evacuate the patient. Just before the plane took off I asked a crew member why they had taken so long to get to our island. He said they had a hard time finding a fork lift to put our pallet of beer on the plane. After being examined on the main land, the determination was the corpsman had not suffered a heart attack. However, we were reassured that we had done the correct thing by calling in the aircraft. At times it is necessary to improvise with skills not associated with particular rates in order to complete a mission.

My other experiences are examples of effective leadership. On a Memorial Day while I was executive officer on CGC Active, we were loitering between Nantucket and Sandy Hook, NJ waiting to off load ammunition the following day in preparation for yard availability. About 0730 the bridge watch heard, "Mayday! Boat on fire!" followed by two Loran C coordinates. The lines were plotted and the vessel was only about 20 miles from us. The commanding officer immediately doubled the lookout and we steamed off at maximum speed toward that position in dense fog. No further communication was received from the vessel. We proceeded with the limited information we had and found the vessel. It was a 35' fiberglass offshore lobsterman. The fire had started in the forward cabin of the boat and their inflatable raft

failed to inflate. When we arrived the crew was sitting on a stack of lobster traps on the stern as the flames were getting closer. They could not swim and quickly jumped into our small boat. They were not excited about leaping into the water, even with lifejackets, as several sharks were in the vicinity. Our crew put out the fire.

The lead hose man was a character who had been in so many scraps that he was being discharged after the patrol. That day he performed in stellar fashion. As it turned out, two of the saved crewmembers were in high school with me. Because of the commanding officer's decisive action based on limited information, this crew was saved from sure death. Often, in the real world, one has to take action on less than perfect information. Also, you never know who will come through in the clutch as did the lead hose man.

On another patrol, the CGC Reliance was assigned to a UNITAS deployment to Venezuela and Colombia as part of a Navy squadron. A few days before sailing, the operations officer injured himself and was not able to sail with the ship. That moved a newly minted ensign, who had been aboard about six months, into the operations officer billet. He had done well during his brief time on board. As commanding officer, I counseled him to do the best he could and we would make it through okay.

Our plan was to have the operations officer meet us somewhere during this mission. The squadron formed up in Roosevelt Roads, Puerto Rico. There were meetings planned simultaneously for commanding officers, executive officers, operations officers, and communications officers, so the ensign met with commanders and lieutenant commanders who were the operations officers on the Navy ships. The first-class radioman met with lieutenants who were his counterpart communications officers. Once our two men convinced everyone they were in the correct meeting, all went well. These two men met the call and

did a fine job during the remainder of the patrol. In fact, when the operations officer was medically cleared, we were able to tell him to stay ashore for the remainder of the patrol and fully recuperate. Everything was under control in the operations division. Don't be afraid to empower people. Given a challenge, most Coast Guardsmen will get the job done and done well.

During an unusually stressful patrol we made a mid-patrol stop in Key West. As commanding officer of CGC Reliance, I had sensed the tension was building in both the wardroom and chiefs' quarters. We had received many changes in our orders during the patrol and we just seemed to be steaming from one place to another for no apparent reason. Upon arrival I called for a late afternoon "you are invited and shall attend" meeting at the officers' club for all officers and chiefs in civilian attire. I bought one round and we just talked about what was going on during the patrol. Very quickly you could feel the tension reduce. The meeting only took a half hour or so, but the remainder of the patrol went much better. Sometimes you may have to use non-standard methods to create unity among your leadership team.

Loran-C coverage around Key West was never good. Most of the inshore navigation was visual and offshore navigation was by dead reckoning. About 1990 the Commanding Officer Surface Effect Ship Division had the great idea that we request the district purchase one of those new fangled GPS devices for each of their three cutters. Our requests were denied as GPS was not a proven system at the time. Fortunately, we had some funds available in Group Key West's operating funds. We bought three GPS units that were designed for recreational boats. As I recall, these were over a thousand dollars each. We then conducted our own unofficial tests and found out that GPS far exceeded Loran-C and any other navigational tools we had except visual sightings. This initiative improved the safety, navigation, and operations of our ships. When standard procedures fail, it is necessary to use a little ingenuity to properly support operations.

The Seventh CG District maintained the personnel record of everyone in the district in Miami in the late 1980's. Normally this was not a major problem except that everything was mailed, resulting in a built-in delay. I remember one incident where a junior enlisted man's travel claim was returned because his signature was in the wrong color ink. Not surprisingly, he was living day to day. As group commander, I found this to be intolerable. The poor warrant that answered my phone call in the district personnel office is probably permanently deaf in one ear from my ranting and raving. I huffed and puffed around the group for several days about this issue.

Several months later the district decided to have the personnel records maintained at the groups and air station. Finally, we would have some relief. Not so fast. The small print said, "Except Groups Miami and Key West." This time I civilly protested the decision. Key West is closer to Havana than Miami – have you ever driven highway U.S.1 for 150 miles with no alternate route? Finally I was told that we could have our personnel records and support staff provided we had an appropriate space for it ready to go in 30 days and we would have to use our own construction funds. After I hung up the phone I thought, "What have I gotten myself into?"

The next day we had an emergency meeting of all the commanding officers and officers in charge in Group Key West along with the group engineering staff. I told them I knew we did not have any empty space, we were short of funds, and that we did not have anyone experienced in building out a space. However, this was our one chance to be able to get eye-to-eye contact with those yeomen and storekeepers who were handling our records. The response was amazing. Several units gave up space, each unit sent people to assist in the build out, the group engineer broke out a detailed PERT diagram, we somehow found the funds, and we made the deadline for completion. And it was not just done; it was done well. As a result, our crews were much better served with an on-site personnel unit. Sometimes it takes

persistence and determination to provide the best support for personnel. Once the crew knows you support them, they will go all out to carry out your orders.

In November 1984, CGC Reliance made a port call in Guantanamo Bay, Cuba for recreation and replenishment during a Haitian interdiction patrol. Late in the afternoon we received communications that a U.S. flag vessel, the Seaward Explorer, had lost power to one of its two shafts and was in danger of drifting into Cuban waters. We were the closest cutter to the Seaward Explorer, which was north of Cuba near the eastern end of the island. Within an hour we were able to get underway with our full crew.

En route we were advised that the Seaward Explorer had been contracted by the U.S. government to do hydrographic work off the coast of Haiti. U.S. naval personal had actually done the work, but were no longer aboard the vessel.

Before we arrived on scene the vessel had lost power to her second shaft and was drifting toward Cuba under the influence of a light wind from the northeast. At the time, the Coast Guard standing orders were to not come closer than 15 miles to the Cuban mainland. We received permission to go to the 12 mile limit, but the Seaward Explorer had drifted closer than that to Cuba before we could get to her. District Seven denied our request to cross the 12 mile limit as arrangements had been made to have a small Cuban gunboat take the vessel in tow and bring it to international waters. As we waited for the gunboat, Seaward Explorer drifted further into Cuban waters. By now the crews of the CGC Reliance and Seaward Explorer were pleading for us to go in and retrieve her, but I held our position as we had not received permission to proceed.

Finally the gunboat, about 85' long with a deck gun, arrived and took the Seaward Explorer in tow. But wait, they headed off toward Havana, not toward us. We advised District Seven of the

situation and after a long pause we received the following instructions. You may not enter Cuban waters unless the Seaward Explorer is “in extremis” and if you do enter do not create an international incident.

By this time we had been talking to the master for several hours and I sensed that he was a savvy character. I passed the word to him that unless the vessel was “in extremis,” such as a fire on board or taking on water, there was nothing I could do for him. At the same time we set general quarters and set course to the Seaward Explorer at top speed. The master did not fail us. Soon there was smoke billowing from his after deck. We did not have a Spanish speaker on board, so we challenged a seaman who had grown up in New York City in a Puerto Rican family to do the best he could. When the gunboat asked what we were doing he was able to tell them that the Seaward Explorer was on fire. The skipper of the gunboat foolishly turned his vessel to see what was happening and fouled his propeller in the towline.

The Seaward Explorer crew quickly cut the towline and the vessel’s headway soon took her clear of the Cuban vessel. We were able to secure a towline on our first pass and were en route to international waters as soon as possible. We began to think about the fire and what damage it might have caused. Finally, someone remembered the smoke was orange and we learn later that the master had ignited a flare in a bucket on deck.

Later the USS Comdt de Grasse, a destroyer that had been moored with us in Guantanamo, met up with us as we were proceeding through the Bahamas and reassured us that the large Cuban gunboats were returning to Havana and that we had air cover. We also learned that the USS Nimitz, making a liberty call in St. Thomas, recalled her crew and got underway towards us. President Reagan was getting 15 minute updates on our escapade. We never did find out Seaward Explorer’s real mission, but we were very relieved when she was safely moored in Miami. It takes courage and willingness to do what it takes to get the job

done. Even under pressure it is important to maintain a calm outward appearance even if you are in a dangerous situation.

In real life it is unlikely that all the resources, personnel, information and equipment required to carry out assignments will be available to accomplish tasks according to the text book. Therefore, it is often necessary to improvise using what is on hand.

A successful leader will effectively use what is available to get the job completed in the best way possible.

Yentsch, Thomas Eugene

Four Principles of Leadership

Lead by example

This principle is so well acknowledged, it needs no explanation. It may be the foremost tried and true principle of leadership.

Treat people with respect

It is important to form opinions or evaluate people from a positive rather than a fault-finding viewpoint. For example, if you believe your people are basically good you develop an attitude of respect for them and treat them as though they will or can be positive contributors to your organization's goals. You view them by what they accomplish more so than how well they follow the rules. As an example, you have given a person a project, with a desired completion date, and the necessary directions/resources to do the work. The person has a sick child and a temporary daycare problem that may require him/her to come in later than the prescribed company workday start time. You trust them to get the job done, whether that requires them to work later in the day (when there is no one there to see that they put in their eight hours) or to do the work from home. Another way of putting it is to treat them as responsible adults rather than children who need visual/constant supervision. This does not work for all people - there are still employees who will give a minimal effort and who "punch in and depart at the appointed hours" but managers should be able to tell the difference very quickly.

Be trustworthy and loyal but honest

This principle refers more to you, the manager/executive, than to

your subordinates but it can also be an "example setter" for employees. It centers on discretion. I have been involved with developing products and services and working very closely with a chief executive and board of directors. How you act on sensitive corporate or personal information is key to developing a rapport of trust and loyalty with that executive or board of directors as well as credence with external oversight entities. Discretion dictates that the information be closely held but also makes it incumbent on you to be brutally honest to those individuals/firms if you think there are legal or ethical issues involved. It's a fine line to walk but it also determines or solidifies your reputation.

Prioritize your life's standards

I distinctly remember learning this standard from Les High. I don't remember the exact circumstances but it happened in his office during our first-class year. He was discussing the principles by which he led his life. He said he viewed everything he did from its effect on the Coast Guard, on his God, and on his family - in that order! I can't say that I agreed with his order, but I did appreciate that he had established and prioritized standards for himself and I thought that the standards were definitely commendable. How you live your life and view your actions - before or after you take them - needs structure and tools for measurement.

Les had clearly determined his!

Steinbaugh, Eric

**Everything I Know About Leadership, I Learned
from a Can of Peaches**

In the summer of 1961, I raised my hand with the rest of the U.S. Coast Guard Academy Class of 1965 and swore to “support and defend the Constitution of the United States against all enemies, foreign and domestic.”

On the banks of the Thames River, I learned about things like teamwork, uniform maintenance, the activities and condition of an anonymous bovine, calculus, small boat handling, Connecticut College, “serving fives,” knots-manship, close order drill, Connecticut College, Eagle seamanship, Coast Guard history, the definition of “getting bilged,” Connecticut College, the definition of “getting dumped,” where I was born, and esprit de corps. Two years later I left the academy and enlisted in the U.S. Marine Corps. By 1967, I was a sergeant assigned to an infantry company of the 2nd Battalion 26th Marines in I Corps near the DMZ in the Republic of Vietnam.

We were about two weeks into a 30-day sweep and destroy mission and had spent the better part of that time moving through triple canopy jungle. We had made contact with the enemy several times and had taken a number of casualties. In addition, we were running low on ammunition, food, and supplies because the helicopters that we relied on for replenishment couldn't resupply us due to the dense jungle canopy.

Finally, we found a clearing large enough for the helos to attempt a resupply, and as an added bonus, it had a stream running through it where we could bathe. We set up a perimeter around

the clearing and put out listening posts (LPs) to provide advanced warning of any enemy activity.

As all too often happens in infantry units, I had become the senior man in the platoon through the process of attrition. Our lieutenant and platoon sergeant were both gone along with two sergeants who were senior to me. Like it or not, I was in command. I viewed this as a win-win situation because, if I did well, it would certainly be a feather in my cap. On the other hand, if I screwed it up, they would surely chalk up my failures to the fact that I had never been trained to perform the duties of a lieutenant, and therefore hold me blameless. The problem with this second scenario was someone could get hurt or killed, and I was among the candidates for this unsavory distinction.

When the helos arrived, they couldn't get into the zone, so they hovered and dropped us supplies, lowering the more fragile items in slings. Among the items they dropped were several cardboard cases containing #10 cans of sliced cling peaches in heavy syrup. To us, they were worth their weight in gold - no, they were worth far more because we couldn't eat gold. I quickly directed that our share be distributed to the platoon, and emphasized the importance of getting a ration to everyone who was on watch on the perimeter and out on LPs.

About 15 minutes later, a lance corporal brought me one of the big cans with four or five golden yellow peach slices floating in clear nectar near the bottom. He handed me the can and said they were mine. I asked him if everyone had gotten some and he said, "As far as I know." I took my KA-BAR out of its sheath, wiped the blade off on my filthy trousers, and stabbed the first peach slice. Although it was as tender as it could be, I chewed it for a long time, like it was a piece of tough steak, in order to savor the sweet, pungent peach flavor as long as possible.

As I was enjoying the last of my treasure, the captain, who was the company commander, asked me if everybody in the platoon had gotten some peaches.

“Yes, sir,” I replied.

Just then, a private first class who had been on the perimeter walked up to me and said, “Sarge, I heard we got some peaches. Are there any left?”

“Didn’t you get any?” The captain asked.

“No, sir,” was the reply. “I was out on the perimeter.”

The captain turned to me and said, “Sergeant, I’d like a word with you,” and walked away from the group.

I followed him down to the stream where he picked a place with no one around, stopped, and turned to face me.

“I thought you told me everybody in the platoon got some peaches.”

“I thought everyone had, sir.”

“Obviously, you thought wrong,” he said. “I know you’re new to commanding a platoon, and you’ve never received the training for it; but you’re not new to the Marine Corps, and you *have* been trained to be a Marine. During that training, you were taught the two objectives of Marine Corps leadership, the fourteen traits of a leader of Marines, and the ten Marine Corps leadership principles. I don’t have time to give you a crash course in how to become a platoon commander, so I’m going to make this real simple for you. Follow just this one leadership principle, “set the example,” and all the rest of the principles will take care of themselves.

Beyond that, remember there are only two leadership objectives in the Marine Corps: the first is to accomplish the mission, and the second is to take care of your troops, in that order of priority. You're not John Wayne and this isn't Hollywood, so you're not going to be able to accomplish the mission all by yourself. Your job is to lead those troops so they can accomplish the mission as a unit, and their job is to accomplish that mission at all costs. You're asking a helluva lot from them, and they'll do it. But they've got to know - you'll take care of them when they need it. They need to know that if they're wounded, you'll get them out, and if they're KIA, you won't leave them behind, and if there are peaches, you'll make sure they get their share.

You're depending on them to get the job done, and they're depending on you to watch out for their welfare. You don't even think about eating until you're certain that every one of your troops has been fed. You don't even think about sleeping until you make sure that every single one of your troops has a place to bed down. And you don't even dream about having peaches until you know for a *fact* that every one of your troops has had his peaches. It's that simple. Do you have any questions?"

"No, sir," I said. "I'm sorry."

"I don't want you to be sorry," he replied. "I want you to be good! And I know you can be, sergeant. You've got all the traits of a good leader - just remember what I told you and you'll do fine." And he turned away from me and strode off.

Later that same year, I was meritoriously promoted to staff sergeant by Lieutenant General Victor H. Krulak, Commanding General, Fleet Marine Force, Pacific for "meritorious service in combat." Of course, I didn't do it all alone - after all I wasn't John Wayne and we weren't in Hollywood. It was the guys in that platoon that compiled such a great record.

My part was easy - I just made damn sure they “got their peaches.”

I've always been more of an operational guy than a staff type, so in my 26 years in the Marine Corps, I had a number of commands. I loved being a commanding officer and I eagerly sought out every opportunity to command - in my mind, becoming a commanding officer should be the *raison d'être* for every military officer. As a commanding officer, I always tried to pass praise for the command's achievements down to the troops, and I always tried to intercept any criticism of the command's performance before it got to the troops by taking responsibility for any perceived shortcomings.

And I always made sure my troops got their peaches.

Brunette, Robert Allan**What the Coast Guard Taught Me About Leadership**

I was raised as the oldest son in a large Catholic family in Palmdale, in the high desert above Los Angeles. Dad was a blue-collar worker, who laid flooring for a living. That's what brought our family to southern California - large tracts of new homes meaning plenty of work. My family taught me a good work ethic. Dad worked six days a week, but Mom, not to be outdone, worked seven days. We eight kids were all good students and into everything at school. But, I set the pace at that time and excelled at getting elected for youth clubs, captain of sports teams, etc., and finally, ASB President in high school; and all the time working one or two part time jobs after school. Frankly, I thought I'd be a cinch to excel as a Coast Guard cadet, and then as an officer. But nothing prepared me for the real Guard.

Persistence Pays Off

I learned quickly it wasn't going to be that easy, even to get admitted into the Academy. First, I passed the exam and was allowed to interview. Then I flunked my eye exam, but Mom fed me carrot juice for two months and practiced with me daily on an eye chart - which I think I memorized. Then I failed my hearing test, but convinced the doctor that the testing device didn't really prove I was deaf. I was then put on a waiting list and finally admitted as the last cadet accepted - bottom of the pile. I passed my eye exam "swab summer" at the Academy, but I was destined to wear eye glasses (then contacts) for the remainder of my USCG career.

After a blister on my heel got infected marching that summer, I spent a few weeks in the USCGA Hospital only to be greeted by

the scourge of my cadet career - sea sickness - on my first cadet cruise. Yes, the last night before we sailed on the Eagle (our 3-masted sailing bark) a classmate and I (I believe it was Bill Blanchard from Cleveland) ate one-half of a blueberry pie and eight scoops of vanilla ice cream at the cadet recreation hall. Boy, did it taste good at the time. But I tasted it a lot more the next day on the rolling seas. Luckily an old sea-salt USCG chief gave me some sage advice to cure my problem - get a cup of black coffee and lie on your back and look up at the masts rocking back and forth. You guessed it - Old Faithful on the teak deck. Didn't drink coffee for years after that. Nor did my sea sickness go away for four years. I let it get so bad that during my first-class cruise, my last year at the Academy, I actually passed out while "on watch" in CIC and had to be walked to my bunk - something I vowed would never happen again.

As luck would have it, after I graduated (we classmates all drew cards for billets - I drew Norfolk, VA) I was assigned to the USCGC Chincoteague doing ocean station patrol duties, with Dave Labuda and Carl Pearce. I was in the engineering program - a "snipe" for life. But, it was time to be sea tested. Our very first patrol was to Ocean Station Charlie ... where we encountered the "Perfect Storm" (yes, just like the movie). The second night out ... after literally swallowing puke for 24 hours, I went to dinner and there were three of us at the table - me, the captain and the chief boatswain's mate. Everyone, 100 plus men, was seasick and not eating, except we three. I made my bones that day, so to say. I swallowed a whole lot of puke for two weeks, but I refused to throw up in front of my men.

I felt like a "leader" after that, and more importantly, was treated like one by my men and the captain. Even the seasoned chiefs showed more respect. More importantly, I never ever gave into sea sickness after that - mind over matter so to speak - in three years at sea in my first four years. Darvey Cohan and I sat down in Vietnam one day and figured out he and I were the senior men

of the Class of 65 on that score. My lesson learned was don't give up on yourself, be persistent and good things happen.

Lead By Example

The captain of my first ship, the Chincoteague, taught me this lesson in leadership-in spades. He was a "mustang" commander at the time who had worked his way up the ladder from enlisted man to commander when I first encountered him. He was later promoted to captain a year into my tour - somewhat of a rarity for a non-college, non-Academy officer. Captain Allen E. Armstrong - the name alone commanded respect - was tall (6'4"), ramrod straight, full head of black hair, suntanned below the hat line, deep voice and hearty laugh - all the right command tools, or so I thought. But what he excelled at was setting the tone for our ship, in every respect. He was up earlier than others, was an amazing ship handler, was the last off the ship to go on liberty (wouldn't leave until his men all got off first), never talked down to his men, and asked questions tactfully (never belittling or embarrassing them in front of their shipmates), praised good work openly and generously, but handed out "fair" punishment when appropriate.

I saw Captain Armstrong take an old, rust-bucket of a ship, with a horrible at-sea patrol schedule (six or seven 6-week patrols the first year), and bad morale to boot, and turn it into the very best performing ship on the east coast the year I was on her. We had all the "E"s (for excellence) on our smokestack from our underway training in Guantanamo Bay to prove it by the start of the next year. I was always proud to say as Captain Armstrong walked past, "There goes my captain." He set the pulse on that ship in every way. When he was finally given his captain's eagles at his wetting down party the wardroom cheered - and mightily so. We'd all run through walls for him.

Sincerely Care For and Watch Out For Your People

Captain Armstrong set the standard for this too. Having come up the ranks, competing with the Academy "ring knockers" for advancement, he had a special appreciation and respect for his men's integrity and importance to his command. You saw it in every way he treated them - and his junior officers too. He held no grudges if you were an Academy grad. Every opportunity the ship had he took the crew to a beach party or to a foreign port of call - and made certain the men got out first on liberty. His wife back home kept in close touch with the wives of all the crew, officers and enlisted alike, while we were at sea. Somehow he instilled a family feeling among the crew, but without being your buddy. I always felt he was the loneliest man on our ship; yet, he knew he couldn't get that close (he'd never play poker or drink with us on liberty, etc.) without tarnishing his ability to command. Somehow we knew deep down he would always take care of us before himself. That's **the** lesson I learned from him.

And I put it into practice in my next command, USCGC Ingham, all during my Vietnam duty tour. As a single guy I had a lot of free time in port. So I volunteered to bring any of the crew who wanted to get qualified with the Colt 45-pistol to the local range to get their expert ribbon, and wouldn't let them quit until they shot a qualifying score. I organized our ship's basketball team and got uniforms too. We even played the local Catholic high school team in Hong Kong and won the first quarter; they ran us into the ground thereafter - ha! I volunteered as staff advisor for our Ingham cruise book for our 1968-1969 Vietnam cruise (a lot of editing, photos, etc.), and even designed our ship's cruise patch for the crew's jackets (a dragon over the USCG orange ship's slashes over a shield) that until recently was on display on the Ingham in Charleston, South Carolina at the naval ship anchorage/monument.

My men knew they came first. I followed Captain Armstrong's lead and example. Later I never asked my people, or children, to do something I hadn't done myself. I looked after them, but was not their buddy. These were all good lessons in leadership that I learned in the Guard.

My Best Regards and Wishes to You Captain High.

You fit the above profile to a tee - even if you also are an attorney - like me.

Phillips, Delgene Orvis

Leadership

Since I never held a command in my 23-year Coast Guard career I could say I have nothing to offer on leadership. However, I obviously served under a variety of leaders and leadership styles. Saying I have nothing to offer is similar to what I remember about job seeking as a civilian when the interviewer knew I was in the military and held a view that – ... *since he was an officer in the military, then he is used to giving orders and will not be amenable to taking orders...* The irony is that “taking orders” was what I had been doing since age 18!

Over my career I have served under a variety of leaders in sea, air and shore commands. I admired and respected those commanding officers who were competent and caring of the personnel under their command, communicated their expectations and also ensured all personnel were well trained.

Les High is probably the most caring officer I ever knew in the Coast Guard. My first occurrence of working under Les was as associate editor of the Academy yearbook when I had to submit the drafts of the yearbook to him as our class advisor for final review. He looked at every page of the yearbook with a critical eye and disapproved certain photographs because of an unseemly background or lack of good taste by some cadets in the photographs. He was always trying to present the Academy in a positive light and frowned on those seemingly innocuous photos of high jinks as not being professional or representative of potential officers in the Coast Guard. At the time, from my limited perspective, I really did not see the harm in leaving the photos in the yearbook. Now, as a result of Les High’s critical review, I believe our yearbook is a higher quality book that our entire class can be proud to show anyone. To say that Les High

always wanted what is best for us as individuals and as a class is an understatement. Les continues to communicate to our class whenever he has an opportunity and provide heartfelt advice based on his experience and training.

Over my career, I learned to ensure all personnel were trained to perform their duties and then support them. My sea career consisted of a total of 16 months on a high endurance cutter that had three commanding officers during my time assigned. The commanding officer under whom I served the most time was a respected and quiet individual who seemed genuinely interested in the welfare of the individuals on board. As he toured the ship from time to time, he would stop and ask crewmembers, "*How's it going?*" and give a big thumbs up, promoting a positive outlook. Eventually, as the ship and crew accomplished missions and training with a high degree of success, morale was high and the crew made a flag with a big "Thumb's up," and on occasion, unofficially flew it from the masthead. After a particularly trying period of time in which the ship had several close calls with respect to navigating the ship safely, he called a meeting in the wardroom to reemphasize attention to duty and training. This was conducted in a quiet and forceful manner without pointing any fingers. He communicated the expectation of excellence and reinforced it.

My subsequent Coast Guard career leadership experience was limited to pilot-in-command for 12 years as an aviator and as head of a district inspection team for four years. After a review of my flight log books, I determined I had flown exactly 600 search & rescue missions over 13 years. Since each case was different, experience built over time. I learned that accumulated knowledge has to be passed on to new aviators. At one aviation command, the operations officer announced "Training is cancelled for the summer." He did this due to the high operational pace in the summer months. The issue here is that at all operational units there needs to be a balance between operations, maintenance and training. At another aviation

command when I was assigned as the training officer, the more senior engineering officer approached me one day and said, “Delgene, what is all this training crap?” Aviation operations are driven by the CG mission but must be supported equally by the other two. Sometimes there are pressures to “get the job done,” but without training, proper maintenance will become improper maintenance and the unit will run short of qualified crewmembers.

Later in my career, as an operations officer at an air station, I asked and attended a regularly scheduled maintenance department meeting to publically state the operational policies and how they were not to be in conflict with any maintenance department policies relating to that department providing aircraft in “ready to fly” status. I reinforced the fact that the head of maintenance and I were on the same page in meeting the unit’s mission.

When flying on a SAR mission, you are truly a “team,” especially on a dark, windy, low visibility night offshore with no references; I had a few of those. Close coordination is required by all hands. To successfully complete the mission, it is critical the pilot-in-command brief all crewmembers on what is being attempted and the specific duties of each crewmember during a hoist. Through my experience flying with more senior pilots, I learned to appreciate close communications within the cockpit. Some senior aviators were more tyrannical in command and not amenable to recommendations from juniors.

Aviation history is replete with accidents caused by the junior pilot not speaking up in a pending emergency situation. As a helicopter pilot-in-command, I never hovered over a hoist over a vessel, oil platform or the open sea without a complete brief of the crew, including seeking the hoist operator’s input of what spot to conduct the hoist from the vessel. The pilot cannot see the spot on the deck of the moving vessel so he has to totally rely on the hoist operator guiding him by voice commands. All

members of the crew have responsibilities during this maneuver that can be very demanding depending on the variables - sea conditions, wind velocity, weather conditions, etc. Sometimes you have to make those tough decisions that will invariably come up in an aviation career. As an example, after hoisting eight people at night from a capsized raft from a vessel that sank offshore in the Atlantic, I made the decision to complete hoisting all personnel from the raft even though I would not have enough fuel to reach an airport with fuel facilities. Training taught pilots to always have a fuel reserve and land at facilities with fuel available; however, I did have fuel enough to fly to a nearby CG shore station where all of the survivors were disembarked. The rescue coordination center arranged for an aviation fuel truck to drive 40 miles to the CG station.

As a district inspector for four years, I led many teams inspecting a variety of CG units. Although each team member was an “expert” within his field of expertise, each team was thoroughly briefed on their inspection duties, their conduct at the inspected unit and particularly their evaluator duties during the emergency drills. Emergency drills required simulation that required even more direction by the evaluators during the drills so that the unit crewmembers clearly understood what was being simulated and thus could respond properly according to the unit’s emergency response procedures. Each inspection team member had been through a unit inspection earlier in their careers so they had an idea of how the inspected unit perceives the inspection team (the unit does not want them there). So, it was important the team members communicate with the unit in a helpful manner.

Communications and training are vital to effective leadership.

Williams, Kent Harlan

Leadership

Over the course of my career, I had many opportunities to study and practice leadership skills. Probably the most concentrated studies came when I was a student at the Naval War College in Newport, RI. There I had the chance to read many Department of Defense sponsored studies on successful leadership traits. One in particular was compiled based on interviews with WWII combat veterans. It tried to distill the key characteristics that led to success in combat leadership situations, certainly among the most challenging. As you might expect, there were many favorable attributes of good leadership. But, in the end, they reduced to three key traits that were critical to leadership success. Although the referenced study is long gone from my recall, its findings stayed with me throughout my career. The three key traits were:

1. Know your stuff
2. Take care of your people
3. Be a man.

Through experience in my military and business careers, I found these traits to be valid predictors of successful leadership, both for myself and others. Let me elaborate on them.

Know your stuff. This is elemental. A leader has to know the concepts and details of how a unit runs to run it successfully. Good leaders are always inquisitive; they want to know what caused a problem, what it will take to fix it, and perhaps most importantly, what it will take to prevent it from recurring. They want to understand processes and how they interrelate, not just stand-alone activities. They aren't satisfied with an answer, they want understanding. Learning is a constant process for them and any source or event can be the teacher. They are never satisfied

with what they know; there is always more to learn. They realize their greatest vulnerability lies in the fact they don't know what they don't know.

A good leader is also a good teacher. A leader wants people who can think for themselves, understand how things work and be creative when the unexpected happens... not just blindly follow orders or depend on others to direct their every activity. Many crises can be anticipated in a generic sense - a fire on board a ship or an airplane engine requiring emergency shutdown. Training to deal with such potential situations avoids paralysis of action in the case of the real situation and prepares the involved personnel to respond automatically and immediately to overcome it. At such times, the adage "preparation equals performance" is clearly borne out. As a corollary, the competence developed in repeated training scenarios results in a growing confidence needed to deal successfully with the crisis, should it ever actually occur.

Take care of your people. Recognize that people are an organization's most important asset. Certainly, a leader's responsibility is to ensure the basics are in place - food, water, shelter and supplies - as best as the situation permits. But, it's more than that. It's ensuring people have the tools, training and technology so that they can perform the mission successfully and return from it safely. It means teaching, coaching, and critiquing constantly to enable them to improve their performance continuously. It means ensuring there is loyalty up, down and throughout the organization - expected and given. It means differentiating among and between individual performers; recognizing and rewarding the good while holding accountable the unsatisfactory. In fact, this may be the most important way in which a leader takes care of his or her people.

In the end, I believe there are only two reasons for poor performance; the person is either unable or unwilling to do the job right. The former case can usually be resolved through a combination of "technical" means - more training, better

equipment, more resources or more supervision. In the case of the unwilling, “motivation” is the key to change. Some may think the motivational burden is upon the leader. I disagree. While the leader can and must present the appropriate motivators, positive or negative, in the end the poor performer must ultimately decide to act on them and change behavior.

Seek to fix the problem and not to find someone or something to blame. This is an atmosphere in which I've found most people thrive and units succeed. Aviation has a great history of using this approach to solving problems and preventing accidents. The purpose of an aviation investigation is to find the cause of the incident so that corrective action can be taken to prevent a recurrence. To do this successfully requires the accurate self-reporting of the people involved in the incident. An emphasis on “blame” would distort and undermine the objectivity needed to make such a process work... and often does in other non-aviation situations.

Be a man. This phrase comes from a different era, when virtually only men served in combat. While many still understand its meaning, today, it might be better said as, “Be responsible and accountable for your actions;” or alternately, “Stand up and be counted.” Leadership is a great trust, shared between the leader and those who are led. Core to that relationship is the leader's integrity; not only knowing right from wrong and being honest, but being willing to act in the right and having integrity. In the end, a leader must be willing to be judged on an absolute scale for what he or she did, not on some relative, least/worst scale. Perhaps Shakespeare summed this up best in his play Hamlet when Polonius says, “This above all - to thine own self be true; and it must follow, as the night the day, thou canst not then be false to any man.”

This trait is particularly important for those leaders who put or send others in harm's way. This doesn't mean the good leader avoids risk simply to protect others. Rather, he or she rigorously

identifies and accounts for risk, plans and trains to overcome it and then, when the odds of mission success are acceptable, takes it on. In that regard the “manly” leader acts like the chief safety officer for the unit, knowing that in many operations risk... and danger... can never be completely avoided. Rather, the leader must always weigh the risks and rewards of a difficult or dangerous situation, while knowing he may still have to act, and where the only recourse will be to try to minimize losses and maximize gains.

In summary, the above are not intended to be prescriptive but descriptive. They provide a rational framework upon which anyone can choose to build an individual leadership style, while incorporating traits that were key to the success of many others. Nor are all the traits always of equal importance. I’m a strong believer in situational leadership and any leader’s tool kit needs to be tailored and applied based on the conditions at hand and not some theoretical construct.

There are also other key components in the foundation of a successful leader. One might be the core values of the organization where he or she serves and their consistency with these leadership traits. The core values of the Coast Guard (the way we do things around here!) of honor, respect and devotion to duty strongly reinforce these leadership traits.

Another perspective might be the lens that the organization uses to value things. Captain Les High once told us at the Academy there were three tests to be applied to every contemplated action or decision: (1) is it good for the Coast Guard?; (2) is it good for the people in the Coast Guard?; and (3) lastly, is it good for me? This is another template I used in good stead over my career and found that it, too, reinforced the leadership traits detailed in this paper.

I’ve found that leadership is not a daily “grand concept!” Mostly, leadership is spent dealing with the routine nuts and bolts of running an organization in a relatively safe and secure environment. However, always lurking is the potential for a

situation in which unit integrity may be threatened. The threat can be as dramatic as combat, as unexpected as an environmental disaster, like a hurricane, or as common as a business competitor who threatens to put you out of business. Some have described this as hours of boredom punctuated by moments of sheer terror!

If there is one thing I've learned over the years, it is that good leaders and good leadership aren't developed at such moments of terror. Rather, good leaders and their good leadership successfully come to the fore then, having learned and honed their skills during those quieter yet no less important hours spent in the daily routine.

Semper Paratus!

Koloski, Michael Emmitt

Listen First, Then Decide

As is the experience of most Coast Guard officers, I found myself in positions of increasing responsibility long before my leadership skills were fully developed and tried. While I thought I was doing “okay,” a string of “bad calls” brought home to me the fact that I needed to improve my decision-making processes. Brooding about another project that was having unnecessary difficulties, I casually mentioned to a trusted subordinate that I didn’t know why the project we were involved in was in trouble again.

His comment back to me threw me for a loop. “Boss, sometimes I feel you are not really listening to what we are telling you,” he said.

Whoa! Not listening! That’s stupid! Of course, I listen! To which he added –“See?”

I went into a week-long purple funk, licking my wounded pride and ego. When I came out the other end, I realized what my helper said was spot on. I was not listening. But how to start? How to break the cycle and establish better habits?

It so happened the great George Allen was coaching the Washington Redskins at that time and I had read an article that told of coach Allen’s practice of “posting” notes and reminders to his team all over the Redskin dressing room. Proverbs, goals, challenges were everywhere for the team to see at every turn.

Why not emulate Coach Allen and post a reminder to listen more carefully where I could see it in my office? But, where should it go? My walls were already full of photos, memorabilia, and

bulletin boards and lined with bookcases. Deep in thought, I found myself staring at the perfect spot - hidden from my guests but front and center for me. I would use the back of the official nameplate that set on the front edge of my desk. On the back of the plastic, which announced Lieutenant Commander Mike Koloski, I penned and taped a note for ME to view. It read: "Listen First, then Decide." Henceforth, when individuals came into my office to consult with me, I would look them in the eye and conduct discussions confronted by that simple note, reminding me to slow down and really listen.

Twelve years later, when I packed up the contents of my last office and prepared for my retirement, the box of items included a name tag that on one side read "Commander Mike Koloski" and on the back was the much travelled note, "Listen First, then Decide."

Not all that we need to know and do is profound or earth-moving; some of it simply involves carefully and systematically "tending to business" and knowing what our personal strengths and weaknesses are.

What advice should YOU put on the back of your nameplate?

Blanchard, William Harry**Learning a Leadership Lesson from the Unexpected**

My four years at the Academy prepared me well to assume the responsibilities of a junior officer aboard a high-endurance cutter. As a cadet, I had learned the fundamentals of navigation, seamanship, shipboard organization and procedures, military protocol, and deck watch standing, but was expert in none of these. My knowledge and skills were foundational. They gave me a base to build on as I learned from the practice of doing, the guidance of superiors, discussions with peers and observation of others at all levels. My concerns as a new ensign were primarily about demonstrating technical and administrative competence - competence in such things as officer of-the-deck watch standing, celestial navigation, ship handling, and keeping accurate books and preparing accurate monthly reports for the ship's exchange. Yet to come was an appreciation of the complexities of directing and leading people who have different backgrounds, needs, skills and temperaments. My purpose in this essay is to tell you about one experience among many in my ten years of Coast Guard service and the decades since in higher education.

In the early years of my professional career, I learned major leadership lessons as commanding officer of the Cape Corwin, a 95-foot WPB with a crew of 13. After one year aboard the Matagorda as a deck watch officer, gunnery officer, exchange officer, and the handful of minor collateral duties typically assigned to ensigns, I was given command of the Cape Corwin. The year was 1966, and I and many of my classmates were given command of 95-footers. This was to prepare us to move on a year later to Vietnam. In Vietnam we would command 82-foot WPBs engaged in coastal surveillance along with Navy swift boats. Prior to 1966, WPB commands were typically lieutenant's

billets, or at least given to a lieutenant (junior grade), but the need to rotate officers to Vietnam for one-year tours accelerated the command-assignment process and resulted in a number of my classmates commanding 95-footers as ensigns.

The transition from being one of several ensigns in the wardroom of a WHEC with a commanding officer who was a captain and an executive officer who was a commander to being the captain of CGC Cape Corwin was exciting and terrifying. My fears were about the technical challenges of command. Would I be able to get the boat away from the dock and bring her in for a landing without disgracing myself in front of the crew? Would I be able to use the surface-to-air radio telephone without fumbling around? Would I be able to plan and conduct a coordinated surface-air search competently? Would I be able to keep the boat's classified publications and personnel records in order?

After the first few SAR sorties, however, without running the boat into the dock or bungling a search, I realized I had been trained to do the things I had been worried about. In fact, I entered into a period of overconfidence born out of blissful ignorance of the complexities and nuances of human behavior. Although not consciously, I came to realize later that at that point in my development as a leader, I thought of the Cape Corwin and her crew as a machine--the crew members with their various technical specialties were the working components of the machine. It would be awhile yet before I began to comprehend the complexity that individuals with their own personalities, talents, and concerns brought to the amalgam that was the Cape Corwin, and I, of course, was part of that amalgam.

The Cape Corwin was based in Honolulu. Her primary mission, as was the case for all WPBs, was search and rescue. Most of the time the Corwin was on readiness status Bravo-2, which technically meant when ordered on a SAR call by the Fourteenth District Rescue Coordination Center, we were to be underway within two hours. In fact, the unwritten expectation was that we

would be underway in 45 minutes, which meant I and all of the crew who were on liberty had to make arrangements to be aboard 30 minutes from the time we were notified of a recall.

In 1966 the cell phone was the stuff of science fiction. Those of us on 30-minute recall called in our whereabouts every time we changed locations, leaving a phone number where we could be reached. Many were the times I asked the manager of a movie theatre or a restaurant for the phone number of the establishment, told him where I would be sitting, and asked if he could send someone to get me immediately should a member of the Corwin's three-man duty section call to notify me of a recall. In addition to the telephone, I arranged for a local radio station to announce recalls, so if any of us were not near a phone we could listen for recalls on the radio. To ensure the recall announcement was not lost in disk-jockey chatter, the announcement was preceded by silence, followed by the sound of a boatswain's pipe, then this announcement: "The crew of the Coast Guard Cutter Cape Corwin return to your vessel," followed again by the sound of a boatswain's pipe. It is in this context I want to tell you about an episode from my Coast Guard career that offers a lesson in leadership.

It was Christmas Eve. The Cape Corwin was on Bravo-2. The Coast Guard support unit at Pier 4, where the Corwin tied up, had invited members of the Corwin's crew to a Christmas party. Spirits were being served. When liberty was granted, several of the Corwin's crew stopped off at the party, including my executive officer, a chief quartermaster, and my engineering officer, a chief engineman. Both of these men were highly competent and took pride in their experience and accomplishments as chief petty officers. I had taken command of the Corwin six months earlier and had been promoted to lieutenant (junior grade) two weeks earlier.

A short while after the crew went on liberty, I finished my work for the day and decided to head for the beach at Fort DeRussy, a favorite hangout for junior officers from all the services. As I was walking to my car, I saw my engineering officer, who appeared to be a bit tipsy. It was an awkward situation; I didn't want to lecture him about the importance of staying sober so he would be ready to get the boat underway within 45 minutes should we get a SAR call. He was ten years my senior, had been in the Coast Guard for fifteen years, and I depended on him to keep our four Cummins engines running. But I felt I had to say something - I told him to take it easy on the drinking, and he said, not too convincingly, that he would. I went on to the beach.

When the SAR call came a couple of hours later, I returned to the boat where the duty section was preparing to get underway. The engineering officer and the executive officer were there too. Apparently they had remained at the Christmas party, which was a few yards from the Corwin's gangway, so they only had to walk aboard. I saw, however, they were both drunk. This was unexpected. The rest of the crew and I would have to function without them until they sobered up. Was that going to work? How long would it be before both chiefs were sober? Would our search-and-rescue effectiveness be impaired? To my great relief, those questions were never answered. RCC radioed that the order to get underway was cancelled. Now, what was I going to do about the two drunken chiefs - my executive officer and engineering officer? I felt I could not allow their behavior to go unsanctioned - behavior that diminished the Cape Corwin's readiness to carry out its SAR mission. To do so would have undermined my authority.

This is what I did. Soon after the SAR call was cancelled, I told the executive officer and engineering officer to see me in the cabin. Wobbling, they appeared at the door. I said to them, "You both have had too much to drink. You're confined to the

boat until 0800 tomorrow morning. That's all." At that point the engineering officer started to say something in protest, but the executive officer took the engineering officer's arm and said, "No, Jimmy. Let's go." They left with no further words. Without seeing them again that day, I went ashore and back to Fort DeRussy beach.

What did the executive officer and engineering officer do? Did they stay aboard as I had ordered? Did I call the boat to check on them? I didn't call and to this day I don't know if they stayed aboard. I decided it didn't matter if they did, because both had the maturity and professional pride to live up to high standards of conduct. I allowed these two competent men to police themselves, and I never mentioned the incident again in my remaining six months as commanding officer before I moved on to Squadron One in Vietnam. Was the way I handled this situation effective leadership? Did I maintain or enhance the executive officer's and engineering officer's trust in and respect for me, and by so doing their willingness to follow? I can't answer these questions with certainty, but there is a postscript to this story that suggests what I did had the desired effect.

Fast forward 14 months. I'm now in command of an 82-foot WPB based in Vung Tau, South Vietnam and I run into my former executive officer, who is assigned to a buoy tender working aids to navigation in the area. He greeted me with a smile, addressed me as "skipper," and invited me to have a beer with him at the base chief's club - a place no officer would enter uninvited. These were all signs of trust and respect. Further, in the course of conversation, he said, "You only had to get after me once." I didn't probe, but I'm pretty sure he was referring to the Christmas party incident. And while he could have used the occasion to express lingering resentment, he did not. On the contrary, the conversation was relaxed and cordial.

Was the way I handled the Christmas party incident effective leadership? I judge that it was, because of what I have related and because, with the benefit of decades of hindsight, I would do the same thing again. I've had other experiences that, with hindsight, I would handle differently, but not the Christmas party incident.

The lesson here is that as a leader you will have to make decisions in situations where there are no textbook rules to guide you. You will have to respond to the unexpected by relying on your assessment of individuals and the limited information available at the time. Sometimes, with hindsight, you will conclude a different course of action would have led to a better outcome. When this happens, while you cannot change the outcome, you can learn from the experience by reflecting on what occurred and why it occurred. This reflection will prepare you to act differently in similar, future situations. Just as important, the results of your successful decisions provide learning opportunities as well.

If you take advantage of all these opportunities, you will continue to develop as a leader.

Linda Spade, widow of John David Spade

A Widow Remembers

From the time Dave Spade was a little boy he was interested in adventure. When he was 18 months old, he saw an open window in the third-floor apartment he lived in with his parents and decided he wanted to climb out that window to see what all the noise was about on the busy Berkeley, CA, streets below. Suddenly, as his mother used to tell us, she heard David's voice calling "Mama, Mama." She looked and couldn't find him. He called again, and "voila," there he was, hanging from the windowsill. So began his life's journey - to jumping off cliffs in the Sierra Nevadas into the freezing cold, raging waters of the Stanislaus River to swinging on the yardarms on the glorious *Eagle* and rings and bars as a gymnast at the Academy. He knew life was a balancing act of play and hard work.

Dave knew he wanted to make his life's work as a Coast Guard officer. From the time he was eleven years old and first learned about the Academy, he was committed to working hard so he could become a cadet. The mission of the Coast Guard was exactly what he aimed for, a service-oriented career and life; honor, respect, devotion to duty and his family, friends, God and country. The job of saving people and protecting our safety, freedom, waters and homeland was his goal. Dave was a Boy Scout and an Eagle Scout; the motto those young boys learned guided him throughout his life. So these words apply to us all - words that encompass patriotism, being helpful, trustworthy, loyal, friendly, obedient, kind and doing ones best.

There are many sayings we used to lead us along the journey of life. The Boy Scout motto of "Be Prepared," and as the Coast Guard puts it, "**Semper Paratus**," is always a primary beacon. We need to be mindful of the details; love and success "are in the

details." It's the sincerely thoughtful and kind gestures that people remember. **Never assume. Be hopeful. Believe in the power of prayer. State your opinion with thoughtfulness; and when the decisions are made, get on board and support them.**

Dave was diagnosed with a blood cancer in 1998, and he was very conscientious about learning all he could about his disease and how it would affect his life and our family. He studied everything he could get his hands on to ensure his health care and role the Coast Guard played in his future, and ultimately our future. He became so well informed about his disease, the treatments that were current and those being developed, that he became a trained mentor to other patients, their caregivers, and even the medical professionals who had not yet become experts in the protocols being developed for his particular cancer. Dave wasn't a medical expert, by any means, but he became very knowledgeable and opened the doors for many other patients. He certainly taught us the kind of patients we need to be, if, God help us, we ever need to advocate for our health.

A key to the success of Dave's fight against his cancer went beyond the outstanding medical care he received. He - our family - was blessed with the support of many, many people. Thoughtfulness brought great warmth to even those most fearful times and gave us hope so he could maintain the fight for ten years after diagnosis. Through three stem-cell transplants and many ups and some downs, Dave's spirits were positive because of caring people. Our family still feels that genuine kindness and we are eternally grateful for that.

Most assuredly the leadership of *our* class advisors, Les and Carol High, are wonderful examples of selfless caring and thoughtfulness. They set the standard, and because so many of the class possess the attributes of loving concern like Les and Carol High, you sustain a tie that binds.

Dave and I are blessed with children who bring us great joy and pride. Our son, Mike, has written his remembrances of the sea stories he heard from his dad and friends who sailed together in *Courageous* and *Diligence*. Some of those bonds of friendship have remained for almost thirty years, and Mike has journeyed back in time with a couple of those wonderful men to share the principles that lead them. They had a wonderful adventure.

A few snippets of Mike's journey back in time with his father follow:

Semper Paratus - Be Prepared is an essential element of leadership, and requires a leader to be both technically competent and a good planner. Part of planning is listening and learning from the experiences of others.

Have a Positive Can-Do Attitude and do so even in the face of criticism that may make you want to be defensive.

Share Resources and Empower People.

Many times Dave, then commanding officer of the *Courageous*, ordered a vessel boarded in the middle of the night after an officer on watch woke him up about a contact and spoke the words "Captain, I just know this guy is dirty." By allowing the crew to have input into decisions, Dave let them take a personal stake in the success of the ship. The result: *Courageous* seized over 13 vessels, intercepted at least one air drop, and seized 240,000 pounds of marijuana. Dave took great pride that several of his officers and crew went on to become extremely successful patrol boat and cutter commanding officers after leaving *Courageous*.

Arecchi, Arcangelo Vincent

Leadership is Respect

I've been fortunate to have had several careers. I retired from the Coast Guard in 1988; since then I've worked as an engineer and manager in business and as a part-time teacher at three different universities. What I've learned is leadership is the same regardless of whether you are in the military, in business or in the classroom. The key to leadership in all these cases is the same - RESPECT.

All organizations - military, businesses, educational, even families - are hierarchical to some degree. We've all learned to respect those above us in the hierarchy of our military superiors, our bosses, our teachers and our parents. We give these people our respect sometimes freely, sometimes grudgingly. If there is no real respect, at least we are good at faking it to get by. That is not the type of respect that I'm talking about as a key to leadership. As leaders we need to have respect for our military subordinates, our peers, workers who report to us, our students, our spouses, our children and our jobs. And this respect needs to be genuine, it can't be faked. During the 2010 oil spill in the Gulf of Mexico, the Chairman of BP, Carl Henric Svanberg, in an attempt at leadership, declared his respect for the victims of the spill by announcing, "We care about the small people." He was faking it! His words confirmed it and everyone, except maybe him, knew it.

In having genuine respect for all those with whom you work, you lay the groundwork for genuine respect in return. When Bob Brenly, who in his first season as a major league baseball manager successfully led the Arizona Diamondbacks to victory in the 2001 World Series, was asked about his approach, he said, "I can break it down into three simple things. Respect your teammates, respect your opponents and respect the game." Incidentally, his

advice for a fan that catches a foul ball in the stands: “Give it to a kid.”

I’ve been fortunate to work alongside and work for some excellent leaders. They all practiced the same six habits:

- **Listen** to what people have to say. No one knows everything. There is always someone who knows more than you do.
- **Inform** people on the goals and status of the job. People work better when they know and understand what is happening.
- **Support** people. Make sure they have the tools and training necessary to do what is asked of them.
- **Empower** people to make decisions.
- **Focus.** Keep the goals clear and steady. When inevitable changes occur, make sure everyone knows about it and knows why.
- **Thank** people for their work.

Norris, William Harry

Leadership Essay

You ask what I've learned over the years about what makes a great leader. Well, first it is important to not lose track of the leadership objective, which in my opinion, is not to be a great leader but to get the job done. Leadership itself is merely a tool in that endeavor; or more correctly, a tool box, as the type of leadership skill needed may well vary with the type of job to get accomplished. For instance, one leadership skill may be needed to take a hill in combat and quite different leadership skills may be necessary to run a successful administrative office. Often, these skills are not the same. Most would agree that General George Patton was a very effective combat leader; however I'm not sure his leadership style would be effective in a peacetime administrative setting. On the other hand, one of the best administrators I have ever observed, was extremely patient with her subordinates, was very involved with their day to day problems, worked hard to get everyone "on board" with the mission, and held all to high standards of performance. She would probably not succeed at all in a combat situation.

Another important point, often overlooked, is that you should be true to yourself and to your own unique abilities. You can't fake it. Everyone can't be Eisenhower or Kennedy or Obama. Despite what it says in the Constitution, we aren't all created equal in leadership gifts. If you are not particularly articulate, don't try to be. Don't try to use humor if you really can't pull it off. If you try too hard to be someone you're not, you probably won't be. Remember, slow and steady often beats fast and loose.

People in leadership positions usually need to be very conscious of protecting their integrity. Perhaps, in some very limited and very unusual situations, this is not always true. Most subordinates

have a very effective bull s--t meter. Leaders who lose the confidence of their troops are unlikely to be very effective in “getting the job done.” I learned this lesson in spades during my tour in Vietnam. In my opinion, leaders at every level including the patrol boat commanding officers, squadron commanders, the top military commanders, and even the President lost the faith of many of their subordinates, and of course many ordinary citizens as well - due to their failure to be honest and forthright about what was actually happening.

While subject matter expertise is often required to be a successful leader, a healthy dose of humility can pay big dividends too. Usually, someone among your subordinates is equally intelligent and talented, or more so, than you are. It often pays to listen to the ideas of others, some of whom may be closer to the problem than you are. Also, depending on the job, there may be more ways than one to accomplish the objective, and by giving your subordinates opportunities to try out their own ideas, other important goals can be obtained.

Finally, in most situations, I would urge you to put whatever job you are doing in perspective. In most cases, it is not the most important thing happening to the people involved. Lots of other things are going on in your subordinates' lives. Trying to keep work enjoyable and fun often goes a long way to getting things accomplished. I always tried to go to work with a smile on my face and to be careful not to make unimportant things a big deal.

Sigler, William Thomas

Leadership

Some spindrift, I don't pretend to know much about leadership. For one, the word finds so much over-use; I doubt any consensus will evolve. Some may say void for vagueness. My working definition is figuring a way to get another excited in a non-manipulative way to accomplish an objective.

Most of my tough life decisions fell outside the mainstream. I don't know if stubbornness is a leadership trait or not. I would think flexibility counts for more, or perhaps there's a balance.

Two of my roommates were selected for admiral. At the time they, or the upper-class, thought they roomed with me to square me away. In fact, my role lay in mellowing them down some from their high intensity. One roommate made it to district chief of staff only; perhaps if he had listened more closely.

Mother Theresa is quoted as calling "listening, the first step of love." I just read that the last roommate finished his Doctorate in Pastoral Studies or such. I hope they used Theresa's quote in his course. I think listening is perhaps the most important leadership trait. I work at it on a daily basis. I don't know if I succeed, but I work at it.

I don't think I can lead anyone anywhere unless I love them. I need their best interests in my heart and then a way to figure their best interests as aligning with a greater best interest.

I made a couple of decisions I personally found very difficult. I sleep nights, so I either made the "right" decision at the time, or live in a fantasy world wherein my mistakes (retrospectively) remain still the right decision. One involved a decision to not

follow what the establishment thought were lawful orders to return to my duty station. I went to Canada for two years to protect my children.

I don't know how to express my failures, at least the ones I own up to. Failures to me form an important part of leadership. I will recount one I found instructive.

As a new exchange officer on board *Barataria*, a 311' cutter, I endured a confusing relief of the ship's canteen. Both the fellow relieved and I thought we did the paperwork correctly. In fact, neither of us being accountants, we botched the numbers and the report. No money went missing, but the district office didn't like our bean counting report. Nor did the executive officer. I remember getting an earful on the fantail concerning the importance of listening to inner nagging - getting it right. I think my inner nagging existed, but I really wanted to leave on a temporary duty to South Carolina in the sun. I let my lust for life interfere with my duties.

So I listen now more to my inner spirit.

I've served under some great leaders. One was George Thometz, Commanding Officer of CG Air Station Kodiak, who insisted on taking the first flight with a new aviator. In my case it meant his sacrificing "my" first Sunday to fly to St. Paul and medevac a Korean with a fishhook in his eye. My first flight from Kodiak lasted eight hours, with a legend. Though I did not know his past heroics at the time, it marked my only flight with him and I was not even on the rock for 48 hours. I was surprised four years later when our hero fetched then Admiral Thometz for some VIP shuffle. He remembered me after only serving together for a month. First thing he mentioned was our flight to the Pribilofs in the middle of the Bering Sea. He was a great, inspirational leader. May he rest in peace.

Another was a commanding officer's handling of a tough personal family situation. His teenage son had attempted to extort funds from BART by claiming to have hidden explosives on the track. The commanding officer called the admiral, offered his resignation, and then called an officers' meeting so we would all feel in the loop before any rumor mill began - it killed the rumor mill. I don't know why, but at the time I felt the need to make an appointment with him to tell him how much I appreciated his personal courage and straightforward approach to a troubling situation. He later provided encouragement to me after they passed me over, saying I would not get passed over the second time, he thought. Of course, he couldn't have anticipated my later actions.

Jack Streeper and Dick Long showed great example with their airmanship teaching skills. Each always seemed ready to let a new nugget exercise control of the craft in a challenging situation, weather, landings, etc. Both operated on the theory, better to experience the situation with a wiser hand on board than face it the first time down the road without an older hand aboard. My main recollection comes from the time Long and I killed 67 seagulls on the short runway at Kodiak. Streeper also taught well, but more safely. I wounded no aircraft on his watch.

These count a few of the things I saw as leadership, mostly in others.

I can count fewer examples outside the Coast Guard environment, though they might come in time. My dad showed great leadership during his time of in-house tutelage and beyond.

Poulos, Peter Theodore

Leadership

The phrase “I KNOW IT WHEN I SEE IT” appeared in the case *Jacobellis v. Ohio* decided by the United States Supreme Court in 1964. In a concurring opinion, Justice Potter Stewart stated:

“I shall not today attempt further to define the kinds of material I understand to be embraced within that shorthand description [‘hard-core pornography’]; and perhaps I could never succeed in intelligibly doing so. But I know it when I see it, and the motion picture involved in this case is not that.”

This expression became "one of the most famous phrases in the entire history" of the Supreme Court.

With respect to the topic “leadership” all one need do is “Google” the word and you can find definitions ranging from the “sheer force of personality” to the classic “a leader leads by example” and everything in between. Webster provides definitions that lack insight.

I have always been of the belief that “leadership” (and by inference – a leader) is difficult to define; but I like Justice Stewart’s “I know it (leadership/leader) when I see it” approach.

Before I state my simple thought on leadership, I digress to quote some individuals who I most admire: Nelson Mandela, Albert Einstein, Winston Churchill, and C.S. Lewis; as well as some instances from the Bible.

In his 1994 inaugural speech, Mandela remarked:

“We were born to manifest the glory of God that is within us; it’s in all of us. And when we let our own light shine, we unconsciously give other people permission to do the same.”

Albert Einstein once said:

"Any intelligent fool can make things bigger, more complex, and more violent. It takes a touch of genius -- and a lot of courage -- to move in the opposite direction."

Note the use of the word courage. You see, for me, it is all about courage. Great leaders display great courage. Leadership is synonymous with courage.

Winston Churchill had this to say about courage:

“Success is not final, failure is not fatal; it is the courage to continue that counts.”

The respected theologian C.S. Lewis on courage:

“Courage is not simply one of the virtues, but the form of every virtue at the testing point.”

And the Holy Bible is replete with instances of courage and conviction:

Daniel, in persisting to pray, regardless of the edict issued against praying, Dan 6:10. Peter and John outwardly refusing to obey men but rather trusting and placing their faith in God, Acts 4:19; 5:29.

These were acts of courage at a time when Christians were persecuted.

When defining leadership, I may hold a distinct advantage over most for one simple reason; many years ago Les High was my commanding officer at the United States Coast Guard Air Station in Detroit. Les let our lights shine, gave us credit for our successes and was a man of courage, conviction, dignity and integrity. It is a pleasure to know him, his family and be considered part of his extended family.

My take on leadership is simple - observe Les High, an unassuming gentleman of courage. You will then start to gain an understanding and appreciation of "leadership."

You will know it because you see it.

Livingston, David Thomas

Some Random Thoughts on Leadership

Saying you understand leadership is a little like saying you understand the way the world works. I don't think anyone really understands it. So take what I have to say with a hearty dose of skepticism.

In my opinion many people I have known came to leadership positions for all the wrong reasons. Yet some of them ended up as successful contributors. What are those wrong reasons - you have to work less if you are in charge; you get most of the glory if you are the leader and your ego likes that; you are a control freak who likes giving orders rather than taking them. Many people seek leadership positions for these reasons. If any of these ring your bell then you want to be a leader for the wrong reason.

Like most things, leadership probably cannot be learned except through experience, but some principles followed by successful leaders may be useful in the learning process.

One of my basic principles of leadership is having and sharing a passion for the organization, team or goal being pursued.

Having a positive attitude and being able to transform others into "the glass is half full and filling" kind of people is another of my principles of leadership.

Great leaders I have known had a way of developing the trust of their team. They did this by convincing their troops they were totally committed to the organization or the goal and they had the long run best interest of the team at heart.

I will give a few examples of the best leaders I have known. I worked in academics most of my career and the president of the college in my first job was the best academic leader I knew. Ted Stern had a passion for his institution and people inherently trusted his leadership, even when they disagreed with a particular decision. This allowed him to take unpopular risks for the good of the organization. For example, he brought an international arts festival to the city by “giving them the college” for use during the festival. This caused the employees untold additional work and aggravation, but in the end allowed the development of the arts program at the college and the growth and prosperity of the city. He also took resources away from traditional programs and gave them to new programs, which was very unpopular with the traditionalists, but the new programs took the college from a small city school to a recognized international institution. He survived the turmoil because he was a trusted leader.

Great leaders use all of the intelligence of the organization, not just that of the designated leaders. Otto Graham knew his team was always passionate and positive going into a game, so his pre-game speech was always “play with your head as well as your heart.” Even though he was perhaps the greatest QB of all time, he wanted and used input in all of his strategic decisions.

Many great leaders I have known treat individual members of their organization as if they were a very important part of the organization regardless of whether their job was great or small. Joe Parker was my high school football coach and he would go out of his way to praise young and inexperienced team members even when others thought their contribution was minimal. When I could not even get a pass airborne he would tell the news reporters I was an excellent ball-handler. It helped my confidence and I eventually learned to throw. Bobby Cox, Atlanta Braves manager, is well known for treating everyone equally and preaching that everyone in the organization is important and should be respected for the job they do. If anyone fails, the organization cannot reach its potential and therefore he

says that the janitor's job is just as important as the star and therefore he treats everyone with the utmost respect. Because of his leadership style everyone in the organization feels very positive about their job and about working for Cox. This is from a man who doesn't have many of the characteristics associated with great leaders such as being a tall imposing figure, charismatic, a great speaker, or by many accounts a brilliant strategist. Yet his organization has been uniquely successful and those who work with him extol his virtues as a leader.

What leadership is not:

Fitting in -

A coach who I hired was very well qualified for the job. He had terrific technical skills and years of experience developing individual talents. He was good at giving individual attention to athletes and at developing good personal relationships. When he became head coach he continued that individual style and became essentially one of the guys. His players saw him as their friend who had power and they used their relationship to improve their personal quality of life, i.e., practice cuts, no late night rules, etc. The teams never lived up to their collective abilities, probably because there were too many "I's" in team.

Venting your feelings -

Recently I heard some national leaders' comments about the state of the economy. "The economy has gone over the cliff!" "The economy is in a free fall." "The economy is the worst since the great depression and may get that bad." While these might be truly heartfelt opinions of the leaders, in my judgment, these leaders should recognize their opinions should be stated in a manner that best helps the team accomplish team goals, i.e., a return to prosperity. As a leader, you should not make rash, flippant comments. I learned this lesson the hard way.

I was still an ensign and newly appointed skipper of a Coast Guard patrol boat. We received a midnight mayday call from a tugboat in trouble in a storm. As required by our mission we headed out to help. As we passed through the jetties, the waves were so high they crested above our mast and broke down onto our bridge. I was inside the bridge along with my lookout, helmsman and my chief petty officer who was second in command. The crew was mostly young except for the chief who had many years of experience. I knew this was a bad storm and a dangerous mission and for some reason I verbalized my thoughts when I said to no one in particular: "You know we might lose this boat tonight." It was my honest heartfelt opinion. I didn't feel any unusual fear because I was young, cocky and I could surely survive a sinking boat.

But the effect on the crew was devastating. The helmsman and lookout just looked at me with a shocked stare, no longer interested in their jobs. My chief fainted – he hit the steel deck like a rock!

If I had been a member of the crew, other crew members would have guffawed at my lack of experience. If I had been talking to my colleagues, they would have considered it my personal opinion, which was certainly no better than their own, so they would have ignored it. But because of my position as the leader of this team, what I said took on enormous weight in the minds of the team members and I seriously damaged the team by expressing those feelings. Not that I should have ignored the danger. But I should have done it in such a way that gave them confidence. I should have emphasized we were well trained to handle this situation and that patrol boats were designed for and had withstood many similar storms.

Abusing power and promoting yourself -

As a salesman years ago, I worked for a sales manager who abused his rights. As leader he had the authority to approve sales

contracts for new customers. Over an 18 month period he signed many fraudulent contracts. It increased his “sales” so much he was promoted and moved to another part of the company before the fraud was detected. Power is a great temptation.

Another similar example happened when I worked for a financial institution. The president directed an employee to alter the timing of a legitimate contract. The result was that he received a huge bonus for exceeding an annual target. He was such a well respected leader, not only of his company, but in the industry, that I can only assume the amount of power had changed his character. He was eventually fired and disgraced. Core values are essential to avoid the corruptive potential of a leader’s power.

Leadership Traits to continuously develop:

Be positive - praise, recognition and seeing the light at the end of the tunnel are all highly motivating factors.

Be available and communicate – but don’t be one of the guys.

Develop trust – convince your team over and over again you are committed to the team goals and you have their best interests at heart.

Remember you are just a member of the team and you probably don’t do the real work of the team. You are leading best when you are serving the team members who are doing the work.

Be courageous – stand up for your convictions even if they are unpopular. Also be courageous enough to listen and be adaptable. As a lifelong student of business organizations I have surmised that successful companies are led by people who adapt to changing circumstances. Even long held beliefs must be susceptible to change as new evidence is learned.

Every organization needs good leaders. Examples of bad leaders causing companies and nations irreparable harm are many. However, there are no perfect leaders so don't expect you will be the first.

If you follow tidbits of sage advice from proven leaders, surely you can be better than most.

Serotsky, Glenn Edward

Leadership – Lessons Learned

I am a very fortunate Academy graduate, as are all of my classmates. After four years of Academy education and development for which I will be forever grateful, I was ready for a little less snow as I left for my cutter in California. I was on my way to a career that couldn't have been better - although I never was able to get that one air station I had always asked for. Not only did I have the opportunity to fly and work with great Coast Guardsmen (no women in the Service then), I was also on the path to developing my leadership skills.

I have had the opportunity to read many of the informative, interesting and on-target leadership essays of classmates. I can't say it any better but will pass along some experiences that supported my development and also a few tools that may still work in today's Coast Guard for our future leaders.

As we move through our work life, we are presented with managers who have varying skills and talent. Some eventually fit into the Peter Principle and others provide us with examples of important tools that will support us in becoming an effective and successful leader. During my two careers, I have worked for and with a variety of leadership talent - or lack thereof.

My first air station introduced me to an operations officer that had a unique trait in his management practice. Following morning meetings to begin the flight day, he would take the entire New York Times and disappear for the next few hours. An interesting leadership skill for the development of junior officers, but probably not one I would put in my list of skills to practice in the future. His replacement was an officer I will always remember with high respect and warm regard. As

operations officer, he was a great communicator, and in my estimation, had the greatest level of common sense I had ever witnessed. I have tried to apply that ability to my decision making ever since.

The point is simply what I have advised my children in their adult lives – observe, listen, understand and analyze the best and worst leadership traits of those they work for at all levels. Leadership books, seminars, etc. will only provide you so much. It's where the rubber meets the road in the work place where you will know a true leader and what makes them successful in achieving their goals. I had an interesting work life that included a wide range of bosses who had a full spectrum of leadership skills. I followed the advice given to my children and will pass along one tool that I was highly skeptical of but used for the rest of my work life.

I was at my fourth air station, assigned as operations officer and having a great time with good people and a wonderful location. After two years we had been through two commanding officers. The first to leave was a native of that area, and rather than reassignment, retired to stay at home my first year there. The second year provided us another excellent boss but he received an offer he couldn't refuse from Gulfstream Air. The station had been awarded a unit commendation for some outstanding rescue work prior to his departure. The station now had our third commanding officer in three years and things were about to change. I believe the new boss had concerns that if he was replacing two commanding officers in two years, there were some real problems.

We got off to a rough start. I was filling in as acting executive officer plus Ops and he was ready to drill down into the organization to find the problems. After two years as a very successful air station, I was siding with the crew and clearly not showing the support he should have been receiving. In the short order of just a few weeks, I was in his office and given the understanding that if I didn't shape up my career was over. Since

I did have a career, I understood and provided him the full, visible support to move us forward. This is where I learned a lesson in leadership that I have used the rest of my life.

A few months after his arrival, he informed us we would have communications meetings with all the crew. OK – no big deal. He went on to explain we would have multiple meetings, beginning with E-4 and below, then E-5/E-6, then chiefs and finally officers. No one had ever been in such a situation – how could the captain listen to all the crew before the officers and how could we defend anything they had to say?

The meetings were held as stated, each group meeting with the commanding officer and executive officer. All input, comments, etc. were confidential (and remained as such) until the commanding officer had met with all groups. All concerns, recommendations and other comments were considered by the commanding officer, all that would improve the workplace and our operations were approved and all that would not be changed were communicated.

The communications back down the chain were simply reversed - first meeting with officers on his decisions and then separate meetings with each group down the chain. Everyone knew what the input was and also knew what and why he made his decisions for the betterment of the station. We completed these about every six months to begin with and eventually there wasn't anything on the list to improve, but what a change in station communications, operations and morale.

Leaders – after all you read, are taught and absorb from those who pass before you – understand that leadership is what you make it. Management is easy – leading people requires all the human elements you have read throughout this publication.

Keep us proud – and enjoy your service to our country.

Wilburn, James Rodney

Five Keys to Leadership

While there's no doubt Academy and USCG experiences have been key to my management and leadership style, it's more "inculcated" than "situation related."

Five key take-aways from my Coast Guard days are:

- (1) The absolute necessity to encourage team-work while not accepting loss of accountability,
- (2) Using all the help one can get (and recognizing same) while focusing on the goal or mission,
- (3) Integration of various perspectives into understandable core themes and conclusions,
- (4) While process (the journey) is certainly important, timely results (the destination) matter,
- (5) If it doesn't feel right (ethical) don't do it until you've made it so.

I'm sure these are well reflected in specific examples and experiences from other 65ers and regret my priorities with my consulting practice do not allow the time to devote more than these fundamental thoughts. I have great respect and affection for Les and Carol, although I've had few chances to see them over the years. Les is one of three or four men who encouraged me and contributed to whatever ethical and moral "core values" I may possess.

Fagg, John Pierce

Leadership and Life

Discussions of leadership are a natural occurrence within discussions of the military. Theories and styles of leadership are a frequent subject of military study, but understanding leadership is important for all citizens, whether or not they are ever exposed to the military. This is because we are all leaders in some capacity and we are all followers in some capacity, as citizens of our nation and members of society, and as part of God's creation.

Each one of us looks to someone for leadership in work, school, church, social situations and most especially in the military; and each one of us likewise has someone who looks to us for leadership from those same organizational and social vantage points. It is important each person understand he or she is a leader as well as a follower because the ability to lead will be mightily influenced by one's decision on who he or she chooses to follow. Following the wrong leader, taking your lead from the wrong person, can be disastrous in life – and sometimes it even has eternal consequences!

Leadership is often confused with being in charge, or being in command by virtue of possessing power, having authority or knowing the answers. If this were the full understanding of leadership, we would have to say some very contemptible people in history would have to be classified as great leaders, whereas in fact they were no more than powerful tyrants. Names like Napoleon, Lenin, Stalin, Hitler, Hirohito, Mao Zedong, Ceausescu, Pol Pot, Kim Il Sung, and Saddam Hussein come to mind. These men ruled their nations through the use of tyrannical power, not leadership.

Hence, simply exercising power is not evidence of leadership.

Of the two fundamental strategies for achieving an objective, power or persuasion, a good leader will choose the latter, even when he or she possesses the former. Furthermore, a good leader is one who leads his or her followers to a desirable or beneficial common objective. Upon examining the so-called leaders listed above, we find their strategy of leadership was the exercise of power and their tactics were coercion and cajoling. The objective of the “leader” was not one for the common good, but rather the enhancement of personal power. None of this is very noble. Increasing personal power for the leader is not an objective that benefits the followers, but one that benefits only the “leader.”

Taking a closer look at power and persuasion as two alternative leadership strategies, we see that power or control leadership depends upon the use of fear, force, or deception, and that coercion and cajoling are the tactics of power leadership. Coercion is use of force or threat to achieve a course of action or obedience, while cajoling is the use of trickery or deceit. Both tactics are used by those who lead by power, but neither tactic represents true leadership. Furthermore, both tactics sow seeds of revolution that will ultimately bring a harvest of retribution. Persuasion, on the other hand, promotes a “buy-in” by the group being led, whether a nation, a company, a church, or a club. Persuasion is defined as “agreement after being thoroughly advised.”

Compelling obedience through force, threat, or trickery reduces the entire function of the one in charge to an exercise of power, not an exercise of leadership, and the power it takes to retain the power to control requires an ever-increasing percentage of the total power available. This makes leadership by the use of power alone unsustainable in the long term. In fact, we see from history the result in the nation led by each of the above tyrants (not “leaders”) was to destroy the national ability to prosper of the nation that each tyrant “led.”

The same result can be seen for leaders in industry. How many corporate leaders have used or abused their mandate of power by destroying the company they were supposedly leading in order to accomplish personal gain, and using the power of coercion or cajoling to accomplish it. While “control-leadership” or “power-leadership” may successfully achieve certain objectives, it is not an effective long-term leadership strategy because it leaves no legacy for future leaders to build upon. It does not transform lives or establish a paradigm for future growth. The legacy of control or power leadership is deconstructive personally, socially, corporately and nationally.

Therefore, be very careful in the amount of power you grant to a person in a leadership role. Abe Lincoln said, “If you want to test a man’s character, give him power.” Most men can handle adversity; very few can handle power. While it may seem to be effective in the short term, control leadership in the long term is destructive to whatever enterprise is being “led” by this strategy.

Authority is often associated with leadership, but authority is a word that is frequently tossed around without a universal or even proper understanding of what it means. Many feel it is just another word for “power.” However, if we look at the word “authority,” we see the root “author.” This suggests that in some sense, the source of authority is the one who “wrote the book,” or “established the rules.” Every leader has some measure of authority and it is essential to identify the source of that authority in order to understand the scope of it.

If the source of the leader’s authority is bottom-up, then he or she is a popular leader, serving at the pleasure of the people being led or served. The leader in such a case is *authorized* to exercise authority within the limits of the expectations of the people. If the leader should step out of bounds, the authority may be quickly withdrawn. This type of authority is legitimate, but it is also limited.

On the other hand, there is “top-down” authority, such as the authority given, in the Christian paradigm, by God the Father to Jesus the Son, and subsequently passed to the followers of Jesus at the moment of the Great Commission. In Matthew 28:18-19 Christ says, “*All authority in heaven and on earth has been given to me; go, therefore into all the earth...*” This authority is legitimate, and it is also unlimited, because it flows from the true Author; the One who did write the book.

The third source of authority is autonomous. In the style of the philosopher Friedrich Nietzsche - whatever you can seize is legitimately yours. This is the tyrant’s favorite source of authority and it clearly takes us back to a form of leadership that is no more than the exercise of brute force of power. Autonomous authority, authority seized by force of power - is illegitimate and temporary, and therefore limited.

The summary point regarding authority is to know your leader’s source of authority and insofar as possible, ensure it is legitimate. Then, again to the extent possible, be sure you understand the scope of the authority being exercised. If the authority of the leader is illegitimate, or if he or she goes beyond scope limit of legitimate authority, then that is the time a difficult decision must be made to transfer your following to an alternative authority that possesses the scope and legitimacy required to cover the area of required obedience. This was the failure of the German army of the Third Reich brought out at the war-crimes trials in Nuremburg. This was the failure of many of the second and third tier executives convicted after the collapse of Enron.

Finally, there is the picture of the leader as being one who has all the answers. There are many reasons to disqualify “having the answers” as a mark of leadership. The most obvious is that if there is a question for which no one has the answer, how can the supposed leader’s answer be validated? And, how does one distinguish an answer from an opinion? We all have opinions.

Besides, tyrants always have all the answers, so “having the answers” as a qualification for leadership is both invalid and dangerous. In a sense, the concept of “having all the answers” is a sub-set of the power model in which knowledge is the basis for the authority of the leader. But since there is not a way to confirm the validity of the question or correctness of the answer, the authority is illegitimate.

True leadership is demonstrated not in the one who has the right answers, but in the person who asks the right questions. A great leader will be transformative in his or her influence. Under the influence of a great leader, his or her disciples will probably experience a life change, but almost certainly they will experience a paradigm shift in the way they view the world. There are not very many good leaders, but when one is encountered you will sense your life being transformed in positive ways that will enable you to explore new possibilities, not conform to a fixed way of thinking that limits possibilities. Power leadership seeks to conform every mind to think like the leader, but truly great leadership seeks to transform the individual by renewing the mind to think uniquely toward the leadership objective. In order to do this, there must be an agreed objective that is arrived at through a process of answering the right questions and giving each task force or team member the opportunity to exercise “buy-in” as the result of informed choice.

Sometimes leaders are seen to be the ones who “have the vision.” Sometimes leaders do have a vision, but leadership is more than “selling your vision.” Part of the “transforming” process is the ability to lead a group into a vision that has been jointly arrived at through asking the right questions. So be suspicious of any leader who has all the answers, because you are probably being cajoled or lied to.

To be a leader means to be responsible and to be responsible does not simply mean taking a hit for what goes wrong. Being responsible means organizing resources, collecting ideas, and

building a team to discover and articulate a vision, and seeing the vision become reality by allowing shared authority in areas of individual competence among the members of the team, whether the team is a military unit, a committee, a church, a corporation, or a nation.

Legitimate derivative authority is a hallmark of true leadership. Derivative authority is legitimate authority with a pedigree - you can see where it came from. This kind of leadership transforms individuals, achieves objectives and lays the foundation of a legacy on which to build the future. This is the leadership example we find in truly great legitimate “authors.” Because I am a pastor, I like the example of Jesus Christ. Through His strong but gentle words and actions, He persuaded. He did not use the power of coercion and He certainly never cajoled. He possessed power without limit, but He never used power to enforce His will. Furthermore, the leadership of Jesus is truly transformative - the lives of all who follow Him are changed forever. His authority is legitimate, unlimited and permanent.

In every group situation when we look for leadership, we should examine the strategy of the leader (power or persuasion), and then examine the source and scope of authority (legitimate or illegitimate; limited or unlimited; permanent or temporary). It is never the leader’s purpose to be liked, but it is a counterintuitive phenomenon that the greatest leaders will be those whose followers love them because they sense the leader has their welfare balanced with the pursuit of a noble or beneficial objective. And the objective will be not just the leader’s objective, but everyone’s objective.

In summary, be careful in choosing leaders (whom you follow), and be very careful in how you lead, because every leader is training future leaders, knowingly or otherwise.

Chazal, Edward Amedee

Some Thoughts on Leaders and Leadership

In a given situation, it is the role of the leader to identify the problem facing his organization or set the goal for that organization. He must then devise a plan and identify the skill sets needed to solve that problem or reach that goal. A timeline must be established for assembling the needed information and a “drop dead” time set for the determining of the course of action.

When planning, it is critically important he surround himself with good people with whom he trusts to provide him with the best information available. He should also seek advice from multiple sources.

It is then his job to formulate a plan based on that advice and information and also based on his own experience. He must be willing to make a decision and thereby set in motion the process to achieve the stated goal.

After the decision is made, the leader should give the rationale for that choice both to his superiors and those below him. He must lead from the front by example.

He should always be honest with those who work for him and with those for whom he works. This honesty leads to trust, which is vitally important in an organization.

He should back up his decision and support those tasked with implementing it.

Another aspect of leadership is seeding your organization with the right people, the kind whose judgment you can trust and who can be depended upon. There is great value in mentoring up and

down in any entity. The junior members who are taught and encouraged by others acquire the knowledge and skills to help the organization. All officers I respected were great mentors and those I did not respect were not.

Finally, a leader should have a cool, calm approach to crisis management. It inspires confidence. It also makes losing one's temper much more effective, if the leader deems it necessary for shock value or as a means of getting and focusing attention.

LaBuda, David Mitchell Mark

On Leadership

The importance of motivation and morale can never be overstated. If an organization is to operate efficiently and be successful, its members must work together to achieve goals. Working together helps other areas such as sharing ideas and turning around negatives.

I've always believed in the principles of developing personnel and not just firing them. A healthy interface with subordinates is a goal to leading. To begin to lift morale and motivate personnel, conflict and irritation must be removed from relationships. The leader must be in control and promote understanding. The goal is to make a productive organization.

I've used motivation and morale techniques frequently in both my military and civilian careers. I will examine my career and try to show examples of these principles.

My military career began aboard the USCGC Chincoteague after graduation from the Coast Guard Academy. This was followed by assignment as the executive officer of the USCGC Cahoon and then as commanding officer of Cape Athol Loran Station in Greenland.

My last two duty stations were prime tests of my leadership techniques. The Cahoon was a busy ocean going vessel and due to its being at sea so often was used by the district to billet its problem people. The Cahoon had a negative image in Galveston, TX. The district decided to clean up the ship by replacing all the officers. It was our duty to turn the ship around. Some of my plans to help the turnaround were to spend some one on one time with personnel who were close to bad conduct discharges

and help them understand how a bad conduct discharge would impact their life. I had an open door policy; they could come to me with any of their problems and work out a solution. This was done through a less rigid chain of command.

Another plan was to get the men to work together and become proud of themselves and their ship. Since there were a lot of excellent athletes who were expending their energies negatively, I encouraged a ship's baseball team that we entered into the city league. The team did so well that the men became proud to not only be on the team but also on the Cahoon. All of a sudden the men were working together and not against each other. This resulted in the men working so well together that the ship earned a unit commendation medal for a difficult rescue of personnel aboard a sinking fishing charter boat. The ship's morale was at an all time high when the Eighth Coast Guard District Commander came to inspect the ship and award each of us the Coast Guard Commendation Medal.

I took over the Cape Athol Loran Station when morale at the station was at its lowest and the station was suffering from neglect. I immediately worked to get the personnel behind me. I built a strong relationship with my two top chief petty officers who worked very closely with me to turn things around. We began to encourage the crew to not waste their time while on this isolated duty but improve their education with not only hands on training but also through their correspondence courses for promotions.

Rewarding the men for achievements helped in cleaning up the station and making repairs. The station began to look great and things such as water making equipment, evacuation building, and station heavy duty equipment were repaired.

Rewards were things like R&R at Thule Air Force Base and building a station party area where the crew could enjoy their

rations of beer. Extra movie nights and cook your own meal nights were also some of the rewards.

The station passed the admiral's inspection with flying colors, and the morale was high.

After 4 and 1/2 years in the Coast Guard, I joined the civilian ranks and went into the high tech field of electronics. While working full time, I worked on my advanced studies and earned an MBA from California State University at Fullerton.

My civilian career consisted of employment at some of the best electronics companies for their particular field of expertise. At Beckman Instruments, I acquired a great deal of hands on experience as an engineer. I then worked for Hewlett Packard, not only a pioneer but a premier company. My experience at HP was like going for an advanced degree in electronics and a management/leadership education. I look at HP as a rewarding opportunity and a place where I was able to get all of my motivation techniques into perspective.

I then worked in the semi-conductor field with employment at Texas Instruments and then at Harris Semiconductor. These two companies are leaders in their fields, and I was not only able to stay on top of the ever-changing world of electronics but also practice many of my motivation techniques.

My next position was at Panasonic Electronics Company where I was hired to turn around the potentially number one region in the world. This region was the company's lowest producer. The president's instructions were for me to do whatever I had to do to improve things.

Utilizing motivation and morale techniques, I was able to develop some trust between my sales region and the company's headquarters and the centers in Japan. I reminded my staff, which was fairly large, of the importance of our region to the

worldwide sales. I spent a great deal of time showing personnel how important to the over-all marketing plan they were. We began some intensive product, sales, and management training sessions. We eventually became the number one region.

My next position was vice president of sales and marketing for Bourns Electronics. I had a very large group of people and a very important responsibility. My work here was to motivate the upper level people reporting to me to be aggressive in our efforts and to teach them how to motivate their personnel. In my tenure here we were able to increase sales from \$85 million to over \$120 million.

My last civilian job was with Micropac Industries, a high tech electronics company that made sophisticated components for the military and medical fields. Here I was responsible for the sales of the largest area in the world and had to turn around a low morale situation. I had to motivate personnel to trust each other and cope with a company where the workplace at headquarters was rigid and unfair. My goal was to teach people to work together and exist with a difficult situation at headquarters.

Once personal issues between the factory and the field were addressed and an understanding of the management style of the company was utilized better, sales grew.

I enjoy working with people, and I guess that is why I decided fairly early in my career that sales was a better fit for me than engineering. I enjoyed all my jobs.

Viglienzone, Walter Samuel

LEAD (The Four Letter Word We Can't Avoid)

What's a good leader? More importantly, how or when does one lead? The best judges of leadership are both seniors and juniors. If you aspire to be an officer, you must lead, but how to lead well? The Golden Rule is the best to follow to be a good leader. To me, a good leader helps others do the right thing at the right time, in an efficient way to achieve a mutual goal. Leadership ability is best tested under most stressful situations, but good leaders adapt method and manner to suit situations and individuals. Doing the right thing, even if nobody is watching, is a fair test of leadership potential. Asking people to do what you do, by example, is another.

How can you apply life's lessons to be a better leader? I believe you must stand for something, or you may fall for anything. What do, or should, Coast Guard leaders stand for? Do you ever ask that question as you look in the mirror? U.S. military officers take an oath of office "... support and defend the Constitution of the United States against all enemies foreign and domestic; that I will bear true faith and allegiance to the same." Since all elected and appointed officials take a similar oath, we have a common starting point for most leaders in the U.S. All these oaths end in, "So help me God," which adds another common aspect. To me, belief in God and prayer can help you lead.

At the Academy we have four years of disciplined training and education to further hone leadership and people skills and decision aids. We learn from others, by informal example and more formal means. The best examples of good leadership are sometimes demonstrations of bad leadership. Did you ever have an unpleasant experience with a parent or teacher and vow that, "I'm never going to do that, or act that way." But, did you later

find yourself acting that way? The best leaders rarely make that mistake. They also are continuously learning. Good leaders sometimes must choose whether to be liked or respected. They always must decide when to listen and when to speak. Do you remember any parent, teacher, or coach who did that well?

Good leaders usually have a sense of humor, often focused on themselves - listen to some President Reagan humor. He also provides some good reminders for leaders: "Deeds not words are most important," and "Trust but verify." Good leaders smile more than they frown. Can you smile at constructive criticism, especially in officer evaluation reports? It's also good to listen, and laugh, if you can - just be careful where and when.

My most memorable Academy phrase was in a management class lecture - "You'll know that you know." I don't remember the professor's name, but the focus was on confidence, based upon the mission of the Academy, and the effectiveness of Academy training and education. A few times in my officer career, I had that phrase flash before my mind: when my ship was aground trying to pull a large vessel off the beach in a howling gale; when a small boat was crushed between my patrol boat and the dock. I decided to admit I may have had some responsibility for it. On other occasions, I stepped forward to take blame, when I might have backed quietly away. At other times, hindsight revealed I should have known better, to make a better decision or listened longer.

Of the many good leader role models I have had, Les High stands out. He was an exemplary Academy class advisor for four years, and for two years showed us how to serve in two seemingly contradictory roles as advisor and Assistant Commandant of Cadets. Like a good parent, he showed and told us how to work and play well together, how to socialize or pray on one day but be disciplined for misconduct on another.

For 45 years, he has consistently helped the Class of 1965 maintain communications, and share experiences, both rewarding and stressful. His annual letters are unique in Academy history. His continuing concern and sincere empathy showed us how a devoted leader cares for his group. In this way, he shared life's lessons and helped us by example.

I had the honor and challenge to serve under his last command, when he was presented with the Captain David H. Jarvis Award for Inspirational Leadership. A broad cross section of his subordinates recommended him two years in a row, until he was selected - now that's consistency.

Les met every incoming class at Reserve Training Center Yorktown, with a unique presentation about life, learning, and standards on this Coast Guard base. Here are a few I remember being told to officer classes starting with a short course in human relations. When you point a finger where are the three others pointing? Military salutes, how we keep the base clean and the wise man on the mountain story are all memorable.

Les smiled a lot. He was, and is, sincere in all he does; he is an admirable man and leader.

I'll close with a few guidelines that may help you lead well:

Watch your thoughts, for they become words.

Choose your words, for they become actions.

Understand your actions, for they become habits.

Study your habits, for they become your character.

Develop your character, for it becomes your destiny.

A few questions to ask as you look in the mirror:

Do you believe you must stand for something or you may fall for anything?

What do, or should, Coast Guard and other leaders stand for?

What can help you be a better leader?

Johnson, Eugene Karns

Reflections on Leadership

Leadership is the art of leading people to a desired goal. Leaders require certain character traits. The two I think are most necessary are self-confidence and high self-esteem. While I am not up to date on the selection processes for the Coast Guard Academy today, I believe all persons entering the Academy in the 1960s had these traits. The question then becomes how these persons become leaders.

The four years at the Coast Guard Academy starts the process by placing individuals in various organizational positions where they can begin to experiment with techniques for getting people to work for a common goal. It starts with swab summer where the new cadets begin to understand teamwork is essential to survive the summer and is constantly reinforced during the year. One of the first real opportunities for leadership is to be assigned at the Academy second-class summer to indoctrinate the incoming cadets. Up to that point you have been in the follower mode. As a follower you have had the opportunity to relate to many upper-class in various leadership positions. You will have had the opportunity to experience various leadership styles, both good and bad, and begin to formulate ideas on how you will lead. Now you are thrust into a position of leadership. The organizational structure and time tested methods you learned as a swab will ensure the training is done. The leaders of platoons that excel will learn, in addition to their position of authority, which they need to inspire and motivate the individuals in the platoon to rapidly become a team.

After graduation the organization of the service is such that you will be assigned duties of increasing responsibility with increasing seniority. A great deal of attention is placed on developing

management skills but very little emphasis is placed on leadership and the difference between managing and leading. My understanding is simple. We manage things and we lead people. If an individual is fortunate during a career, he will serve under some excellent leaders and have the opportunity to experience good leadership and try to emulate these people. In my first year and a half after commissioning, I had two commanding officers with distinctly different leadership styles. This started the development of my mental lists of things I would never do and those things that I would try to emulate when I became a commanding officer.

However, leadership is an individual skill and you cannot simply copy other people. To develop leadership skills, a person needs to be placed in the positions of responsibility and given the opportunity to experiment with their own style of leadership and techniques. This also means the person will make mistakes and be able to learn from them. Good leaders will give these learning opportunities to junior officers and train leaders who will become the future of the Coast Guard. Unfortunately, not all the commanding officers, department heads, etc. are willing to give their subordinates these learning opportunities. In my career I would say that it was split 50 – 50. I certainly did value those leaders who enabled me to learn and this became one of my cardinal things to do on my leadership list.

From all the years of learning, a few of the principles I adopted in my leadership style are:

Never ask a subordinate to do anything you would be unwilling to do yourself.

Tell your people what you expect; then, let them do it with the confidence that, if necessary, you can provide any required additional guidance.

You cannot lead sitting behind a desk. Get out and see what your people are doing. You would be surprised at what you can learn.

Always be honest with people.

Make decisions when they are needed.

These principles are not just applicable to the Coast Guard. I used these same principles for eighteen years as an executive in private industry.

Pettit, Anthony Joseph

Enough Malcontents

When I was a new executive officer of a 327 WHEC I soon realized I was spending way too much time processing malcontents out of the service and not enough time on more important matters. The ship had recently been relocated from Boston where it was the oldest one there and we felt like the people in Boston had conspired to ship all their problem people with it. With hindsight, I think it may have been a service wide problem at the time. It was like a prison ship. The constant stream of booking chits, investigations, NJP's, courts-martial, etc. kept everyone on edge and the unreliability of the malcontents made it very difficult to integrate them into a cohesive crew. Yet there were many fine career oriented crew aboard who I wished I could recognize and reward. There just wasn't time to do it.

So I struck a deal with the commanding officer. We would take the time to publicly recognize the good folks on a regular basis even if it meant we had to live with the undesirables longer. After that we would focus on mission performance, with or without the malcontents. And we would endeavor to restore the respect the ship deserved considering her many years of service, which included WWII duty.

Refresher training at GITMO loomed, which turned out to be a blessing in disguise, because it did force us to focus. When the time came, we did well, earning several E's and blowing the gunnery sleeve out of the sky. The ship riders weren't happy about that as they tried to crank in offsets to protect their sleeve, but we were too fast with corrections. We retrieved it and displayed it with pride. Nothing like mission success for morale!

I think it was the decision to refocus away from the demands of the malcontents and to put that energy into our better people that

made it work. This wasn't easy, as one night on Ocean Weather Station Hotel two malcontents jumped over the side to get our attention. They got it alright but they almost died for it. The ship had been drifting in a calm sea with little steam up but just as they hit the water, expecting to be picked right up, a stiff breeze sprang up and they watched the lights of the quickly drifting ship grow dim. We could barely see them by the time the whole ship was awakened and the boat got to them. To say they received a cool reception aboard ship would be a gross understatement. But it marked a turning point where the whole crew came to see this as their problem and not just the executive officer's. One of the two became a pretty good sailor after that, the other never did.

In time, mission success became the norm and by the time the next summer rolled around the crew was excited to be making a cadet cruise. We had to transfer off some crew to make room for cadets and were left only with the very best. The cruise was most successful, proving to everyone that older ships can be great ships.

An Awakening

One of the most helpful experiences for me turned out to be some training we had to take while I was at headquarters on my next assignment. It was called Transactional Analysis and evolved from such writings as "Games People Play" by Eric Berne, M.D. and "I'm OK, You're OK" by Thomas A. Harris, M.D. I'm not suggesting we go back to that era; the point is that for me, at mid career, I finally realized just how socially naive I actually was. The meat of it was we all carry with us three ego states - parent, adult and child. Further, all of our social exchanges (i.e., communications between persons, verbal or nonverbal) can be depicted as a stimulus followed by a response. The stimulus originates from one of the three ego states and is aimed at a specific ego state, i.e., "Hang up your clothes" (parent to child). A child to adult response might be: "OK." But a cross response might be: "I've been laying them out to see what to wear tomorrow" (adult to, hopefully, adult). Now, adult to adult

transactions are where facts are exchanged and analyzed, whereas adult to child transactions (and vice versa) are where judgmental mores are reinforced or replayed. To further expand the analysis, games are discussed. These have as their goal a payoff, often subconscious, after a series of moves, and no intention of adult to adult dialogue. We learned that a huge amount of dialogue is spent playing games, engaging in pastimes, and other activities that have no benefit to the mission at hand.

I vowed to keep my transactions, as best I could, in the adult to adult category. I looked with a more critical eye at the leaders I admired and I could see how smoothly they were able to facilitate these kinds of exchanges. I particularly admired Colin Powell. I looked back at a time I had received a letter from an admiral admonishing me for obligating funds without first getting necessary approvals and I could see that it had been written as a mid course correction in my career, with a very positive tone rather than a scolding, and it was well taken.

As I went on to more senior positions I inherited some very large desks (and chairs), literally. I realized the huge desk with me sitting behind it in the "power seat" could be perceived as an adult to child scenario when in fact my goal was to have an adult conversation. So I reconfigured offices to have a table to the side where we could sit and talk on an equal basis - simple little things.

A fellow officer at headquarters was fond of saying "We do it to ourselves." He was right. I've had to face groups of angry citizens on several occasions where, if we had been just a little more socially astute, things would have gone much better. In one of these I was trying to restore public confidence when a valid distress call was followed immediately afterwards by a hoax call and our watch stander evaluated both calls to be hoaxes. We did not respond. A father and son perished. A woman reminded me of some bureaucratic radio language that had stuck in my craw most of my career. As soon as I returned to my office I penned this message:

TO: ALL UNITS UNDER MY COMMAND

SUBJ: CHANNEL 16 LANGUAGE

1. AT TUESDAY NIGHT'S SOLEMAR MEETING IN FAIRHAVEN ONE WOMAN EXPRESSED HER DISTASTE FOR THE EXPRESSION "VESSELS TALKING ON CHANNEL 16 BE ADVISED CHANNEL 16 IS A HAILING AND DISTRESS FREQUENCY. PLEASE TAKE YOUR IDLE TRAFFIC TO ANOTHER FREQUENCY."

2. THE WORD "IDLE" IS UNNECESSARY, INFLAMMATORY, AND SERVES ONLY TO ALIENATE THE COAST GUARD FROM THE PUBLIC. THE WORD "IDLE" IS NOT TO BE USED IN THIS BROADCAST WITHIN THE GROUP.

Coast Guard Submarine

When I took command of CGC Tamaroa on Governors Island one summer, we hoped for more adventure than the ship had seen in many years. Commissioned as USS Zuni, an ATF (seagoing tug), we called her Attack Tug - Fast while steaming at our maximum speed of 14 knots or so, as I recall. She'd had her back broken and sank while attempting salvage in WWII. They raised her, flushed her out with fresh water and gave her to the Coast Guard after the war. Sometime about the early 60's she was sunk again after a disgruntled crew came back from liberty and opened the flood valves on the dry-dock she occupied (with missing bottom plates). That gave rise to the handle "Coast Guard's Only Submarine." She served exclusively in the New York District until I arrived.

She'd just finished the inglorious task of hauling garbage barges during the New York sanitation worker strike. But the district had put a lot into her recent lengthy overhaul and we were chompin' at the bit (no pun intended) to make it out of New York waters. The drug war was heating up down south and enforcement of the new fisheries treaties was important. So we invited the area scheduling officer over for lunch - several

lunches. And we served lobster, his favorite. We said "Put me in coach." He said, "Are you sure this ship is up to it?" We knew we had some weaknesses that had to be addressed. For one thing, nobody knew for sure where the center of gravity was anymore, after all the modifications that had been done since Zuni days. So we prevailed on the district to have an inclining test done, and while they were at it could we also have a new Rigid Hull Inflatable (RHI)? Unbeknownst to us the district/area commander liked tugs. To our great surprise our requests were approved. We arranged a boat launch and recovery procedure on our own using most of the equipment already in place and we refined and drilled at it until we were able to operate this RHI in quite heavy weather. Some trimming ballast was installed and new damage control guides drawn up.

Our first patrol out of district waters took us straight into the Mariel Boatlift. We uncovered more things to fix but the patrol was a successful shakedown and the Area was pleased to have another hull to count on. Our operating area rapidly expanded from the Canada border to the Caribbean. We were hard put to stay abreast the fisheries laws for New England patrols while being proficient in interdiction procedures down south, but we enjoyed the activity and challenge. Soon the drug busts came and they were published in the island newspaper even before we got back home. Islanders began to speak with pride of their hard charging ATF. We knew we were having an effect when we found our picture aboard one of the seized drug boats. As the word got around, people actually began requesting to come to our unit rather than other units tied up with lengthy engineering problems. Although the tempo was exhausting, morale was good.

What leadership qualities led to these achievements? Sometimes I wonder how much I really had to do with it. For one thing, I had an outstanding engineer officer who knew how to keep her running. For another, we had great support from the district staff. As for me, I do know I was excited about this assignment,

comfortable in that particular environment and was totally committed to seeing that ship excel. Not everybody is good at all things. Maybe the incentive was to outlive the submarine handle.

There's a postscript. While serving in Woods Hole I had the pleasure of a short visit from Tamaroa's skipper as they were passing through. Seems he was relocating south of the Cape because of some heavy weather cases. You guessed it. He was headed for the rescue of his life, the one depicted by a 210 WMEC in the movie "Perfect Storm." But we know it wasn't a 210; it was the Coast Guard's only submarine!

The Douglas A. Munro Award for Inspirational Leadership

Since I had served on the Coast Guard Awards Board I was very aware of the effort that goes into awards recommendations. So when the call came out for Munro Award recommendations, I knew it would take a bite out of our hide to do it justice. I remembered how hard it was on the 327 - this was much bigger. The deputy and I thought we had a candidate and the deputy volunteered to attempt a write-up. I told him to go home and don't come back until it was done or he had given up the attempt. The award is presented to an enlisted member who distinguished himself or herself in an extraordinary manner and enhanced the image of the Coast Guard through outstanding leadership and professional competence required by that rate. The deputy did a superb job and I grinned as I signed off. Our man won!

Our winner, a senior chief boatswain's mate in charge of a small boat station with a glorious history, had been ordered there after the previous officer-in-charge had to be removed. His predecessor didn't talk to the community and members of the community were not welcomed at the station. The culminating event was his failure to help with the recovery of a vessel that had swamped while attempting to enter over the treacherous bar. When asked by the locals to provide a pump he responded that "We don't do salvage." There was a total loss of confidence in the community. In deference to the outgoing officer-in-charge,

he was not equipped with the most suitable boat for the local conditions.

Our new man opened the station to the community, hosted numerous meetings to discuss ways to handle the changing entrance bar conditions, initiated procurement of a large RHI with pump propulsion to handle the unique shoaling conditions in the area, set up a customized training and qualification program for this boat, drilled his crews endlessly and even went to the effort of drawing up his own charts, updating them daily if the conditions warranted. He organized fishing vessel safety seminars held right in the community and lined up sponsors and survival equipment demonstrations, all on his own. He made the station into a showplace where the public could relive the famous Pendleton rescue from years past and even helped to restore the boat used in that rescue for display with pride by the community museum. I think what set him apart from most was his intense involvement in every aspect of the station's operation and community relationship. He was a taskmaster for sure, but his troops thrived on the satisfaction of doing a tough job well.

I learned so much from this experience. We think of these stations as our Coast Guard stations. The community saw it as theirs. After the award was announced it was a pleasure to see the smiles on the faces of the townspeople as they spoke of their station. To them they had the best one in the Coast Guard. But what I didn't expect was the impact it had on the other 17 commands within the group. They were all equally proud to be part of a group that included the winner of this coveted award. Was it a big thing? You bet! And what was driven home all the more clearly was what I had known all along. Leadership isn't just a top down thing. Everyone can be a leader. We were all inspired to do our jobs better. I've been inspired as much by those junior to me as those senior to me.

Lessons Learned

You may have trouble finding the time to recognize your subordinates, but this is a responsibility of leadership and you must do it.

Focus on removing any obstacles to mission accomplishment - morale will usually take care of itself.

Don't talk down to people. Even a dressing down can be done on an adult to adult basis.

The public owns all of our facilities. You serve the public. Treat them with respect.

To be the best requires commitment and intense involvement.

Respect the great heritage many of our units possess.

Everyone can be a leader.

Dennis, Samuel Johnson

What Makes a Good Leader?

For me, the tempting starting point in responding to this question is to ask another one - who wants to know and why? I say tempting because both during my CG career, and after, I occupied numerous leadership positions and developed a related knowledge base. I came to conclude there were myriad factors affecting each different leadership challenge. That said, I think this brief offering would be better used to highlight what I have come to believe is a concept generally applicable to all leaders and is also one of the most, if not the most, important concepts for young leaders to ponder.

This is not to imply there are not some other “universal” attributes possessed by all good leaders, or by all good people for that matter. Among these are a strong sense of ethics, morality and faith in dealing with others.

The concept I will highlight, and which I believe all good leaders are well aware of, is that almost all individuals are capable of much more than any outward perception might lead one to expect. This point has been driven home to me several times in my career and life experiences. What follows are two distinctly different sets of circumstances to illustrate my comments to this point.

In the spring of 1980 I was assigned as Commander, CG Group Key West, FL. I was due for rotation that coming summer and I was wrapping up the third year of what had been a very enjoyable tour in one of the most “laid back” places in the U.S. My deputy, or executive officer, during the last year of this tour was a young lieutenant (junior grade). While a hard, diligent worker, he was

still very much in a learning mode, particularly with regard to dealing with subordinate personnel.

In April of 1980, Group Key West was jolted into a totally different world with the advent of what history has come to refer to as the Mariel Boatlift. Literally overnight our world and command structure exploded. From approximately 110 personnel, a-95' WPB, and 3 CG Stations with UTB's, Group Key West grew to over 650 personnel, 6-8 WPB's, over 30 UTB's, and a helicopter detachment with 4-6 aircraft, crews, and support personnel. The town of Key West was inundated with national, state, and local media and I rapidly found myself holding three press conferences daily.

Twenty four hours into this now national event, the deputy came to me and advised there was no way our existing staff structure could hope to deal with the rapid increase in both staff and ops. He had been trying to stay "on top" of all that was happening while dealing with a line of arriving TAD personnel at his door. He jokingly observed this approach wasn't going to work even with no food or sleep. Several officers, both activated reservists and active duty, had already arrived offering assistance. He wanted my blessing to develop a "new organization" that would better deal with unfolding events. He was, however, tentative because he didn't know the new staff nor did he have any real insight as to their abilities. We agreed a new approach was needed. I knew we had no choice. While he quickly assigned day to day responsibility and control for various functions to augmented officers and staff, some of whom I hadn't even met yet, it was clear he was not comfortable in doing so. I didn't say so, but I also didn't regard this approach as a sure thing. Wary that my professional world was about to collapse into failure, I stood back and awaited the chaos.

During the continuing growth that took place over the next several months, the deputy (and I) watched in awe as existing group staff and TAD personnel readily accepted additional

responsibilities while continuing to perform in a highly professional manner. No, not everyone performed admirably. There were some oopses. But they were few and far between. I had always felt people could usually do more than required or asked of them but now I had real world affirmation.

A second example occurred after my retirement. I was asked to serve as executive director of a local nonprofit whose mission was the providing of services in support of developmentally disabled individuals. Although I had a strong personal interest and had served on several boards overseeing this important area, I really knew very little about the day-to-day details. Upon taking the job, I found myself dealing with staff and volunteers, almost all of whom had little or no military or governmental experience. Nor did they all highly regard those who did. Out of budgetary and other constraints, it became necessary to ask much more of these individuals than any related job description or compensation suggested. It was during this time I recognized the CG wasn't the only place where people often possessed underutilized abilities and skills. Without boring you with further details, let me merely summarize by saying I thoroughly enjoyed this job.

I have highlighted the often untapped potential of others, both subordinates and peers; because, at least during my CG career, I didn't think it got the emphasis from young leaders I believe it deserves.

I would be remiss if I did not acknowledge there is a wealth of very useful information available on the subject of leadership, focusing on myriad highly relevant and beneficial material.

Rather than cite specific books and articles - I am sure others will do that in a much more thorough and interesting manner - let me leave you with a few thoughts:

We are rarely as good as we sometimes think we are, nor are others rarely as bad as they may seem.

Don't take yourself too seriously. Most of the problems of the world were here before we got here and will be here after we are gone.

Keep laughing - it is the best medicine for just about anything.

Christiansen, Robert Walter**Leadership**

When the Class of '65 brass first came up with the concept of having us all take a snapshot of our careers delving mainly into what leadership was to us, how we got it and how we pass it on, and then encapsulate it into understandable prose, I was wondering how to successfully go about it. It's a little scary to dig up the bones of our past and define what leadership means, but here goes.

A good leader, first and foremost, is a good follower. As a "newbie" cadet in '61, I think follow was all any of us could do for awhile. Some followed their instinct to stay out of as much trouble as the establishment would allow, or at least as much as Bobby Bates and Art Shepard would allow; "Butts, Muzzles, Butts, Muzzles!" Others followed their shadows, and who knows where that led them. And still others, yours truly included, charged blindly into the unknown hell bent to cause some ripples in the water. That's where I met the solitude of the Quadrangle and had a chance to think of other alternatives to follow.

After a while, and a few more years at "the farm," the followers below us started to look for leaders in us. I fell back on the proven method of "Butts, Muzzles, Butts, Muzzles!" Besides, the exercise was good for my conditioning for football, wrestling, track and the infamous Class of '65 Rowing Team. The Rowing Team was the best example of leadership at the Academy; everyone else, above and below, followed us all four years! The road to success at the Academy was to study hard to meet the academic requirements, socialize hard to become officers and gentlemen, and play hard to maintain a sense of humor and to keep from going crazy. These traits taught us survival, the key to becoming a leader

Sextant in hand and a few good classmates to lean on, it was off to the first sea tour. Again, a lot of following; the commanding officer, executive officer and the chief groomed us into leadership roles. I settled on becoming the best I could at solving ship movement problems on the maneuvering board while an officer of the deck underway. With good night vision and a sound solution for Contact C crossing our bow at 3500 yards, I felt comfortable in recommending the course of action to the commanding officer in the middle of the mid-watch. What was better still was that my solution was correct and that the commanding officer felt comfortable with it. That was important since it was his fitness reports and recommendation that meant whether or not I would get a 95' command as my next assignment. I got selected and now, for the first time, the "leader" quality was a must, or bust!!!

For the next thirteen months, as commanding officer of Cape Hedge out of Bodega Bay, California, I learned, secretly, from my executive officer and engineering officer to work with, for and over my fourteen-man crew. I needed to know what they knew but show them, by example; I was skilled and fearless, but sane enough to keep them busy and alive. We shared some harrowing rescues out of the 50+ we had during that period of my grooming. Those experiences, and those men, will forever be some of my fondest memories of my career. That set me up for the next challenge: Viet Nam training and tour in command of an 82' patrol boat in the war zone.

To start with, and a very important point to keep in mind, is that I won my war and I'm proud of it! I can't tell you how many people I've said that to over the years whenever asked about what I thought of the Viet Nam War. We, the Squadron One Coast Guard 82' patrol boat commanders, were "leaders." In so many ways, we set an example to our combined fighting forces over the entire engagement, by showing enthusiasm, skill and courage in the execution of our responsibilities. From boarding and

searching every kind of craft known to mankind, providing fire support to our forces ashore, attacking infiltrators from the North, and conducting our signature SAR capabilities were all a part of the game. To command the crew to execute these difficult tasks with great success took every bit of what we had learned so far in our fledgling careers.

Returning home after Viet Nam marked an important step in our careers; we were in our fourth year of our post CGA requirement to the service. I was supposed to be the OinC of Viet Nam training at TRASUPCEN Alameda, an assignment to which I both aspired to and wanted. After reporting in for duty, the commanding officer advised me he had gotten the word Viet Nam training was on its way out because of our impending transition of Squadron One to the South Vietnamese forces. He thought, and strongly suggested, I would be a good fit as the recruit training officer for our west coast boot camp. I would be the first Academy grad that ran the operation of a boot camp that anyone could remember. Remember now, when your commanding officer “strongly suggests,” that’s concomitant to an order.

I accepted the challenge! Working with our elite senior enlisted men in their commitment to graduate top notch recruits to fit into our forces was both an honor and duty to which I was totally committed. Because of our Academy training, and learned leadership qualities to date, keeping well groomed and spit-shined, adept in the art of “Butts, Muzzles, Butts, Muzzles,” graceful in the art of rifle drill down and marching, I guess I was a good fit.

As luck would continue, I was selected for graduate school for chemistry. So, eighteen months after the RTO tour, I enrolled in summer courses at the University of Connecticut to reinvigorate my math capabilities. That was followed by a full year of every known chemistry course available. They wanted to make me well rounded; EHH! The journey back into academia was challenging

in a trans-functional way. I was getting saturated with great chemistry stuff on one hand and teaching back at the “farm” on the other.

Learning, teaching, and being a leader by example for the cadets all at once was an interesting mix of requirements. After one year of teaching and continuing night school in advanced chemistry courses at the university, I was starting to get in the groove and liking it. The groove continued for another 2-1/2 years with a stint at the Coast Guard R&D Center across the river in the pursuit of oil pollution identification procedures that could be used to fingerprint and identify vessels that pollute our waterways. I was, again, in the forefront of a ground breaking mission. I wanted to stay in the chemistry field by both teaching and researching.

The Magnuson Fisheries and Conservation Management Act indirectly caused another career shift. Rather than continuing teaching at the Academy, the bosses in DC decided I was needed more as an executive officer on a 210' with the primary mission of enforcing the new fisheries law. So, again, with Paul Welling as one of the best commanding officers in the Guard to follow, and a lot of sea experience in my own backpack to call upon in order to lead, off we went. During that year together, with the help of a great wardroom and enlisted troop, we boarded as many foreign fishing trawlers as we could find in the North Atlantic in executing our prime function. In the end, I was the “quasi” commanding officer of six different foreign vessels on our way into port after seizing them for violations. In and around the full schedule of operations of the ship in my two-year tour, I had hustled to complete my requirements for a Master's Degree in Chemistry. I was hoping my pitch to become a Permanent Commissioned Teaching Staff (PCTS) member for the advertised open spot back at the Academy would come to fruition.

Here we go again! Since my experiences on the 210' were so notable, the DC bosses decided my spot was better at CGHQ in

the Laws and Treaties Branch executing the Coast Guard's coordination and centralized enforcement responsibilities under the Magnuson Act. Meanwhile, another excellent Coast Guard officer won the bid for the PCTS job at the Academy; EHH! The ensuing five year tour at HQ culminated in my being selected as the liaison officer to the Navy for a three month West African Training cruise wherein I dwelled aboard a Navy AOR (replenishment & oiler) as part of the task group staff. I was called upon to lecture several of the West African nation's naval forces in Coast Guard operations. Returning stateside, I was selected to attend the Armed Forces Staff College in Norfolk.

Following that six-month educational experience whereupon I was officially a member of the "purple staff" brotherhood, I was assigned as executive officer of an HEC in Honolulu to engage, again, in fisheries law enforcement patrols. This time, the venue was the Western Pacific, Gulf of Alaska and Bering Sea. Under a new commanding officer for the second year of the tour, we were selected to do a fisheries patrol through all the various islands and atolls of the Western Pacific on our way to Japan as official guests of the Japanese Defense Force.

While there in Sasebo, we got the call to head north into the Sea of Okhotsk between Sakhalin Island and the Kuril Islands of the Soviet Union. There, allegedly, Soviet MIGs had shot down a South Korean commercial 727, flight KAL007. We spearheaded a naval group that would be responsible for searching and finding the flight recorder box from the sunken aircraft in hopes of finding evidence for the international community that KAL007 did not violate Soviet air space. The operation would take the next month or so in towing specialized bottom search apparatus supplied by the Navy while operating at Wartime Condition II steaming. All during the operation, the Soviet naval group spearheaded by a Kara class missile cruiser - about the size and draft of one of our battle ships - constantly crossed our bow just short of "in extremis." The Kara also irradiated us frequently with her fire control radar. It was good training for our counter

measures identification and keeping ones shorts clean. We never did find the black box so, after a short R&R in Sapporo, we went on our way to another Alaskan fisheries patrol.

The remainder of that tour, and the ensuing three years in HQ again, this time as a Board President for disability evaluations of Coast Guard members, capped my Coast Guard career after twenty-two years. To recap, leadership was developed through some of the following defining moments:

- maneuvering and staying afloat on a 311' HEC in 50 foot seas in the North Atlantic as an officer of the deck in my first assignment;
- searching, finding and towing more than 50 fishing and recreational craft and their occupants to safety with my first command;
- refloating off enemy controlled beaches, one at a time, two grounded Navy Swift boats while at darkened ship at night and passing them safely off to a Navy surface combatant;
- training the OinC officers of a five service honor guard in sword manual and pass-in-review commands for President Nixon and visiting President Park of South Korea at the Presidio;
- spearheading forensic investigation in fingerprinting oil pollutants for a new Coast Guard mission;
- leading seizure parties on foreign vessels and commanding them into port for adjudication as executive officer of a 210' MEC;
- helping in the negotiations of enforceable rules to be incorporated into foreign fishing treaties;
- teaching West African navies in Coast Guard operations for their incorporation into their own missions;
- training junior officers in seamanship and ship handling on 210's and 378's;

- providing impartial analysis to injured and sick Coast Guardsman in review of their charts, diagnoses and prognoses involving disability determination.

Leadership is learned by both design and happenstance. Through experiencing many different circumstances, situations and opportunities, you can develop the flexibility and ingenuity to overcome the most intensifying and dangerous events.

Serving the Coast Guard in its varied and complex missions will, at some point, place you in harm's way and force you to decide the best plan of action to make the mission successful and safe. The belief in self, good judgment, compassion for your troops, and exercising every knowledgeable point you've ever learned, will make you a good leader.

Semper Paratus.

Gray, Robert Joseph

Leadership

In my years in the Coast Guard and then in the aviation industry, I have seen many styles of leadership running the gamut from excellent to poor. There have been very few of my leaders or bosses I would have followed into the flames of hell, but there have been some.

To me, leadership means utilizing your people to best accomplish an assigned task or mission. It is how the leader goes about this that makes him or her a good or poor leader.

In my past, I all too often saw a person's primary concern was looking good when given a task. His primary concern was what it would mean for his future with little or no regard for his people. He is the same person who takes all the glory but very carefully points the blame for mistakes on others, including those working for him. He makes sure his underlings are hard at work while he basks in the glow of success. It is all about him with little or no concern for his people. They never would take their people's advice. Fortunately, these individuals are in the minority, but they are out there.

Who were the good leaders, my heroes? They quietly went about their jobs, asked their people for their advice and suggestions and then picked the best course. They never asked people to do anything they wouldn't do themselves and always made sure to take care of their people. One of the most important things they did was to back up their people. They made sure if they thought their people were doing right and were trying their best, when things went wrong, they fought for them and took the blame when necessary.

My chief pilot at a meeting of new captains at my airline stood up in front of us and basically said that as long as we did what we thought was right, what was safe and what was in the best interest of the airline, he'd back us to hell and back even if it turned out we were wrong. He was good to his word; we all thought the world of him and busted our butts for him.

People in general will follow a leader, good or bad, to get a job done. In the case of a poor leader, his people will generally do what is necessary to get the job done but won't go out of their way for excellence. A good leader will normally get the best performance out of his people and get it willingly.

The majority of us fall in between the extremes of excellent and terrible. In closing, I will go back to a change of command a number of years ago. The outgoing commanding officer, a man I truly admired, said in his remarks "We had two very good years together. We did many good things together and there were some mistakes made. I want to thank you for all your hard work. You were responsible for the good that we did and I take full responsibility for those things that didn't go so well."

He was a leader.

Pennington, Thomas Richard

Youthful Lessons Before the Mast

As Coast Guard Academy cadets on the U.S.'s only "tall ship," the Eagle, we had a summer of training ahead of us that carried a new role. We were to be our country's special representatives as part of an international tall ships' sailing competition, a race from Bermuda to the New York World's Fair. We heard that more than a dozen other sailing ships carried cadet crews with the same pride and desire to compete as ours. They were converging on Bermuda from Europe and nations as far away as Argentina and Indonesia.

We boarded the Eagle in New London, Connecticut, and made our way to our first destination, San Juan, Puerto Rico. Sail training in a tall ship pulls nearly all cadets to the deck where everyone's performance can be observed. An ambitious schedule still left time to train, often under wind power alone. We had plenty of practice setting, adjusting, furling, and re-setting sails, day and night, stormy weather or calm. The ship's full-time crew and its officers were working our class and the class two years younger into competitive teams. We all wanted to be "salts."

San Juan was hot. Below the open main deck, the ship was hotter. Ten of us in the senior class had rented a single room in the San Juan Hilton overlooking the sea. We were a few floors up, looking across subtropical palms and a pool next door sculpted and planted to look natural. The hotel was a shared luxury that was well beyond our low monthly individual stipend. The word got out to the younger class, and several cadets followed suit. The following night we went to a dance at the local brewery. A good visit afterward with our dates' families brought out their guitars and a serenade of "Besame Mucho." "Representing" was fun.

Passing through the hotel pool area the next day brought me back to duty: a younger cadet was out of uniform. We were expected to stay in our cadet roles and to represent the U.S. My class had been taskmasters to the third-class cadets for the past year. Reviewing the infraction with a few classmates brought divided opinions. Some thought he was wrong. Others reminded me that the breach might mean no time in Bermuda for the offender. Then there was the suggestion that I could ignore it, since it was just a minor poolside problem. Back on the Eagle, I decided to turn in the report.

The Eagle isn't a cadet barracks with a cut-and-dried procedure to invoke automatically, however. All ships have captains. The captain has available many options including a general code of military justice. Our captain was an innovator. He decided to try this case under a "Captain's Mast," which resembles a judge-only trial with the captain being the judge. I found out about the decision a couple of days after the Eagle left San Juan.

I remember thinking this was how things are in the real Coast Guard. I would learn something. A group including some of the officers, Academy classmates, a recorder (the ship's "secretary"), the accused cadet and I reported to the captain's quarters, the cabin. Ship's cabins have an office area that is traditionally used for such proceedings.

The process was short. After a few formalities, the charge was read; the cadet was asked what happened. He said he wasn't in uniform at the pool. He'd brought along a comfortable swim outfit. He didn't realize it was that important. From the captain: "Mr. Pennington, do you have anything to say?" "No, Captain." The captain indicated I had made an error in judgment. He dismissed the charges with a warning. The Mast ended.

I felt embarrassed - humiliated. I was disoriented. I had become comfortable with a leadership role that suddenly wasn't valid.

Walking out on the open deck later I heard my name called from the quarterdeck, the control point for the ship. An officer looked down from the head of the stairway that led to the upper deck. That was where Eagle's most important safety and control work was shared by all of us in rotation. His voice boomed, "Keep doing what you think is right!"

I still felt disconnected despite the verbal support. Our leadership models told us to be competent, strong and self-reliant. I didn't talk about what happened and I didn't ask for help. Besides, we had plenty to do preparing our teams and our ship for the race and for the pre-race gathering of the tall ships in Bermuda's harbor. I decided I would just have to work harder and try to avoid more mistakes.

I didn't know until more than a decade later that for me, the process was a "Significant Emotional Event (S.E.E.)." Such events shake you out of your traditional patterns. They may be positive or negative experiences from an individual's point of view, but either way they hit a strong internal threshold. What makes an S.E.E. may vary for everyone. If there is a leadership "DNA" it's likely to be ordered differently for most of us. An S.E.E. drives past reason and into your emotional core. You may not even realize how much you've been challenged, but it's almost always an opening for you to choose a change for the better. The Eagle had given me a real opportunity. I was shaken, but there was room for great change.

Had I thought about context beyond the immediate situation? Did I gather data by confronting the cadet directly and asking questions? Did I deliberate with classmates and others responsible for the summer's policies? Flexibility and awareness of situation and context are habitual to good leaders. They don't contradict decisiveness as a leadership essential. Combat and emergencies demand fast, "spot on" decisions. Other events usually leave time for communication.

After missing many of those steps, I let later events pull me away from a broader opportunity to change. Admitting I made a mistake wasn't a weakness if I used it to grow - it was a chance to develop my own leadership by taking advice from the ship's leaders. Our best leaders, from the head of the Coast Guard to the newest supervisor, learn when to consult others. They know themselves and let others know them by communicating through many channels.

The captain had given me a chance to ask a question. Could I have asked him to help me improve by giving me a private session later? Could the encouragement I'd had after the Mast from the officer on the quarterdeck have become an invitation to learning? Listening and absorbing lessons from paying attention to others are quintessential leadership skills. Taking a class from that same officer later that year gave me a life-saving lesson. Four years beyond, in Vietnam, the memory of that class lesson came back in as if he were speaking into my ear, saving a crew, a patrol boat, and myself.

Good training can spark a Significant Emotional Event. Each S.E.E. is suffused with lessons that write themselves into our later lives. A seemingly trivial poolside encounter during summer training became my private case study.

Lucey, Thomas Joseph

Leadership

There have been two major events that have most shaped my life and developed attitudes and beliefs that have shaped my approach to friends, family and business - my eight years in the Coast Guard, the four years at the Academy and my four years commissioned; and my 14 years as an employee at the IBM Corporation. In many ways, you could say both experiences were almost identical, or at the very least, IBM was merely a continuation of the experiences of my time in the Coast Guard.

Surprisingly, I do not feel my 20 years as an executive on Wall Street qualify as a strong influence in the development of leadership skills or ability.

Confidence

Without a doubt, the most difficult, yet rewarding experience of my life was successfully completing four years and receiving my diploma and commission from the U.S. Coast Guard Academy. Compared to that experience, everything I've done since has paled in comparison. Completing the Academy has made everything I've accomplished very "do-able!" I've often said to myself, that compared to the Academy, this meeting or this trip or this presentation will be "a piece of cake!"

In late 1990, I took over as the Chief Operating Officer for Putnam Investments, a large investment firm that had been founded some 61 years before. In those 61 years, the firm had accumulated some \$34 billion of money to manage on behalf of wealthy people, corporations, unions, foundations and state, federal and local public pension plans. Many people had been interviewed and declined the position because they felt growing

the firm would be extremely difficult, if not impossible, based on the 61 year track record. My conclusion was that the turnaround of Putnam would be possible and memorable!

How did I come to this conclusion? I thought graduating from the Academy seemed a lot more difficult than reorganizing an investment firm and creating a culture and attitude of success I had learned at IBM!

I accepted the position and ten years later Putnam had grown to be the second largest investment firm in the United States with over \$500 billion under management. In those 10 years we were able to create over 5,000 new jobs in the company as well as pay over \$500 million in annual bonuses to Putnam employees. It was there for the doing, yet several highly paid executives declined the position. Someone once told me a belief that has stuck with me for my entire business career: - "People hate to be managed but love to be led!"

Leadership is not management; it is being able to create an environment that allows each individual to maximize his or her effectiveness. I implemented a culture the individual employee loved being a part of, and in return, gave the company their best effort while being proud of their individual as well as their team's accomplishments.

Accountability

To be an effective leader one must always be truthful, decisive and accountable for their actions. The most important of the three, and the trait I found most lacking in American business, was accountability.

Executives do not like to admit to mistakes and go to great lengths to avoid doing so. I can't tell you how many times I've sat in the board room and listened to a senior executive go to great lengths to explain how he had nothing to do with the failure

but that it was his staff that had dropped the ball. Then, of course, when he spoke to his staff he had to tell them the culprit was some other party, and so on.

I have seen several careers ruined, to the point of job termination, because an executive told several different versions of the same incident and had been caught doing so. They found it impossible to put the incident behind them and get on with their business agenda. Secondly, their staffs strongly suspected this was transpiring and lost all respect for the individual.

I knew the solution to this one! In our swab year, an upper-classman would ask us “Why are you late to formation? Why didn’t you empty the trash or some other important question and we had but one answer: “No Excuse, SIR!” I used to hate this reply because the reason I was late for formation was that some second-class cadet made me pick up his dry cleaning with three minutes to go before formation! No Excuse, Sir??? ARE YOU KIDDING ME?? I HAVE A REAL GOOD REASON I WAS LATE IF YOU LET ME TELL YOU!! No Excuse, SIR?

The greatest lesson of my life: No excuse, SIR! You took your punishment, survived it in most cases and put the incident behind you! You moved on. The incident was dead. Over. Finished!! No enemies, no different stories, no untrusting employees, no ongoing investigation, it was over! Why? No Excuse, SIR! After retiring from Putnam in 2001, I became a professor in the Boston College MBA program and taught an “Introduction to Business” course. One of the items I used in a case study format was “No Excuse, SIR!”

While there are many additional lessons I have learned from my stay in the Coast Guard, I feel having the self confidence to “go for it” when most of my peers would refuse, as well as an ability to admit to my mistakes while minimizing losses are two of the things of which I am most proud from my business career.

Kane, Gerald Joseph

Leadership Thoughts - Be Yourself

Leadership is a concept I must admit I'd not given much thought to until rather late in my life and career. My career in the Coast Guard after the Academy was short and undistinguished. I spent the first three years on ocean station vessels out of Boston - first on the aging 311' Humboldt and the second tour as a plank holder on the USCGC Hamilton, the first of the then new 378' class. I then spent two years at a Rescue Coordination Center in Portsmouth, VA and left the Coast Guard in June '70. My leadership "style" although I was barely aware I was a leader, let alone had a "style" - was apparently effective on my first and last assignments but ineffective, at least in the eyes of my commanding officer, at my second assignment.

The lesson I learned from that second tour of duty was that I didn't have the leadership gene. The lesson I *should have* learned is that in two out of three assignments, my approach to leadership was pretty effective but I didn't figure that out until many years later.

So I left the Coast Guard and went to work in the budding computer industry in 1970 where I am still working. I've had a modestly successful career working for the "usual suspects" in Silicon Valley - Intel, Silicon Graphics, Apple, Palm Computer, WebTV and Microsoft. For the last five years, I've been an engineering manager at Google. Along the way I've had a dozen or so books on computer architecture published - even though in electrical engineering lab at the Academy, I was the one usually dispatched to fetch the cables.

But it has been at these high tech companies that I've slowly learned a model of leadership that works for me. Simply put it is...

Be Yourself!

I gradually learned at these companies, with the learning being most explicit at Google, that there is no leadership gene you must possess in order to be effective. More to the point, there is no particular style or personality required to be an effective leader. The *trick* is to figure out how to be a good leader without changing your personality. Not only is there no need to switch from your natural style to a manager or leader *mode*, you will likely be less effective - and less happy - if you try to lead or manage by being anything but your natural self.

As it turns out, I am a good listener, naturally empathetic, have a good sense of humor, and a knack for putting people at ease. I've also always been good at communicating in writing and more recently, at communicating verbally- even in public forums. But for many years it hadn't occurred to me these were good qualities for a leader.

Know Who You Are

I'm a pretty quiet person and not very assertive but I've learned a person with my personality or style can be an effective leader. It has also become obvious there is more than one way to be an effective leader. It can be very useful to figure out the predominant leadership style most natural for you.

Figuring out your primary personality style is actually pretty easy these days. There are a variety of simple tests you can take that can help you discover your personality type and abundant resources for then determining how to use your style most effectively. The Myers-Briggs personality test has been around for decades and is a good place to start. A more recent approach

is known as True Colors and categorizes personalities into four groups or “colors.” This approach gives you some easy to remember short cuts to recognizing your own personality style and the styles of others.

There is obviously a lot more to being a leader than just knowing your basic personality type. For example, many of the stories told by my classmates in this book point out the importance of such traits as honesty and integrity.

But I'd suggest a good place to begin is by recognizing your natural strengths and styles and work with those. Don't try to be someone other than yourself.

Stephan, Robert Marshall

Leadership

This discussion about leadership is presented with definitions, important principles and real life examples.

A dictionary defines leadership as an act or instance of leading, guiding or directing.

Peter Drucker is much more explicit:

Leadership is not magnetic personality-that can just as well be a glib tongue. It is not "making friends and influencing people"-that is flattery. Leadership is lifting a person's vision to higher sights, the raising of a person's performance to a higher standard, the building of a personality beyond its normal limitations.

Important leadership principles include consistency, decisiveness, faith, responsibility and leading by example.

- Consistency means everyone looking at us as a leader knows about what to expect.
- Sometimes being decisive may best be achieved by making no decision at all - but most often it requires one to be made in a timely manner.
- Faith in God is giving credit for watching out for us and guiding us through difficult times and dangerous waters.
- Responsibility implies we take the initiative when appropriate and hold ourselves accountable for our own actions. We admit to making a mistake when we do, but benefit by learning not to repeat it.

- There may be no better way to explain leading by example than to look at our Class of 65 Advisors, Les and Carol High. For over 49 years, they have taken the time and made the effort to offer invaluable advice and counsel on both professional and personal issues. They express interest and concern for each and every classmate unconditionally and the same for classmate families.

Besides occasional telephone calls and reunions, Les and Carol keep in touch on a regular basis with greetings, including insightful comments and questions. The latter is an extraordinary effort considering the number of classmates and surviving spouses. If not the best advisors, they certainly are among the best the Coast Guard Academy has ever known.

Peter Drucker would be proud. Les and Carol have inspired us to be the best we can be by being that example themselves.

As the new skipper of the CGC Cape Trinity in Savannah, Georgia, I found myself without a ride after the change of command party. The chief quartermaster also worked as a part time bartender at the club where the party was held. After too much to drink, I fell asleep in full dress in my car for about eight hours. This wasn't the cool thing to do in the 60's. In retrospect, it was a responsible exercise in common sense to avoid endangering anyone.

A few months later we were heading south for a couple of months to Florida Key's patrol. The chief was not available for the trip down and we had a boatswain's mate and a junior quartermaster as officers of the deck. We also had a reserve seaman aboard. I don't remember exactly what it was, but late in the evening, all of a sudden, I had the sense I was needed on the bridge. Fortunately, I responded promptly to this calling.

This may be hard to believe, but it actually happened. The reserve seaman had just relieved the helm and the officer of the deck was not paying attention. We were heading due west towards shore - about to run aground in a matter of minutes. I had the officer of the deck take the helm and come immediately to port and full about to an easterly heading. When I asked the seaman what course he was steering, he responded "485." While there are only 360 degrees in a circle, the point here is that God helps those who help themselves. I'm so thankful that I responded to the situation.

Following a tour in Vietnam and duty as Captain of the Port, again in Savannah, I served aboard two 180' buoy tenders in the Great Lakes. These were the CGC's Woodbine and Mesquite. These cutters were single screw without bow thrusters - unlike the modern tenders of today. Probably the most important person on them was the chief electrician because they were diesel electric. With the job of working buoys, the cutters had to continually operate in dangerous waters. Breaking ice for ore carriers and tankers in the winter time with sudden violent storms and sub zero temperatures was much more challenging than the 60 foot seas found occasionally on ocean station patrols or in a typhoon in Vietnam.

One day the Mesquite responded with the tug CGC Raritan to an explosion and fire aboard the tanker Venus in Green Bay. Foam was useable for only about 20 seconds due to 20 below zero temperatures. This emergency brought out the best in everyone. Even crewmembers with problems or poor performance came through with outstanding efforts on that day.

It was about a month earlier when temperatures were near freezing that we had a call to help a Norwegian tug captain in trouble. While we weren't able to help in time before they ran aground, this tug captain, having been agnostic, admitted to becoming a Christian overnight.

I want to finish my thoughts with an important lesson for me; one that I remember well and that would serve others well. This had to do with a captain's mast I held for one crew member who did something wrong.

The punishment options included restriction from one to 30 days. When he stated he was guilty but wondered why he was restricted for 30 days, I responded because that was the most I could give him.

The word got around. That may have been one of the best decisions as a leader I ever made.

Hall, Jeffrey Nelson

Leadership

Leadership is an interesting quality. Some people are born with it, while others learn leadership skills. If you asked fifty people to define leadership, you would probably get fifty different definitions.

I have been very fortunate in my different careers to have worked for some excellent leaders.

When I taught at the Academy, my manager exhibited strong leadership skills. He showed interest in the officers he managed. He cared about their professional aspirations as well as what was happening in their personal life. He was always open to new ideas. If you wanted to talk, he was always ready to listen. You could say he maintained an “open door policy“.

In civilian life the best manager I worked for had those same traits. He was a strong leader who did not lead by intimidation, but rather by a strong work ethic and a commanding presence. When he started to speak, it was clear he was in charge. His dress was always neat and appropriate for the setting. He spoke clearly, with little emotion. He never beat around the bush in his discussions with his direct reports.

His “get to the point” style made people listen and react the way he intended. He never showed anger. If he was upset with someone, he would take them aside and explain why he was not happy with their performance or attitude. With people who were not making the grade, he would set up a thirty day plan to get them back on track. If after thirty days they were still not performing the way he needed them to perform, he would sit down and explain to them why he had to let them go. This was

true leadership and it made you respect the man and want to work for him.

A good leader does not have to be the smartest person on the team, but he must be the one who develops the plan, and therefore knows the most about what the goal is. He must also be the one who can verbalize the tasks that need to be completed to accomplish the goal.

A team captain is often not selected on good sportsmanship but rather they are the person other members of the team look up to for guidance. They are often the person who knows how to play the game to win.

There are people who never want to be leaders. They are satisfied with letting others take the lead. When you are a leader there is a degree of risk involved and many people do not want to be in a position to take risk. Others want to be in the spotlight, to have folks look up to them. There are people who try to be leaders because they have a large ego. Having people look up to them feeds that ego. These people often do not make good leaders.

We should all be leaders when appropriate and follow when the situation calls for others to lead. I always felt my job was to make my manager successful. I knew if he was successful, then his people would be seen as successful.

Ruhe, Richard Edward Jr.

Immediately before the *Big Day*, I was still pretty much the same as I had been during most of my earlier life. Okay, even proud of myself. Sheltered from the real world by parents, teachers - even coaches. Mostly focused on my own needs. Much too sure of myself. Very committed to my own interests. Not really experienced about much of anything. But thought I was. Comfortable with academic pursuits. Capable of pleasing people, of putting the right foot forward at the right time. In charge. But that was before the Big Day.

On July 10th, 1961, 228 people much like me rode through the South Gate. Many of this group had never seen this place, except in pictures. In real life, it actually did look great. But what was about to happen to us would not seem so great, at least not for a while. It was a thing made of nightmares. We would no longer have control over much of anything. At least for that summer, it was virtually impossible to do things we were comfortable with. And it seemed to get worse every day. And then when the summer was coming to an end, hopefully carrying with it some relief, all the upper classes came back. With the academic year came real challenge, and if anything, an increase in the stress.

During that very early time, it was difficult to please anyone or to get positive feedback. It was virtually impossible for us to get an expression of satisfaction from our leaders. About the most we could hope for was reducing their dissatisfaction. And it went on for what seemed like an eternity. We were in a leadership crucible. And in those days, right or wrong, we lost a lot of our new classmates.

But later, our class was fortunate to experience an *Even Bigger Day*. On a routine evening in New London, after the evening meal, we met in McAllister Hall and elected Lieutenant Commander Leslie D. High to be our class advisor. Very few of us had at that point

dealt with him personally. The very first time I had ever seen him, he was wearing an aviation green uniform. I asked somebody what that was, and he said, “I think it’s a Marine, or something.” The fact is, the guy carried himself differently than other people. He still does. He looked different. He still does. He acted different. He still does. And without knowing it, that election influenced our own development more than anything else could have.

But what, exactly, *did* this guy Les High do? He did leadership. He talked about it a lot, often at times that were inconvenient for him and for Carol and his family. And he didn’t just talk. He set new standards of expectation for us. And if we missed it, he let us know. If we exceeded it, he also let us know. He did a lot of things that were unusual. But he did leadership.

If you ask him to explain it, he will. But let me tell you what I’ve heard him say for the last 50 years or so.

It’s all about the Critical Few. Leadership isn’t all that complicated, but you have to do the critical things very well. And you have to do them consistently well. You have to be careful not to drop your standards, not ever. You can and will make mistakes. But that’s the baggage that comes with carrying the responsibility. When we accomplish what we set out to do, *we* did it. But who holds the ultimate responsibility? *I do*. The buck stops here.

In any undertaking, good leaders have to be clear with themselves and with their people, about what they want. Not knowing that – from personal goals to professional ones – is unacceptable. If you don’t know what you want, you can’t make it happen. If you’re clear about goals, the choices you make along the way will be easier. You will recognize which activities support them and which do not. You will know if you’re moving toward the goal and when you’re off. Leaders must be bold enough to go after what really matters. Remember, if *you* don’t, someone else might

- or might *not*. Don't assume people know what's important. Having a strategic plan in place is not enough. The best plan is no help unless it is understood and embraced. People are the engine that powers that plan.

Les High tells it like it is. You have to be clear and straightforward. Candor is critical, in everything that leaders do. Reality has to start with the person in charge. Sometimes the leader has had a role in creating the problem. But whoever or whatever caused it, a widespread recognition of reality is the crucial step before any problem can be solved. There are too many leader-emperors walking around with no clothes on, but everybody is afraid to tell them. You have to be willing to speak the truth. In fact, you have to create a climate where everyone can be candid, even though it can be painful. Teams can't solve problems if they don't recognize those problems exist.

Les leads from the front, not from the back. Leaders can't ask people to sacrifice, to go the extra mile, to do whatever it takes, unless they are doing it themselves. If there are difficulties to be overcome – and there always are – leaders have to stand up and make the biggest sacrifice themselves. Difficulty and crisis are the real test of leaders. And everybody is observing to see what leaders do. Will they stay true to the mission, to their values? Will they knuckle under to short-term rewards? Or will they sacrifice in the near term in order to fix the long-term situation. Les offered us several ways to list priorities. But the last person on that list was always the leader. It's all about servant leadership. When followers see that, they step up to the plate. People are not a commodity; they are the resource that takes us where we should go.

Les High doesn't demand respect - he commands respect. People like him teach their people how to treat them. Take ownership of, rather than go along with, how others treat you. Maintain relationships that work to accomplish the mission. This isn't merely an organizational issue. If people in your life don't

treat you the way they should, analyze what you're doing to reinforce or allow that to happen. When people are overly aggressive or demanding – but then get their way – part of the cause is they have probably gotten what they wanted in the past by doing just that.

Those are Les High's Critical Few.

Oh, there is more to leadership than that, but Les did more than merely tell us about these. He lived them. He still does. And we're grateful to have been around him.

After all, he formed us.

ACKNOWLEDGMENTS

First Printing – September 2010

Thank you to the authors, other contributors and many project team members who together made the first September 2010 printing of this book happen. And a special thank you to Jeff High for an excellent introduction. It has been my special pleasure to get to know more about Les High through his son.

What sparked this leadership project was an e-mail sent by me to all in the Class of 1965 on February 28, 2010 with a suggestion we together demonstrate a sincere thank you and meaningful appreciation to Captain Les High and his wife Carol. For nearly 50 years they had befriended and guided us in many ways.

Dick Manning responded first that he liked the idea. Especially with his regular correspondence with Les, Dick thought Les would be appreciative of such a gift. From that beginning support through the construction and production of this first September 2010 printing, Dick was instrumental in keeping the project on focus as well as bringing the book into safe harbor.

Andy Horsey and Steve Cox quickly offered their support. A series of e-mails and a few dozen phone calls resulted in responses from 109 shipmates, the number of which included most of the families of the ten who are no longer with us. By the end of March, it was obvious we had struck a class-wide chord.

This beginning team of four expanded over the next three months to include over two dozen classmates who participated with time, effort and experiences beyond the submission of their individual written essays.

The first task was to collect and edit the submitted contributions, all the while leaving the content untouched and without altering the voice or tone of anyone's written work. After creating,

testing and distributing a set of guidelines, the team geared up to produce an end product the class could be proud of - without floundering on the need for perfection. Andy Horsey volunteered for the monumental editing task along with Bob Luckritz and Dave Rutherford. The “voice” of each classmate was unaltered by these three amidst doing an excellent job at making us all abide by the King’s English.

Parallel with encouraging classmates to submit their written contributions in a timely manner was the significant amount of effort and expertise to construct the book itself. Steve Cox and his wife, Carolyn, grabbed hold of this surprisingly difficult task and sorted out the initial book design and formatting.

As contributions continued to arrive, this construction process became more and more difficult. Bill Riley stepped in and volunteered his full time attention. Bill and Dick Manning along with Steve and his wife, Carolyn, worked hand-in-hand, investing many, many hours. Dave LaBuda was an early joiner as was Jerry Payne who put so much effort into the 45th Reunion March-On Uniform project. Ray Cicirelli offered his services along with Andy, Dick, Steve Cox and my wife, Judy, for the final push with the result of a thorough and final edit of all the essays. Carolyn Cox entered the fray again late in the project to gather missing information for the Recommended Reading and Resource List

A variety of non-essay contributions were received from additional classmates in time for the initial book dedication to Les and Carol at their home in San Diego – organized by Dick Manning and joined by eight other classmates – just before the 45th reunion in New London.

Second Edition with Indexes – July 2014

As the essay contributions were arriving and filtering through the editing process, a parallel indexing project was initiated in June of 2010.

Steve Cox and Tom Omri were quick to pick up the ball on this indexing project and, along with Bill Riley, produced the first credible version dated November 20, 2010. Over the remaining project months of stops and starts, a dozen classmates joined in the mountainous effort to complete a meaningful index to round out and enhance the first printing of “A Gift of Leadership.”

Bob Staton was especially helpful to Bill Riley along with the essay reviewing assistance of Dave Amos, Bob Brunette, Ray Cicirelli, Dave Duffy, Tom Omri, Joe Rogers, Bob Scobie, Glenn Serotsky and Laurie Somers. All invested substantial time and effort to offer their perspectives while sifting through all the essays and letting the resultant distillation reveal this published composite view of leadership principles.

Finally, a most special thank you goes to Bill Riley. Without his monumental investment of time and diligent attention over all these months for both the initial book and subsequent indexing project, both of these editions would have sunk.

All-in-all, ninety-one classmates and family of deceased classmates have come together to make “A Gift of Leadership” a meaningful and living memorial for Les and Carol.

What a pleasure to work as a team with so many classmates and participate in yet another accomplishment for the Class of 1965.

And what a tribute to Les and Carol High we have together produced - congratulations to all for a job well done.

Most respectfully,

William Charles Carr
“A Gift of Leadership” Initiator and Project Team Leader

July 2014

RECOMMENDED READING AND RESOURCE LIST

Books

Allison

The Leadership Challenge (2007) by Kouzes, J. and Posner, B.

Amos

Parkinson's Law (1977) by C. Northcote Parkinson

Brady

Personality Types - Using the Enneagram for Self-Discovery (1996) by Don Richard Riso - for use in effectively analyzing your own personality and others.

The Bonfire of the Vanities (1987) by Tom Wolfe - to learn about arrogance.

Steps (1968) by Jerzy Kosinski - to learn about our dark side.

Dilbert (1989) by Scott Adams - to see the humor of bad leadership

Brunette

Given the enormous amount of non-fiction materials I've had to pour through as a lawyer on a daily basis, I've pretty much spent my free time reading historical fiction. It gives me a sense of perspective knowing we aren't the first to have plowed these fields.

In that regard, I'd recommend both Poland (1984) and The Source (1983) by James Michener ... and The Far Pavilions (1997) by M.M. Kaye, an ex-Colonel in the British army.

I also particularly liked The Chinese Looking Glass (1966) by Dennis Bloodworth, which I read during my USCG tour to Vietnam and Hong Kong. It's interesting to measure that book against modern day China, and the far-sightedness of their real leaders - the elders of each family unit, not the communist bureaucracy.

And, for a current book to help with the "inner battle" that seems to go on within all of us, I'd suggest The Inner Game Of Tennis (1997) by W. Timothy Gallwey; also recommended by Pete Carroll, ex-USC football coach.

Carr

How to Win Friends and Influence People (1936) by Dale Carnegie and Think and Grow Rich (1938) by Napoleon Hill – both books greatly influenced my life as a young ensign and later aspiring banker.

Only several years ago I was introduced to Boundaries (1992) by Dr. Henry Cloud and Dr. John Townsend – a book that should be an integral part of our educational system and taught to our children as they approach their young adult years. My mind was jogged to include this reference after reading Russ Hebert's "Fine Line" leadership essay.

Management – Tasks, Responsibilities and Practices (1973) by Peter Drucker was a big one for me as part of my attending night school at Ohio State for my MBA. This book set me on the path to figuring out what leadership was all about in the context of business versus what I had come to believe from my military experience.

The Power of Positive Thinking (1952) by Norman Vincent Peale and the John Steinbeck book East of Eden (1952) with its enabling mental and spiritual concept of "timshel." The reading

of these two books became the salve for me to cope with the insights forced by the movies QB VII and Platoon.

Cochrun

The Ropes to Skip and the Ropes to Know (1997) by R. Richard Ritti and Steve Levy - my favorite management textbook.

Cox

Cigars, Whiskey and Winning Leadership Lessons from General Ulysses S. Grant (1998) by Al Kaltman

Duffy

I had an easier time writing an essay than making a decision about recommendations. Frankly I can't remember all of the books and articles on leadership I have read - there have been dozens! So, maybe they didn't have all that much influence on me.

Three stand out however:

The Bible – great character studies on leaders that were successful and not so successful and what tripped them up. E.g., - Ecc. 10:20 – “In your bedchambers do not curse a king, and in your sleeping rooms do not curse a rich man, for a bird of the heavens will carry the sound, and the winged creature will make the matter known.” General McChrystal should have read this and taken heed.

Spiritual Leadership (2001) by Henry & Richard Blackaby – Obviously designed for church and para-church leaders, but the principles regarding character have application to any and all fields. This book was a great help to me at a time when I was in the midst of a huge struggle with a leader who was, frankly, incompetent. Although he had 30 years of military experience (O-6 USA, retired) I concluded he really had two years of

experience repeated 15 times. I learned a lot during that time that I wished I had known 40 years ago. This book helped me put some of my thinking together.

Good to Great and the Social Sectors – A monograph to accompany Good to Great (2005) by Jim Collins - I wish this one had also been published 40 years ago also!

Fagg

Read biographies of good leaders.

One especially good biography is about Sir Ernest Shackleton who for two years at the outbreak of the First World War led an expedition through Antarctica. The world thought they had perished. The book is entitled, South! The Story of Shackleton's last Expedition 1914 - 1917 (1919) by Sir Ernest Shackleton C.V.O.

Finizio

Zapp, the Lightning of Empowerment (1998) by William C. Byham, Ph.D.

Leadership Secrets of Attila the Hun (1989) by Wess Roberts, Ph.D.

I guess you cannot write a management book unless you are a Ph.D., and in most cases, never really managed; but both use humor to provide some basic management skills.

Fritz

When asked what books I would recommend to help someone learn about leadership, immediately my old Boy Scout and Explorer Scout manuals came to mind. Those have both served me well – certainly before the Academy, during my Coast Guard

active duty and even today in retirement. I stayed involved with my son all through scouts and participated in his earning the rank of Eagle Scout.

The leadership principles espoused in Scouts have kept up with our changing culture and have advanced with the times. From the first time a young boy takes the Scout Oath all the way through earning the coveted Eagle rank, he is guided and focused on what it takes to be a good leader.

While I don't have the most up-to-date scouting manuals, I have read them and have stayed involved in scouting for most of my life. I still believe in those scouting leadership principles and the scouting process. Scouting is the best leadership advice I could give to anyone.

Hamilton

Essence of Decision: Explaining the Cuban Missile Crisis (1971) by Graham T. Allison.

Zeebrugge: Learning From Disaster: Lessons in Corporate Responsibility (1993) by Stuart Crainer.

Golden Rule Management: Give Respect, Get Results (1993) by Stephen Holoviak.

Lessons from the Top: The Search for America's Best Business Leaders (1999) by Thomas J. Jeff and James M. Citrin with Paul B. Brown.

Understanding Arabs: A Guide for Westerners (1987) by Margaret K. Nydell.

Lincoln on Leadership: Executive Strategies for Tough Times (1992) by Donald T. Phillips.

Organizational Culture and Leadership (1985) by Edgar H. Schein.

The Art of Being a Boss: Inside Intelligence from Top-Level Business Leaders and Young Executives on the Move (1978) by Robert J. Schoenberg.

High, Jeffrey

Character in Action: The U.S. Coast Guard on Leadership (2003) by Donald T. Phillips with Admiral James Loy. Like all of his other books, Lincoln on Leadership (1992) and Founding Fathers on Leadership (1997), this is easy to read, filled with wonderful examples of leadership in action.

Talk Less, Say More: 3 Habits to Influence Others and Make Things Happen (2009) by Connie Dieken. This very short book gives lots of great tips on how to influence others and gain followers through effective communications.

Empowerment Takes More Than a Minute (1996) by Ken Blanchard, John Carlos and Alan Randolph. In the style of most of the Blanchard classics, this book provides short, quick story-based lessons in achieving empowerment.

The Five Dysfunctions of a Team: A Leadership Fable (2002) by Patrick Lencioni. As the title implies, the point of this book, written and explained in the form of a fictional story, is that teams are inherently dysfunctional, so it takes leadership to gain the benefit of the team.

The 21 Irrefutable Laws of Leadership: Follow Them and People Will Follow You (1998) by John C. Maxwell. This has the feel of a handbook but is full of valuable ideas on how to gain followers.

Principle Centered Leadership (1990) by Stephen R. Covey. Like most of Covey's works, this book has a section on personal

effectiveness and one on managerial and organizational development.

Rogue Wave: The Coast Guard on and after 9/11 (2003) by Chief Petty Officer P.J. Capelotti, Ph.D, USCGR. This is not a widely circulated book and doesn't have the polish of some, but it tells a great story of leadership within the Coast Guard on and just after the terrorist attacks of 9/11.

Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead (1993) by James Belasco and Ralph Stayer. Written by two authors but in the first person singular, this book shares many lessons on leadership through stories and anecdotes.

The Leader of the Future (1996) by the Drucker Foundation. This is a great collection of 31 essays on leadership by some top authors like Stephen Covey, Ken Blanchard and Peter Senge.

There's More to Life Than Making a Living (2009) by Jack McDowell. This is a faith-based, somewhat autobiographical handbook by an extremely successful fund-raiser for the Salvation Army and founder of their School for Leadership Development.

Horsey

Alexander Hamilton (2004) by Ron Chernow

Character in Action: The U.S. Coast Guard on Leadership (2003) by Donald Phillips and Admiral James Loy, USCG (ret.)

Johnson, Richard

The Practice of Management (1954) and Preparing Tomorrow's Business Leaders Today (1969) by Peter F. Drucker

Kruszewski

Learn about the leaders of the past and imagine how they would respond in the present. You might find that Vice Admiral Lord Viscount Horatio Nelson, whose career was based on command through love rather than authority, would surely be a leader today no less than when he vanquished England's enemies at sea. I do not recommend a single book to study Nelson but instead suggest you choose historians who manage to get the closest to the scene. It is too common for contemporary historians to mischaracterize the hero by placement in a contemporary context.

One author who is able to reach back across time through his command of languages and a sailor's intimacy with the sea and its customs is Samuel Eliot Morison. Anyone in a maritime career, or even adventure, should read almost anything by him but my favorites are the European Discoveries of America (1993) - two volumes for Northern and Southern Voyages. In it you learn history, accurately and with an enjoyable style. You learn about the explorers, bold leaders sailing uncharted waters.

Another look back, this one pertaining to business but equally relevant to any other organization or undertaking, is Built to Last: Successful Habits of Visionary Companies (1994) by James C. Collins and Jerry I. Porras. You will infer the leadership that made some enterprises stand above others.

LaBuda

I am recommending the following as helpful items to understand motivation and morale:

In Search Of Excellence (1982) by Thomas J. Peters and Robert H. Waterman

The Seven Habits of Highly Effective People (1989) by Stephen R. Covey

Being the Best (1988) by Denis Waitley

Super Self: Doubling Your Personal Effectiveness (1993) by Charles J. Givens

How to Get People to Do Things (1979) by Robert Conclin

Livingston

The Bible

The Seven Habits of Highly Effective People (1989) by Stephen Covey

Are You Really Listening (2005) by Paul Donoghue and Mary Siegel

The Power of Positive thinking (1980) by Norman Vincent Peale

Five Temptations of a CEO (1998) by Patrick Lencioni

Leadership: Research Findings, Practices and Skills (2007) by Andrew J. Dubrin

Note: the last two are from my good friend, Howard Rudd, who writes and teaches in the field of Leadership.

Manning

Leaders: The Strategies for Taking Charge (1985) by Warren Bennis and Burt Nanus. If I had to recommend only one book, this would be it. It combines a good foundation in research with a bias for action.

A Message to Garcia (1899) by Elbert Hubbard. Written in one evening after dinner and just 1500 words, it has a lot to say- even for the 21st Century.

The Seven Habits of Highly Effective People (1989) by Stephen Covey

Good to Great: Why Some Companies Make the Leap ... and Others Don't (2001) by Jim Collins.

Alexander Hamilton (2004) by Ron Chernow.

Leadership (1978) by James MacGregor Burns.

Mason

The Peter Principle (1969) by Laurence J. Peter & Raymond Hull

Newhoff

An outstanding book on work performance is: The Way We're Working Isn't Working (2010) by Tony Schwartz. Sub titles are "The Four Forgotten Needs That Energize Great Performance" and "The Power of Full Engagement." My company, Royal Caribbean, has purchased hundreds of copies and is giving them to all employees from VPs to managers. Additionally, the author is under contract to us to provide a series of leadership and job performance motivational seminars to company management.

Norris

While not directly on point, I would highly recommend two books by West Point graduate and Vietnam vet, Gordon Livingston. They are Too Soon Old, Too Late Smart (2004) plus And Never Stop Dancing (2006). If being a better person will help make you a better leader, these books are useful.

Offutt

These books may be a little different than one would expect but are what have inspired me in leadership.

The Innovators Dilemma (1997) and The Innovators Solution (2003) both by Clayton Christensen.

Billion Dollar Lessons (2008) by Paul Carroll and Chunka Mui.

The New Age of Innovation (2008) by C.K. Prahalad and M.S. Krishnan.

And one work of fiction:

In Harm's Way (1962) by James Bassett.

Omri

My suggestion for the reading list is The Founding Fathers on Leadership (1997) by Donald T. Phillips. It's not an easy read but I really enjoyed the approach of tying leadership principles in with history.

Pennington

On Becoming a Leader (1989) by Warren Bennis.

The Situational Leader (1997) by Paul Hersey - simple, but seminal to original USCG leadership training. The books of Ken Blanchard are also very worthwhile.

The Fifth Discipline. The Art & Practice of the Learning Organization (1990) by Peter Senge on building a leadership legacy.

The Handbook of Emotional Intelligence (2000) by Reuven Bar-On and James Parker – deals with emotional intelligence theory.

Emotional Intelligence (1995) by Daniel Goleman - EQ in practice. There are many other related titles.

The Oxford Program – The Highlands Ability Battery (2009) by Steve Bohler - Abilities testing as tools to fundamentally “know thy self.”

Self-Renewal (1981) by John Gardner – deals with developing your initiative for growth while helping others.

The Definitive Book of Body Language (2006) by Allan Pease and Barbara Pease – On how to interpret other’s non-verbal responses.

I also recommend the leadership development classics of James MacGregor Burns.

Poulos

Mountains Beyond Mountains (2003) by Tracy Kidder

Three Cups of Tea (2006) by Greg Mortenson and David Oliver Relin

What is the What (2007) by Dave Eggers

Riley

Ocean Station (2010) by Michael R. Adams

You will not find this book under the Leadership heading but it screams leadership throughout. This book should be required reading for anyone who aspires to become a USCG leader.

Rogers

In the “Leadership & Management” category:

The Prince (1513) by Niccolo Machiavelli – any listing of classic works concerning leadership should include this one.

Who Moved My Cheese (1998) by Spencer Johnson – short and pithy look at one of our most constant management and leadership issues, dealing with change.

Command at Sea (1999) by William Mack and Albert Konetzni (frequently updated and the authors may change) – in among the nuts and bolts of naval command are myriad good pointers on leadership and management.

In the “Liking for the Sea and Its Lore” category:

Longitude (1998) by Dara Sovel – a great read about something we now take for granted.

Let the Sea Make a Noise (2004) by Walter A. McDougall – a history of the Pacific Rim. Very interesting, particularly for anyone sailing those waters.

The Naval Institute Press is the source for myriad titles on topics of interest to leaders, managers, sailors, officers, historians, or any combination of those.

Finally, Service Etiquette (1959) by Rear Admiral Bruce McCandless, U.S.N. (Ret.), Captain Brooks J. Harral, U.S.N. and Oretha D. Swartz - because sooner or later you are going to need it.

Rufe

I have a shelf full of leadership books but I chose these three because they are short and easy to read and capture the most important points contained in most others.

The Art of War (circa 400-500 B.C.) by Sun Tzu.

Leadership is an Art (2004) by Max DePree

Lincoln on Leadership (1992) by Donald T. Phillips

Rutherford

Out of the Crisis (1982) by Edward W. Deming. A source:

http://www.amazon.com/s/ref=nb_ss_gw/102-3632249-0770525?url=search-alias%3Dstripbooks&field-keywords=deming

Scobie

Here are some of the non-standard texts on leadership I have found useful:

Developing the Leader within You (2005), Be a People Person (2007), The Right to Lead (2001) and The 21 Qualities of a Leader (2007) by John C. Maxwell.

The 21 Irrefutable Laws of Leadership Tested by Time (2004) by James L. Garlow.

Thriving on Chaos (1988) by Tom Peters.

The Peacemaker (2004) by Ken Sande.

Sides

The Best Leader I Ever Knew, a short article by F. John Reh (accessible on the internet via Google).

It suggests each of us is often in a leadership role, even though we might not be listed as such on an organization chart.

Sigler

On Becoming a Person (1995) by Carl Rogers.

Herzog (1976) by Saul Bellow.

Why Am I Afraid to Tell You Who I Am (1995) by John Powell.

Staton

Handbook of Leadership Development (2010) by Ellen van Velsor, Cynthia McCauley & Marian Ruderman

What It Takes to Be #1 (2001) by Vince Lombardi.

Psychology in Industrial Organizations (1973) by Norman Raymond Frederick Mair

Steinbaugh

Some years ago, I served on the Atlanta Chamber of Commerce Military Council, made up of the senior commanding officers of the four services that had major commands in Atlanta. I was the senior Marine Corps commander, the Navy was represented by a captain, the Air Force by a brigadier general, and the Army representative was a general who was Commander in Chief of Forces Command, headquartered at Fort McPherson, by the name of Colin Powell.

General Powell was one of the most impressive individuals I have ever met, in or out of uniform. He was genuinely friendly without being patronizing. He listened intently when people spoke, regardless of their rank or position. He welcomed debate and new ideas because he did not believe there was only one right answer or “school solution” for a problem. He believed in flexibility, constant reassessment of the situation, and decisive action to make necessary adjustments.

The story of the experiences that helped shape this man can be found in his own words in My American Journey: An Autobiography (1996) by Colin L. Powell with Joseph E. Persico. Although not a leadership primer, Powell pauses throughout the narrative to share his thoughts on this and many other subjects.

Although Oren Harari knew Colin Powell, he wrote The Leadership Secrets of Colin Powell (2003) without any collaboration from Powell. The usefulness of this volume stems from Harari’s inductive use of examples from Powell’s life to postulate leadership principles that he has continually exhibited.

Harari, a management professor, followed this book with The Powell Principles: 24 Lessons from Colin Powell, a Battle-Proven Leader (2004), which continues the examination of Powell’s decision-making habits, success strategies, and leadership philosophies while serving as Secretary of State.

Together, these three books provide an insight into the life and thought of the man Newsweek called, “... the most respected figure in American public life.”

Storch

I have one leadership reference to add, something all of us grandfathers might benefit from reading. It's an easy read. Two of the eight chapters deal directly with leadership:

Walking with Grandfather: The Wisdom of Lakota Elders (2005) by Joseph M. Marshall III.

Teeson

Leading with Soul (1995) by Lee Bolman and Terrence Deal. These authors team-taught in a Harvard short course I attended on the way to becoming the Academy Superintendent. I was there with about 70 other new college presidents, provosts, etc. Bolman and Deal's lectures were so moving and compelling they had half the attendees in tears. This was 1997--when colleges and universities were focusing in on learning outcomes in relation to their bottom lines--and many of the attendees weren't sure they'd have jobs to go back to after the course was over.

Viglienzone

The Prince (1513) by Machiavelli.

The Little Prince (1943 and 1971) by Antoine De Saint Exupery. Most think it's a child's book, but some great lessons.

I recommend an annual review of CG Regulations. You can't lead in the right direction if you don't know the Regulations.

Uniform Code of Military Justice (UCMJ) – Read especially what is a lawful order.

Wells

The One Minute Manager (1982) by Ken Blanchard and Spencer Johnson

White, Gerry

In the March 22, 2010 issue of Fortune Magazine is an interesting article on "Meet the new faces of Business Leadership," p.108 - 118. It's about how industry is looking and getting junior officers with combat experience into their organizations, and of the new leadership development program the Army has learned and put into place at West Point. This is right-on for the cadets and junior officers, and has a lot to say about what we're looking for in this book.

Williams

Following is a listing of some books and other materials where I have found useful insights about leadership.

The Prince (1513) by Machiavelli. Although an analysis of statesmanship and power, it is instructive for anyone who must lead within a large organization or work with other large organizations. To me, it's not so much what a good leader wants to do but what he must be aware of that others may be doing to him and his people. It provides a good understanding of human nature and how it can be suborned, despite the best of intentions.

In Search of Excellence (1982) by Tom Peters. This was one of the first books to deal with organizational culture and recognize the success of leaders depended on their ability to understand and work within the group's culture, described as "the way we do things around here." Eight principles for organizational success are discussed and seem as appropriate for today's leader as when the book was first written.

The General (1982) by C.S. Forester. This is the "Peter Principle" in a military context, where an individual is eventually promoted to his level of incompetence. It highlights that stubborn allegiance to old methods may bring favor in the early success of an individual's career. However, it also serves as a warning that organizations must constantly be on the lookout to develop and reward new skills that will bring success tomorrow not just those that repeat past success. Simultaneously, it points out that individuals who cannot grow and develop new skills and talents are eventually headed for failure, albeit with the possibility of tragic consequences for themselves and many others. Most would assume that a novel about making general would be a success story. In this case, it's about leadership failure, both at the organizational and individual level, which provides great instructive value to any reader interested in the subject.

Putting the One-Minute Manager to Work: How to Turn the 3 Secrets into Skills (1982) by Kenneth Blanchard. Those secrets are: one-minute goals, one-minute praisings and one-minute reprimands. To me, they describe simply but completely the key elements needed in any successful leadership situation. When one of them is missing, so too, is success. I particularly found the praisings part, which was often described as "catching people doing things right," as one of the most important ideas of the book. Leaders can often be quick to criticize but slow to recognize; good leaders do just the opposite.

Wright

One text that I found to be interesting and useful was Hersey and Blanchard's The Management of Organizational Behavior (2008). Specifically, within the book, a graph with the ordinate showing top, mid, and supervisory levels and the abscissa showing technical, over all leadership, and big picture criteria. If, for instance, you were a commanding officer of a unit, you were top level management. However, if you were dealing with the Commandant on some subject, then you were supervisory level. I

found it very helpful organizationally to see if I had the right people in the correct position to accomplish the desired tasks.

Other books were A Team of Rivals (2005) by Doris Kearns Goodwin depicting Lincoln's leadership during the Civil War, McCullough's books Adams (2008) and 1776 (2007); and Alexander Hamilton (2004) by Ron Chernow, which was hard to read, but really enlightened me on just how important he was in setting up our government. Finally, F. A. Hayek's The Road to Serfdom (2001) also really a bear to read, but extremely informative and important.

Movies/Videos/Plays

Becker

One leadership reference to go with the idea presented in my essay is unconventional, but in the right setting, would be useful in leadership instruction. This reference is very engrossing

The Immortal Yi Soon Shin. Korean Broadcasting System historical drama. This video series is available with English subtitles and shows Yi's development as a leader from childhood; his motivation and consistent loyalty to "the people;" his persistence in the face of opposition and repeated defeat; and his initiative and innovation. The video gives examples of his principled dealings with people and difficult situations along with no small amount of blood and gore.

Here is the KBS series description:

http://english.kbs.co.kr/spotlight/1330268_3178.html

Here is a condensed series of programs, maybe suited to a semester-long cadet discussion group. Cadets would get the meaning:

<http://www.banbooks.com/inmysoshkbst.html>

Here is a Wikipedia article on the admiral:

http://en.wikipedia.org/wiki/Yi_Sun-sin

Here is a Korean government historical article; the admiral's name appears with different English spellings:

<http://www.koreanhero.net/en/NationalHeroOfKorea.htm>

Brady

American Beauty (1999) written by Alan Ball, directed by Sam Mendes - to see the folly of living

Brunette

Movies that have made a lasting impression regarding leadership are The Bridge on the River Kwai (1957) and To Kill A Mockingbird (1962). If we could all lead by those examples?

Carr

QBVII (1974) (the courtroom of Queen's Bench Room #7) was a very disturbing 1974 movie, forcing me to begin dealing with my Vietnam leadership experience in terms of motivation, integrity and honesty. Not until 1986 with the release of Platoon did I allow into my day-to-day conscience what I had done and become – both the positives and the negatives. These two movies were quite cathartic and taught me humility and the power of being able to subordinate and balance one's ego to the greater accomplishment of the moment or relationship.

Fagg

Sergeant York (1941) starring Gary Cooper. This is one of my favorite leadership movies. Sergeant York was the most decorated soldier of WWI.

A Man for All Seasons (1966) starring Paul Scofield. This is the story of Sir Thomas More during the reign of Henry VIII.

Shakespeare's Henry V - The speech before the Battle of Agincourt is a classic.

Labuda

Gung Ho (1986) with Michael Keaton - a great example of the American/Japanese workplace

Pearce

Twelve O'clock High (1949) is a masterpiece study of the failing leadership of the bomber squadron stationed in England during WWII. The movie has been used as a tool for leadership training, not only in the military, but also in business applications.

Staton

Twelve Angry Men (1957) – This is a good movie on group dynamics. Henry Fonda is the star.

Williams

Twelve O' Clock High (1949). Starring Gregory Peck, this is a great example of how, to be successful, a leader's style must match up with the skill levels and maturity of his people.

Synopsis: a well-liked, pat 'em on the back leader confronts constant mission failure. Enter new leader, tough and hard, who takes everybody in the unit back to a fundamentals-based training/operational approach. Unit success ensues but the leader fails, because he can't grow his own leadership style to match the progress and development of his people.

This is a case study that a "one size" leadership style rarely fits every situation or even every subordinate.

Wright

The best movie on leadership was Twelve O'clock High (1949) with Gregory Peck depicting Curtis Lemay's role in the Battle of Britain.

The HBO series Band of Brothers (2001) and The Pacific (2010) also had some excellent examples of leadership under fire, as did Saving Private Ryan (1998).

Zanoli

Twelve O' Clock High (1949). I remember the movie was used in some leadership classes I attended and it was a pretty good teaching tool. I would recommend it to young cadets.

Quotes/Prayers/Stories

Allison

Holy Bible, Mark 10:43 (New International Version)

Manning

Inspire

"If your actions inspire others to dream more, learn more, do more and become more, you are a leader." ~ *John Quincy Adams*

Lead

"Inventories can be managed - people must be led." ~ *H. Ross Perot*

"You do not lead by hitting people over the head - that's assault, not leadership." ~ *Dwight D. Eisenhower*

Instill worth

"Leadership is communicating to people their worth and potential so clearly that they come to see it in themselves." ~ *Stephen Covey*

Do right

"It takes 20 years to build a reputation and five minutes to ruin it. If you think about that, you'll do things differently." ~ *Warren Buffett* -

The difference between genius and stupidity is that genius has its limits. ~ *Albert Einstein*

Be not afraid

"They laughed at Newton, they laughed at Einstein, but they also laughed at Bozo the Clown." ~ *Carl Sagan*

“If the highest aim of a captain were to preserve his ship, he would keep it in port forever.” ~ *Thomas Aquinas*

“It seems to be a law of nature, inflexible and inexorable, that those who will not risk cannot win” ~ *John Paul Jones*

Poulos

This quote comes from Teddy Roosevelt:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

Other notable quotes on Courage:

*Without belittling the courage with which men have died, we should not forget those acts of courage with which men ... have lived. The courage of life is often a less dramatic spectacle than the courage of a final moment; but it is no less a magnificent mixture of triumph and tragedy. A man does what he must—in spite of personal consequences, in spite of obstacles and dangers and pressures—and that is the basis of all human morality.... In whatever arena of life one may meet the challenge of courage, whatever may be the sacrifices he faces if he follows his conscience—the loss of his friends, his fortune, his contentment, even the esteem of his fellow men—each man must decide for himself the course he will follow. The stories of past courage can define that ingredient—they can teach, they can offer hope, they can provide inspiration. But they cannot supply courage itself. For this each man must look into his own soul. John F. Kennedy, *Profiles in Courage* (1956)*

I wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand. It's when you know you're licked before you begin, but you begin anyway and see it through no matter what.

Harper Lee in *To Kill a Mockingbird*, Pt. 1, Ch. 11 (1960)

“Courage is contagious. When a brave man takes a stand, the spines of others are often stiffened.”

Billy Graham, “A Time for Moral Courage” Reader’s Digest (July 1964)

Sigler

“We can't all be heroes because somebody has to sit on the curb and clap as they go by.”

“Heroing is one of the shortest-lived professions there is.”

Both quotes are from Will Rogers, The New York Times (15 February 1925).

Viglienzone

The Serenity Prayer

Prayer of St Francis

The Golden Rule

And you may want to reread Rudyard Kipling's poem IF, especially these lines:

*If you can keep your head when all about you
Are losing theirs and blaming it on you,
If you can trust yourself when all men doubt you
But make allowance for their doubting too.....*

Captain Les High's welcome to new classes at RTC, Yorktown VA:

We are proud of this base and the training we provide here. Did you find it neat and clean? Will you help us keep it that way? We've kept it clean by all of us not throwing trash around, and by picking up any we do see. If I see a piece of trash or litter, I will stop and pick it up. We won't ask you to do anything we won't do. Please join me.

This is a military base and salutes are exchanged with pride and respect. A military salute is just a greeting. I believe that so strongly, that if one of you may pass me without a salute; I'll salute you first.

We believe in personal responsibility. Here's a memory aid I try to follow - A short course in human relations - the six most important words: "I admit I made a mistake." The five most important words: "you did a good job." The four most important words: "what is your opinion?" The three most important words: "if you please." The two most important words: "thank you." The most important word: "we." The least important word of all: "I." And in Les High's own words: "Les High is firm, fair, honest and demanding!!"

Here's a story that may help you succeed here and in life.

Once upon a time there was a wise old man who lived on top of a mountain. He was known to be the wisest man around, perhaps to know everything.

But, there were some boys in the village who thought they could fool him. They decided to trick him, and prove he was not so wise, and really didn't know everything.

They thought long and hard and finally believed they had the way to prove the old man didn't know everything. One boy would

hide a baby bird in his hands. Then, they would ask the old man to tell them, "Is it alive or is it dead?"

"If he says it's alive, I will push my hands together and the bird will be dead. If he says it's dead, I'll open my hands and the bird will be alive."

The boys confidently ran up the mountain to the old man. The wise old man asked, "Yes, my sons. What can I do for you?"

The boy with the bird in his hands held them out and said, "Old man, I have a small bird in my hands. Is it alive or is it dead?"

The old man looked at the boy and then at the boy's hands. He pondered a moment, and said, "My son, the answer is in your hands."

Captain Les High left the students of each new class with the reminder that most of the answers and achievements in their life would be – "In their hands!"

Williams

"The Man in the Arena," a quote from a speech by Theodore Roosevelt on April 23, 1910. It can be found and downloaded at the following link: <http://www.theodore-roosevelt.com/trsorbonnespeech.html>. To me, it's one of the best descriptions ever of the challenges and rewards of being an operational leader and as valuable today as it was one hundred years ago when first presented. Here is the full quote:

It is not the critic who counts; not the man who points out how the strong man stumbles, or where the doer of deeds could have done them better. The credit belongs to the man who is actually in the arena, whose face is marred by dust and sweat and blood; who strives valiantly; who errs, who comes short again and again, because there is no effort without error and shortcoming; but who does actually strive to do the deeds; who knows great enthusiasms, the

great devotions; who spends himself in a worthy cause; who at the best knows in the end the triumph of high achievement, and who at the worst, if he fails, at least fails while daring greatly, so that his place shall never be with those cold and timid souls who neither know victory nor defeat.

Training Courses/Experiences

Blayney

Two periods of training really stand out. The CG sent me to each of them, but had nothing to do with either course.

First was my senior service school put on by the Department of State called The Senior Seminar. Nine months, one week travel each month. One from each service and about a half dozen other agencies represented, with the rest from State or CIA/NSA. Very high level, purely seminar format. In depth look at U.S. domestic issues and policy. Who the people are really does make a difference in government. The only time in my life I felt I was consistently ahead of the news.

My second training experience was very different. This was a one week course on Creative Leadership at the University of Virginia Business School. This very dynamic program was for senior management executives from all over the country. The core agenda focused on how to drive change through an organization. There was lots of class contribution. I used material from that course the entire seven years I served as flag.

Carr

Learning to use the tools of the Profiling Technologies and of the Group Dynamics and Organizational Development disciplines of the Applied Behavioral Sciences as taught by organizations like the National Training Laboratories (NTL) Institute and University Associates has proven invaluable.

I strongly recommend, particularly for those not terribly socially inclined, to take a “How to Win Friends and Influence People” training course. I’m still proud of the Dale Carnegie pen I won at one of my training sessions while still an ensign in 1966. The

experience helped lead to my business career of facilitating small groups of my clients in helping them to improve their businesses. You would like the story that won the pen.

Finally, I must recommend training my wife and I found invaluable as young parents. First read the book Parent Effectiveness Training (PET) (1962) by Dr. Thomas Gordon at a minimum and then find an adult educational class on the subject. These workshops are easy to find with Google. Take one with your spouse. The knowledge and implementation of the living and parenting techniques of PET will leverage up the quality of your adult life immensely – for your relationship as husband and wife, for yourself and for your children and their children.

Fritz

While at the Aviation Training Center in Mobile and New Orleans, officers and enlisted personnel were granted a week off to attend Boy Scout camp to mentor young people. This wasn't vacation time. This was extra time granted and simply an excellent investment by the Coast Guard in practical leadership training.

EPILOGUE

The Prologue suggests there are timeless and unchanging aspects of leadership.

Reflecting discussions with other classmates after the first edition publication of “A Gift of Leadership,” Stan Kruszewski wrote:

“I am curious about comments regarding the material (of the book) being dated.

Sure, some of the equipment and technology is dated but I don’t think leadership per se outdates itself. Values shift, for better or worse, and styles can reflect contemporary fads, but the basic qualities of leadership are pretty much a foundation which defines us as a people.”

Noteworthy is the fact the 85 essays were written independently with literally no interaction between the authors. Yet the principles identified by each author from their 50 years of leadership experience have distilled into a coherent leadership encyclopedia.

Going back almost a century, Webster’s 1923 dictionary discussion of leadership does not seem at all out of place today.

“A leader is a person who goes before to guide or show the way, or precedes or directs in some action, opinion, or movement, especially:

- a. One having authority to precede and direct; a chief; a commander; a captain.**
- b. One who precedes and is followed by others in conduct, opinion, undertaking, etc.; the chief of a party, sect or following.”**

Webster’s New International Dictionary
1923 Edition

Based on the International Dictionary of 1890 and 1900

Timeless? Unchanging? Our hope would be to continue this discussion with contributions from other graduates as they step through their careers.

“A Gift of Leadership” could become a catalyst within the officer corps and senior enlisted ranks from which those on the bridge, in the cockpit and in all supporting roles can improve their own leadership competencies ‘on their watch.’

With this thought in mind, the Class of 1965 is presenting a “Link-in-the-Chain” copy of “A Gift of Leadership” to each 2015 First Class Cadet.

For the United States Coast Guard Academy Class of 1965,

William Charles Carr

July 2014

INDEXES OF LEADERSHIP PRINCIPLES

The Indexing Project

The four indexes that follow are Leadership Road Maps for those leadership principles and tools ninety-one members of the Class of 1965 individually identified in their essays and in the Recommended Reading and Resource List from what they both witnessed and put into practice in their active and retired military and civilian lives.

To make this ‘all hands on deck’ effort of “A Gift of Leadership” more valuable to readers, a comprehensive series of four indexes has been added to the first September 2010 printing with this July 2014 second edition – detailed in the following pages.

The Primary Principles Index is the first and is a listing of page numbers for the fifty-five categories of primary leadership principles and tools identified in each essay as well as in the Recommended Reading and Resource List.

The second index of Primary Principles Only is a one-page listing of the fifty-five primary leadership categories without page numbers.

The third is the Thesaurus of Leadership Principles. This index is a reworking of all the leadership principles identified with each of 528 secondary principles assigned to one of the fifty-five primaries.

For those wanting to pursue a particular leadership topic, the Alphabetical Finders’ Index assists readers in tracing back quickly to those authors and page numbers relating to that topic.

We hope these four Leadership Road Maps will help you better travel and enjoy the detail of the leadership discussions in the essays as well as the Recommended Reading and Resource List of this book.

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Primary Principles Only

Well into the development of these Indexes, a decision had to be made about setting limits on the distillation process. We decided to stop at the following fifty-five and not lose ourselves within categories that became too big of a collection of nuances or synonyms resulting in the camouflaging of important distinctions.

Taken all the way, distillation would result in one primary principle – “Leadership.”

| | |
|----------------------------|--------------------------|
| Accountability | Listen |
| Ask | Making Decisions |
| Attitudes | Management |
| Authority | Money |
| Caring | Observant |
| Character | Oneself |
| Commitment | Opportunities |
| Communication | Passion |
| Confidence | Persistence |
| Consistency | Personality Styles |
| Courage | Politics |
| Credibility | Power |
| Efficient Use of Resources | Proactive Accomplishment |
| Example | Professionalism |
| Expectations | Recognition |
| Experience | Relationships |
| Expertise | Respect |
| Fairness | Responsibility |
| Feedback | Right of Unique Access |
| Field Presence | Risk Taking |
| Flexibility | Spirituality |
| Followership | Stress |
| Humility | Support |
| Humor | Teach |
| Influence | Teamwork |
| Integrity | Values |
| Intellectual Abilities | Work Ethic |
| Knowledge | |

Thesaurus of Leadership Principles

The fifty-five primary leadership principles have 528 supporting secondary leadership principles found throughout this book. All secondary principles are listed here for better definition and understanding of each of the primary principles.

Accountability

Admit Mistakes
Be a Man
"No Excuse Sir"
Stand Up (Be Counted)
Take the Blame
Taking Ownership
Tough Love

Ask

"Ask the Chief"
Continual Learning
Curiosity
Digging Deep
Diligence
Due Diligence
Inquire/Inquisitive
Interview
Probe
Question

Attitudes

Avowed Purpose
Bounce Back
Cheerful
Enthusiasm
Morale
Optimistic
Positive
Positive Thinking
Stay Upbeat

Authority

"All Rise"
Command
Crises Management
Critical Incident
Management
Dominant
Forceful
Hierarchy
In Charge
Take Charge
"Your Honor"

Caring

Appreciation
Attuned
Capacity to Care
Compassion
Concern
Consideration
Empathy
Encouragement
Express Interest
Heartfelt Advice
Helpful
Kind/Kind Gestures
Love
Sensitivity
Sympathetic
Thoughtfulness

Character

Commitment

Communicating

Articulate
Bluffing
Body Language
Briefings
Communication Skills
Direct
Discretion
Discussion
Filtering
Flippancy
Information
Interaction
Internet Searches
Intervention
Non-Verbal's
Public Speaking
Rashness
Talkative
Thoughts
Verbalizing
"We"
Writing

Confidence

Consistency

Courage

Boldness
Brave
Daring
Fortitude
Gallantry
Unruffled
Valor

Credibility

Authentic
BS Meter
Corruption
Faith
Forthright
Frank
Honesty

Keeping Your Word

Sincerity
Straight Forward
Trust
Trustworthy
Truth
Truthful
Truthfulness

Efficient Use of Resources

Example

Always "On"
Resolute
Steadfast
"Walking the Talk"

Expectations

Cream-of-the-Crop
Doing One's Best
Excellence
High Standards
Knowledge of Craft
Pushing Yourself
"Raise the Bar"
Standards

Experience

Expertise

Best Idea
Competence
Deck Watch Standing
Development of Skills
Doing
Gunnery
Knotsmanship
Know Your Stuff
Navigation
Practice of Doing
Seamanship
Shipboard Organization
Shipboard Procedures
Shiphandling
Skilled/ Skills

Small Boat Handling
Understanding
Wisdom

Fairness

Equitable Treatment
Tolerance of Diversity

Feedback

Admonishment
Argumentative
Candor
Consensual
Critical Thinking
Criticism
Critique
Debrief
Dissent
Dressing Down
Evaluation
Open-Minded
Organizational Strategy
Outspoken
Praise
Suggestions

Field Presence

Show Up

Flexibility

Ability to Change
Ability to Embrace Change
Adaptability/Adaptable
Agility
Change
Creative Thinking
Creativity
Improvise
Ingenuity
Innovation
Stubbornness
Versatile

Followership

Dutiful
Guidance of Superiors
Obedient
Obliging
Pleasing

Humility

Failure
Humble
Subordination of Ego
Unselfishness

Humor

Entertaining
Good Nature
Laugh
Lighten Up
Smile

Influence

Arguing the Merits
Cajoling
Calm and Collected
Charisma/Charismatic
Convincing
Definition of Success
Desire
Encourage
Excitement/Exciting
First Impressions
Human Nature,
Understanding
Imposing
Inspiration/Inspirational
Involvement
Maslow's Hierarchy
Motivation
Outgoing
Persuasion/Persuasive
Popular
Presence
Selling
Stimulating
Success

Thesaurus of Leadership Principles

Integrity

Conviction
Incorruptibility
Long Term Best Interest
Moral Uprightness
Soundness

Intellectual Abilities

Common Sense
Integration of Perspectives
Intelligence
Superior Idea(s)
Synergy

Knowledge

"I Know It When I See It"
Improve
Know
Learn/Learning
Perspective
Technical Proficiency
Well Trained

Listen

Eyes and Ears

Making Decisions

Analyze/Analysis
Cautious
Compromise
Consensus
Conservative
Decisive/Decisiveness
Definite
Deliberate
Emphatic
Exact
Firmness
Indecision
Informed Decisions
Initiative
Judgment
Methodical
Painstaking
Precise

Problem Solving
Subordinate Participation

Management

Contingency Planning
Control
Coordinate
Customer Focus
Directing
Envision
Far-Sightedness
Focus
Goals
Group Culture
Group Dynamics
Group Environment
Human Resource
Management
Implementation
Management-By-Objectives (MBO)
Management-By-Walking-Around (MBWA)
Management Practices
Micro Manage
Negotiate
Objectives
Orchestrate
Orderly
Organizational
Development
Organize
Plans/Planning
Process Improvement
Project Management
Strategic Planning
Strategic Thinking
Structuring
Technology Management
Thinking Ahead
Transactional Analysis
Use of Resources
Vision
Vision Development
Vision Implementation

Money

Bottom Line
Budgeting
"Cash is King"
Entrepreneurship
Financial Management
Stewardship
Thrifty

Observant

Alertness
Awareness
Observation
Oversight
Pay Attention
Review

Oneself

Ambition
Attractive
Behavior, Code of
Boundaries
Comfortable
Competitive
Contented
Control Freak
Determination
Emotional Resilience
Emotionally Stable
Extroverted Manner
Health
Individualistic
Instinct
Interesting
Introspection
Is It Good for Me
Live Wire
Lively
Maturity
Native Ability
Pride
Reflection
Relaxed
Satisfied
Self-Awareness

Self-Confidence
Self-Esteem
Self-Image
Self-Reliant/Sufficient
Spirited
Stable
Strengths & Weaknesses
Strong
Survival
Well-Being
Yearning

Opportunities

Passion

Persistence

Push Back

Personality Styles

Behavioral Sciences
Born or Made
"Everyone Can Be a
Leader"
Human Nature
Profiling
Roles

Politics

Attrition
Eloquence
Etiquette
External Awareness
Extra Curricular Activities
Feather-in-My-Cap
Political Savvy
Promotions
Public Relations
Rotation Policies
Selection Policies
Social Awareness
Social Behavior
Social Setting
Socialize Hard
Tactful

Thesaurus of Leadership Principles

Up or Out Policies
Visibility

Power

Coercion

Proactive Accomplishment

Achievement
Action
Advocacy
Aggressive
Assertion/Assertive
Community Involvement
Drill
Drive to Achieve
Engage
High Energy
Intensity
Mission Accomplishment
Need for Improvement
Performance
Preparation Equals
Performance
Production/Productivity
Purpose
Results Oriented
Semper Paratus
Serve
Tactical
Timely
Urgency
Venturesome

Professionalism

Amiable
Clean
Composed/Composure
Courteous
Demanding
Demeanor
Democratic
Dependable
Discipline
Dress Code
Easygoing

Ego Subordination
Emotional Expression
Esprit de Corps
Expressive
Familiarity
Fine Line
Firm
Follow Through
Fraternization
Friendly
Gentleman
Got His Stuff Together
Gracious
Intoxication
Lawful Order
Legality
Military Protocol
Nonchalant
Ownership
Patience/Patient
Perseverance
Personal Conduct
Poise
Reliability
Reputation
Restraint
Self-Knowledge
Self-Regulation
Self-Restraint
Self-Understanding
Selflessness
Sobriety
Spit Shine
Steady
Tough
Uniform of the Day
Well Groomed

Recognition

Acknowledgement
Applause
Getting All the Glory
Gratitude
Off the Hook
Remembering
Reward

Relationships

Alliances
Building Networks
Connections
Cross Functional
Family Feeling
Friendships
Interacting
Interdependencies
Interpersonal
Networking
Partnering
Personal Connections

Respect

Culpability
Dignity
Diversity
Importance
Respectful

Responsibility

Captains Mast
Obligations

Right of Unique Access

Availability
Delegation
Empower/Empowerment
Inclusion
Task Assignment

Risk Taking

Spirituality

Act in the Right
Aspirations
Conscience
Do the Right Thing
Do What's Right
Faith in God
Getting It Right
God First
Golden Rule
Hope
Idealism
Inner Nagging
Noble
Prayer
Principles
Reverent
The Greatest Good
The Right Thing

Stress

Adverse Effects
Conflict Management
Conflict Resolution
Confrontation
Coping
Depression
Disorientation
Fun
Grieving Process
Guilt Feelings
Humiliation
Memorial Services
Play Hard
Significant Emotional
Event
Temper Management
Vulnerability

Support

Thesaurus of Leadership Principles

Teach

Coach/Coaching
Counsel
Develop Personnel
Educate
Mentor/Mentoring
Train/Training

Teamwork

Agreeable
Brotherhood
"Buy In"
Citizenship
Contributing
Cooperation
Dedication
Devoted
Faithful
Informal Organization
Interdependency
Loyalty
Patriotism
Team Building
Unity
Winning
Working Together

Values

Best Interests
Core Values
Culture
Duty
Ethics
Family First
For the Greater Cause
Grounding
Honor/Honorable
Moral Character
Moral Compass
Moral Responsibility
Morality
Principled
Principled Thinking
Prudent
Right Path
Tradition

Work Ethic

Hard Work
Homework
Hustle
Keep on Plugging
Study Hard
Try Harder

Alphabetical Finders' Index

The fifty-five primary and 528 secondary leadership principles have been combined alphabetically with each secondary followed by the primary within which it has been categorized.

A

Ability to Change – see Flexibility
 Ability to Embrace Change – see Flexibility
Accountability - PRIMARY
 Achievement – see Proactive
 Accomplishment
 Acknowledgement – see Recognition
 Act In The Right – see Spirituality
 Action – see Proactive
 Accomplishment
 Adaptability/Adaptable – see Flexibility
 Admit Mistakes – see Accountability
 Admonishment – see Feedback
 Adverse Effects – see Stress
 Advocacy – see Proactive
 Accomplishment
 Agility – see Flexibility
 Aggressive – see Proactive
 Accomplishment
 Agreeable – see Teamwork
 Alertness – see Observant
 “All Rise” – see Authority
 Alliances – see Relationships
 Always “On” – see Example
 Ambition – see Oneself
 Amiable – see Professionalism
 Analyze/Analysis – see Making Decisions
 Applause – see Recognition
 Appreciation – see Caring
 Arguing the Merits – see Influence
 Argumentative – see Feedback

Articulate – see Communicating
Ask – PRIMARY
 “Ask the Chief” – see Ask
 Aspirations - see Spirituality
 Assertion/Assertive - see Proactive
 Accomplishment
Attitudes – PRIMARY
 Attractive – see Oneself
 Attrition – see Politics
 Attuned – see Caring
 Authentic – see Credibility
Authority – PRIMARY
 Availability – See Right of Unique Access
 Avowed Purpose – see Attitudes
 Awareness – see Observant

B

Be a Man – see Accountability
 Behavior, Code of – see Oneself
 Behavioral Science – see Personality
 Styles
 Best Idea – see Expertise
 Best Interests – see Values
 Bluffing – see Communicating
 Body Language – see Communicating
 Boldness – see Courage
 Born or Made – see Personality
 Styles
 Bottom Line – see Money
 Bounce Back – see Attitudes
 Boundaries – see Oneself
 Brave – see Courage

Briefings – see Communicating
Brotherhood – see Teamwork
Budgeting – see Money
Building Networks – see
 Relationships
BS Meter – see Credibility
“Buy In” – see Teamwork

C

Cajoling – see Influence
Calm and Collected – see Influence
Candor – see Feedback
Capacity to Care – see Caring
Captains Mast – see Responsibility
Caring – PRIMARY
“Cash is King” – see Money
Cautious – see Making Decisions
Change – see Flexibility
Character– PRIMARY
Charisma/Charismatic – see
 Influence
Cheerful – see Attitudes
Citizenship – see Teamwork
Clean – see Professionalism
Coach/Coaching – see Teach
Coercion – see Power
Comfortable – see Oneself
Command – see Authority
Commitment - PRIMARY
Common Sense – see Intellectual
 Abilities
Communicating – PRIMARY
Communication Skills – see
 Communicating
Community Involvement - see
 Proactive Accomplishment
Compassion – see Caring
Competence – see Expertise
Competitive – see Oneself
Composed/Composure - see
 Professionalism
Compromise – see Making Decisions
Concern – see Caring
Confidence– PRIMARY
Conflict Management – see Stress

Conflict Resolution – see Stress
Confrontation – see Stress
Connections – see Relationships
Conscience – see Spirituality
Consensual – see Feedback
Consensus – see Making Decisions
Conservative – see Making Decisions
Consideration – see Caring
Consistency – PRIMARY
Contented – see Oneself
Contingency Planning – see
 Management
Continual Learning – see Ask
Contributing – see Teamwork
Control – see Management
Control Freak – see Oneself
Conviction – see Integrity
Convincing – see Influence
Cooperation – see Teamwork
Coordinate – see Management
Coping – see Stress
Core Values – see Values
Corruption – see Credibility
Counsel – see Teach
Courage - PRIMARY
Courteous - see Professionalism
Cream-of-the-Crop – see
 Expectations
Creative Thinking – see Flexibility
Creativity – see Flexibility
Credibility – PRIMARY
Crises Management – see Authority
Critical Incident Management – see
 Authority
Critical Thinking – see Feedback
Criticism – see Feedback
Critique – see Feedback
Cross Functional – see Relationships
Culpability – see Respect
Culture – see Values
Curiosity – see Ask
Customer Focus – see Management

D

Daring – see Courage
 Debrief – see Feedback
 Decisive/Decisiveness – see Making Decisions
 Deck Watch Standing – see Expertise
 Dedication – see Teamwork
 Definite – see Making Decisions
 Definition of Success – see Influence
 Delegation – see Right of Unique Access
 Deliberate – see Making Decisions
 Demanding - see Professionalism
 Demeanor - see Professionalism
 Democratic – see Professionalism
 Dependable - see Professionalism
 Depression – see Stress
 Desire – see Influence
 Determination – see Oneself
 Develop Personnel – see Teach
 Development of Skills – see Expertise
 Devoted – see Teamwork
 Digging Deep – see Ask
 Dignity – see Respect
 Diligence – see Ask
 Direct – see Communicating
 Directing – see Management
 Discipline – see Professionalism
 Discretion – see Communicating
 Discussion – see Communicating
 Disorientation – see Stress
 Dissent – see Feedback
 Diversity – see Respect
 Do the Right Thing – see Spirituality
 Do What’s Right - see Spirituality
 Doing – see Expertise
 Doing One’s Best – see Expectations
 Dominant – see Authority
 Dress Code - see Professionalism
 Dressing Down – see Feedback
 Drill - see Proactive Accomplishment
 Drive to Achieve – see Proactive Accomplishment
 Due Diligence – see Ask

Dutiful – see Followership
 Duty – see Values

E

Easygoing – see Professionalism
 Educate – see Teach
Efficient Use of Resources – PRIMARY
 Ego Subordination – see Professionalism
 Eloquence – see Politics
 Emotional Expression - see Professionalism
 Emotional Resilience – see Oneself
 Emotionally Stable – see Oneself
 Empathy – see Caring
 Emphatic – see Making Decisions
 Empower/Empowerment – see Right of Unique Access
 Encourage – see Influence
 Encouragement – see Caring
 Engage – see Proactive Accomplishment
 Entertaining – see Humor
 Enthusiasm – see Attitudes
 Entrepreneurship – see Money
 Envision – see Management
 Equitable Treatment – see Fairness
 Esprit de Corps - see Professionalism
 Ethics – see Values
 Etiquette – see Politics
 Evaluation – see Feedback
 “Everyone Can Be a Leader” – see Personality Styles
 Exact – see Making Decisions
Example – PRIMARY
 Excellence – see Expectations
 Excitement/Exciting – see Influence
Expectations – PRIMARY
Experience – PRIMARY
Expertise – PRIMARY
 Express Interest – see Caring
 Expressive - see Professionalism
 External Awareness – see Politics

Extra Curricular Activities – see
Politics
Extroverted Manner – see Oneself
Eyes and Ears – see Listen

F

Failure – see Humility
Fairness – PRIMARY
Faith – see Credibility
Faith In God - see Spirituality
Faithful – see Teamwork
Familiarity - see Professionalism
Family Feeling – see Relationships
Family First – see Values
Far-Sightedness – see Management
Feather-in-My-Cap – see Politics
Feedback - PRIMARY
Field Presence - PRIMARY
Filtering – see Communicating
Financial Management – see Money
Fine Line - see Professionalism
Firm - see Professionalism
Firmness – see Making Decisions
First Impressions – see Influence
Flexibility - PRIMARY
Flippancy – see Communicating
Focus – see Management
Follow Through – see
Professionalism
FollowerShip – PRIMARY
For the Greater Cause – see Values
Forceful – see Authority
Forthright – see Credibility
Fortitude – see Courage
Frank – see Credibility
Fraternization – see Professionalism
Friendly – see Professionalism
Friendships - – see Relationships
Fun – see Stress

G

Gallantry – see Courage
Gentleman – see Professionalism
Getting All the Glory – see
Recognition
Getting It Right - see Spirituality
Goals – see Management
God First – see Spirituality
Golden Rule – see Spirituality
Good Nature – see Humor
Got His Stuff Together - see
Professionalism
Gracious – see Professionalism
Gratitude – see Recognition
Grieving Process – see Stress
Grounding – see Values
Group Culture – see Management
Group Dynamics – see Management
Group Environment – see
Management
Guidance of Superiors – see
Followership
Guilt Feelings – see Stress
Gunnery – see Expertise

H

Hard Work – see Work Ethic
Health – see Oneself
Heartfelt Advice – see Caring
Helpful – see Caring
Hierarchy – see Authority
High Energy – see Proactive
Accomplishment
High Standards – see Expectations
Homework – see Work Ethic
Honesty – see Credibility
Honor/Honorable – see Values
Hope - see Spirituality
Human Nature – see Personality
Styles
Human Nature, Understanding – see
Influence
Human Resource Management – see
Management

Humble – see Humility
 Humiliation – see Stress
Humility – PRIMARY
Humor – PRIMARY
 Hustle – see Work Ethic

I

“I Know It When I See It” – see
 Knowledge
 Idealism – see Spirituality
 Implementation – see Management
 Importance – see Respect
 Imposing – see Influence
 Improve – see Knowledge
 Improvise – see Flexibility
 In Charge – see Authority
 Inclusion – see Right of Unique
 Access
 Incorruptibility – see Integrity
 Indecision – see Making Decisions
 Individualistic – see Oneself
Influence - PRIMARY
 Informal Organization – see
 Teamwork
 Information – see Communicating
 Informed Decisions – see Making
 Decisions
 Ingenuity – see Flexibility
 Initiative – see Making Decisions
 Inner Nagging - see Spirituality
 Innovation – see Flexibility
 Inquire/Inquisitive – see Ask
 Inspiration/Inspirational – see
 Influence
 Instinct – see Oneself
 Integration of Perspectives – see
 Intellectual Abilities
Integrity – PRIMARY
Intellectual Abilities – PRIMARY
 Intelligence – see Intellectual
 Abilities
 Intensity - see Proactive
 Accomplishment
 Interacting – see Relationships
 Interaction – see Communicating

Interdependencies – see
 Relationships
 Interdependency – see Teamwork
 Interesting – see Oneself
 Internet Searches – see
 Communicating
 Interpersonal Networking – see
 Relationships
 Intervention – see Communicating
 Interview – see Ask
 Intoxication - see Professionalism
 Introspection – see Oneself
 Involvement – see Influence
 Is It Good for Me – see Oneself

J

Judgment – see Making Decisions

K

Keep On Plugging – see Work Ethic
 Keeping Your Word – see Credibility
 Kind/Kind Gestures – see Caring
 Knotsmanship – see Expertise
 Know – see Knowledge
 Know Your Stuff – see Expertise
Knowledge – PRIMARY
 Knowledge of Craft – see
 Expectations

L

Laugh – see Humor
 Lawful Order – see Professionalism
 Learn/Learning – see Knowledge
 Legality – see Professionalism
 Lighten Up – see Humor
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