



CHIEF PETTY OFFICER

365

DEVELOPMENT GUIDE



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**I am a United States Sailor.
I will support and defend the Constitution of the United States of
America and I will obey the orders of those appointed over me.
I represent the fighting spirit of the Navy and those who have gone before me to defend
freedom and democracy around the world.
I proudly serve my country's Navy combat team with
Honor, Courage, and Commitment.
I am committed to excellence and the fair treatment of all.**

MISSION, VISION, GUIDING PRINCIPLES FOR CHIEF PETTY OFFICERS

Deckplate Leadership

- Chiefs are visible leaders who set the tone.
- Chiefs will know the mission, know their Sailors, and develop them beyond their expectations as a team and as individuals.

Institutional/Technical Expertise

- Chiefs are the experts in their field.
- Chiefs will use experience and technical knowledge to produce a well- trained enlisted and officer team.

Professionalism

- Chiefs will actively teach, uphold, and enforce standards.
- Chiefs will measure themselves by the success of their Sailors.
- Chiefs will remain invested in the Navy through self-motivated military and academic education and training.
- Chiefs will provide proactive solutions that are well founded, thoroughly considered, and linked to mission accomplishment.

Character

- Chiefs abide by an uncompromising code of integrity, take full responsibility for their actions, and keep their word.
- Chiefs always seek to set a positive tone for the command, unify the Mess, and create esprit de corps.

Loyalty

- Chiefs remember that loyalty must be demonstrated to seniors, peers and subordinates alike, and know that is must never be blind.
- Chiefs must have the moral courage to question the appropriate direction in which an organization is headed and then the strength to support whatever final decisions are made.

Active Communication

- Chiefs encourage open and frank dialogue, listen to Sailors, and energize communication flow up and down the chain of command.
- Chiefs always must seek to actively communicate in a way that increases unit efficiency, mission readiness, and mutual respect.

Sense of Heritage

- Chiefs make heritage a priority, using it to define our past and guide our future.
- Chiefs will use heritage to connect Sailors to their past, teach values, and enhance pride in service to our country.

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REFERENCES

1. OPNAVINST 1740.3 (Series) Command Sponsor and Indoctrination Program
2. OPNAVINST 1750.1 (Series) Navy Family Ombudsman Program Manual
3. OPNAVINST 1040.11 (Series) Navy Enlisted Retention and Career Development Program
4. NAVPERS 15878(Series) Bureau of Naval Personnel Career Counselor Handbook
5. Chief of Naval Operation Policy and Guidance
6. SECNAVINST 1650.1 (Series) Navy and Marine Corps Awards Manual
7. NAVADMIN 149/13, 150/13 Career Waypoints
8. MILPERSMAN 1306-618 Class 'A' School and Rating Entry Requirements
9. Career Information Management System (CIMS) Users Guide/Billet Based Distribution (BBD) User Guide
10. MILPERSMAN 1160-120 High Year Tenure
11. MILPERSMAN 1920-030 Involuntary Separation Pay (Non-Disability) – Definitions and Policy
12. OPNAVINST 6110.1 (Series) Physical Readiness Program
13. OPNAVINST 5350.4 (Series) Navy Alcohol and Drug Abuse Prevention and Control
14. OPNAVINST 5354.1 (Series) Navy Equal Opportunity Policy
15. OPNAVINST 5370.2 (Series) Navy Fraternalization Policy
16. SECNAVINST 1752.4 (Series) Sexual Assault Prevention and Response Program
17. OPNAVINST 1752.1 (Series) Sexual Assault Prevention and Response (SAPR) Program
18. SECNAVINST 1740.4 Department of the Navy (DON) Personal Financial Management (PFM), Education, Training, and Counseling Program
19. OPNAVINST 1754.2 (Series) Exceptional Family Member (EFM) Program
20. MILPERSMAN 1300-700 Exceptional Family Member Program
21. SECNAVINST 1752.3 (Series) Family Advocacy Program (FAP)
22. OPNAVINST 1752.2 Family Advocacy Program
23. OPNAVINST 1720.4 (Series) Suicide Prevention Program
24. MILPERSMAN 1770-090 Reporting Requirements for Suicide Related Behaviors
25. SECNAVINST 1610.2 (Series) Department of the Navy (DON) policy on Hazing
26. OPNAVINST 1770.1 (Series) Casualty Assistance Calls and Funeral Honors Support Program Coordination (CAC/FS)
27. MILPERSMAN 1770-160 Casualty Assistance Calls Program (CACP)
28. MILPERSMAN 1770-280 Death Gratuity
29. OPNAVINST 3500.39 (Series) Operational Risk Management (ORM)
30. OPNAVINST 5100.12 (Series) Navy Traffic Safety Program
31. OPNAVINST 6000.1 (Series) Navy Guidelines Concerning Pregnancy and Parenthood
32. SECNAVINST 1850.4 (Series) Department of the Navy (DON) Disabilities Evaluation Manual
33. MILPERSMAN 1306-1200 Limited Duty (LIMDU)
34. OPNAVINST 3120.32 (Series) Navy Standard Organization Regulations of the Navy
35. OPNAVINST 1306.2 (Series) Command Master Chief Program
36. Chief Petty Officers Mission, Vision, and Guiding Principles
37. Winds of Change - Charlotte D. (Roberts) Crist
38. OPNAVINST 5100.19 (Series) Navy Safety and Occupational Health (SOH) Program

Manual

39. OPNAVINST F3100.6 (Series) Special Incident Reporting

40. BUPERSINST 1610.10 (Series) Navy Performance Evaluation System

Note: References listed are not all encompassing. The listed references are provided as a starting point to provoke thought. Use any reference you feel would be beneficial to addressing the task.

The following links will provide access to the current instructions/manuals:

- Navy <http://www.navy.mil/>
- Navy Personnel Command <http://www.public.navy.mil/bupers-npc>
- MILPERSMAN <http://www.public.navy.mil/bupers-npc>
- Navy Knowledge On-Line <https://wwwa.nko.navy.mil/>
- Navy Operational Fitness and Fueling Series <http://www.navyfitness.org/>
- Navy History and Heritage Command <http://www.history.navy.mil/>
- OPNAV/SECNAVINST <http://doni.daps.dla.mil/>
- Navy Family Line <http://www.nsfamilyline.org/>
- Naval Safety Center <http://safetycenter.navy.mil/>
- Navy and Marine Corps <http://www.nmcrcs.org/>
- Navy IA Site <http://www.ia.navy.mil/>
- Navy Family Accountability and Assessment System <https://www.navyfamily.navy.mil/>
- Military One Source <https://www.militaryonesource.mil/>
- Navy Fleet and Support <http://www.cnmc.navy.mil/>

Special Note: All SELs should ensure references listed in the CPODG are available via INTERNET, Command Web Site, or hard copy in order for Sailors to complete the CPODG. Requests for materials can be made directly to NPC by contacting NPC Helpdesk at 1 (866)-U-ASK-NPC or Email at CSCMAILBOXMAILBOX@NAVY.MIL.

Additional resources can be found at the following links:

- CPO 365 Training Resources - <http://www.365chief.com/index.html>
- NPC Website - <http://www.public.navy.mil/bupers-npc/Pages/default.aspx>
- Naval History - <http://www.history.navy.mil/>
- 21st Century Sailor - <http://www.21stcentury.navy.mil/Pages/default.aspx>
- NOFFS - <http://www.navyfitness.org/>
- PT Plans - http://www.navy-prt.com/files/Personal_Training_Plan.pdf
- Keep What You've Earned Campaign - http://www.public.navy.mil/bupersnpc/support/21st_Century_Sailor/nadap/campaign_events/drinkresponsibly/Pages/default.aspx

ACKNOWLEDGEMENTS

- a. U.S. Fleet Forces Public Affairs article: *Navy Clarifies IA Parent Command Responsibilities* dated, Friday, July 10, 2009.
- b. USNI Proceedings article, *Where's the Chief* dated February 1995, Authored by Captain Christopher H. Johnson, U.S. Navy.
- c. WWW.NAVY.MIL (web site) *Navy Core Values* defined by unknown author. Review date (posted): 12 August 2009.
- d. All Hands Magazine of the U.S. Navy 53rd year of publication. Edition number 708 January 1976.
- e. *History of the Chief Petty Officer Grade* authored by CWO4 Lester B. Tucker, USN (Retired). Article provided was reprinted from Pull Together: Newsletter of the Naval Historical Foundation and the Naval Historical Center, Vol. 32, No. 1 (Spring-Summer 1993).
- f. All Hands Magazine of the U.S. Navy. Edition number 1096 July 2008. Article; *First there were Firsts* authored by James L. Leuci, ITCM, USN

MCPON GUIDANCE MEMORANDUM (MGM) #2016 - 01



DEPARTMENT OF THE NAVY

MASTER CHIEF PETTY OFFICER OF THE NAVY

2015-2016 CPO 365 Guidance

It is well known that Chief Petty Officers (CPOs) are professional leaders who are accountable individually and together as a CPO Mess for our actions. Each of us has the responsibility to understand and follow the policies and regulations of our profession. CPO 365 is designed as the single sustained leadership training method for our entire CPO Mess. This guidance provides us with commonality of purpose as we safely and effectively develop Chief Petty Officers.

CPO 365 has been and will continue to be an evolutionary process, as Chief Petty Officers, spanning the globe, continue to embrace CPO 365 with their own unique spirit. Regardless of geographic coordinates, it opens minds and contains focused objectives that are common denominators towards enduring progress. Collaboration among counterparts also has phenomenal potential in dispersing best practices. It is okay, even encouraged, to share how your Messes are keeping the fire alive and emulating what others are doing.

As delegated by the Chief of Naval Operations (CNO), the Master Chief Petty Officer of the Navy (MCPON) is responsible for developing and overseeing the implementation of CPO 365 Guidance. This guidance will provide the Chief Petty Officers Mess with a universal, safe, and effective method of training for all future CPOs to meet the mission of the Navy. This must be done in a manner that is in keeping with the Navy's Core Values, regulations and laws.

As described in Navy Regulations, Commanding Officers (COs) are singularly accountable for the safe, successful execution of training within their Commands or Units. As delegated by the CO, unless otherwise directed, it is the responsibility of the Command Senior Enlisted Leader (CSEL) to serve as their CPO 365 direct representative and be keenly involved from beginning to end. Aside from thorough process preparation, CSELs will brief the CO on their CPO 365 process and provide regular updates to keep them informed of progress. As Chief Petty Officers, it is our duty and responsibility to train our reliefs, and critical, that we be all-in and fully engaged with CPO 365. CSEL leadership reinforces the conviction that CPO 365 is instrumental to the professional growth of Sailors and relevant to command success.

We should all be proud of our CPO 365 program and possess confidence that it preserves the right traditions while preparing our First Class Petty Officers (FCPOs) for promotion to the next paygrade. Both objectives stand essential to the esteem of our Mess and the professional prosperity of our Sailors. Your leadership, your commitment, and your energy are the fuel for this process ...

... they will keep this distinguished institution, our U.S. Navy Chief Petty Officers' Mess, vibrant and meaningful. I want to emphasize the significance of our Navy Ethos, Navy Core Values, and Chief Petty Officer Mission, Vision, and Guiding Principles (MVGP).

Chief Petty Officers are one of the most respected groups of enlisted leaders in the world. Our responsibility is to ensure we provide the type of education and training that makes this statement true today and in the future.

I expect every Chief Petty Officer to read this guidance in its entirety, and for all CPO Messes to discuss it as groups. While the guidance is not all-inclusive, it does provide a proven foundation for effectively developing a new generation of CPOs. Solid leadership, sound judgment, common sense, and situational awareness need to prevail in all situations not expressly covered in this document. I have the utmost confidence in your ability as a Mess to continue to build upon the legacy of success forged by all that have worn anchors.

MIKE STEVENS

Master Chief Petty Officer of the Navy

General Guidance for CPO 365

CPO 365 guidance affords command leadership the flexibility to conduct education and training in alignment with the Navy Ethos, Navy Core Values, and CPO MVGP. This guidance does not include every aspect of how we develop new Chief Petty Officers nor does it specify every right or wrong.

The two phases of CPO 365 are designed to ensure our CPO Mess and FCPOs are continually and steadily developing to succeed in future leadership positions. CPO 365 needs to challenge all of us physically and intellectually, and hone the principles of accountability, integrity, toughness, and initiative. With honest all-around effort during Phases I and II, CPOs and FCPOs will have a solid foundation that supports heightened success.

CSELs are singularly accountable for the safe, successful execution of education and training; however, as Chief Petty Officers we all have a duty and responsibility to train our reliefs, and it's critical that we be all-in and fully engaged with CPO 365. Respect the dignity and welfare of all participants while pushing one another to new limits; we deserve, and should expect, nothing less. Done correctly, this process will never come close to anything that can be construed as hazing.

Keep the process constructive and professional; CSELs will brief Commanding Officers on their local CPO 365 process and provide regular updates to keep them informed of progress. CSEL leadership reinforces the conviction that CPO 365 is instrumental to the professional growth of Sailors and relevant to command esprit de corps.

Involve the wardroom early and often. Effective commands leverage the synergy of healthy wardroom/CPO Mess relationships to strengthen teamwork and trust. Junior and mid-grade officers participating in today's process will become tomorrow's Commanding Officers.

Involve families early and often. Be transparent; keep them up to speed on training schedules and invite them to participate whenever possible. Frequent family engagement goes much further in demonstrating the importance of them to our readiness and career success--they will welcome the inclusion.

Other service/nation participation for E-7 and above is authorized, granted they participate for the entirety of Phase I and Phase II. At the discretion of the gaining CPO mess, a person can start at one command and complete the training at another command.

While fundraising accomplishes some of the team-building goals of an effective CPO-365 program, fundraising is conducted year-round by members of the CPO Mess, as a "by-your-own-for-your own" non-Federal entity. All fundraising will be conducted IAW DoD and Navy (legal and ethics) policies.

Make safety and situational awareness your principal considerations in every aspect of the processes. Anticipate and mitigate risk ahead of time as you do with all other evolutions, and do not confuse legitimate tradition with antics that can lead to injury or misplaced criticism of our methods. Intervene immediately if necessary to prevent someone from getting hurt or if you see Shipmates stepping over the lines into unacceptable conduct.

Phase I

CPO 365 Phase I is mandatory for all First Class Petty Officers, regardless of time-in-rate or board eligibility. Your years of experience bring great value to CPO 365 and will undoubtedly contribute to process success and that of all participants. Furthermore, as a First Class Petty Officer, the Navy has an expectation that you are a leader and as such, the CPO Mess has a responsibility to ensure we are setting the conditions for our FCPOs to be successful.

Phase I starts September 17 and concludes when the NAVADMIN announcing CPO selection results is released. The intent of Phase I is to strengthen a Sailors' foundation of leadership, management, and technical capability through interactive, scenario-based, professional development, and the shared experiences of both FCPOs and CPOs. Done correctly, the result is a more confident, competent, and effective leader.

Phase I Training Guidelines

Conduct individual and/or group activities focused on leadership, management, and technical capability. Training must not interfere with operations or be held at the expense of mission accomplishment. CSELs are responsible for maintaining a balance between operational requirements and CPO 365 events and for ensuring the chain of command has situational awareness throughout the process. CSELs will inform their Commanding Officers on the training plan, gain approval, and brief the wardroom.

Safety and Operational Risk Management (ORM) must be at the forefront for all evolutions being conducted.

It is vital that CPO 365 training is relevant and continuously refreshed in all facets. The below topics are not all inclusive, rather, intended to provide you with basic ideas and concepts to keep your training program active and the current. It is the responsibility of each CPO Mess to establish a training plan with the highest degree of periodicity that will ensure the absolute best education and leadership training through experience-based discussions and scenarios. A "Starter Kit" of topics includes:

- CNO's "A Design for Maintaining Maritime Superiority"
- Navy Ethos/Navy Core Values/Ethics
- CPO Mission, Vision, and Guiding Principles

- MCPON 's Zeroing in on Excellence
- Brilliant on the Basics (BoB)
- Destructive Behaviors
- Operational Risk Management
- Navy Customs, Courtesies, and Traditions
- Family Advocacy/Domestic Violence
- Fraternalization
- Work-Life Balance/Operational Stress Management
- Technical Competence and Authority
- Time Management and Planning
- Selection Board Precepts and Process
- Situational Leadership and Motivational Strategies
- Social Media
- Effective Communication
- Team Building/COMREL
- Division in n the Spotlight programs
- Wardroom Relationships

Phase I Responsibilities

- The CSEL is overall responsible and accountable to their CO for CPO 365 within their organization.
- The CSEL will brief the CO and Wardroom on the purpose of CPO 365 and your Mess' plan for execution; including a discussion of accountability for participation/non-participation.
- In the CSEL's absence, a designated representative will attend CPO 365 events. The CSEL is responsible for developing local Personnel Qualification Standards (PQS).
- The CSEL will actively mentor officers, CPOs, and FCPOs, periodically soliciting feedback.
- In our efforts to continually improve the process, the TYCOM FORCM/ISIC CSEL will periodically pulse their CSELS and communicate best practices and lessons learned for future review by the FLTCMs.
- The CSEL in coordination and cooperation with the Reserve Component will ensure Reserve Component Sailors are incorporated into the command's CPO 365 training process. Reserve Component Selected Reserve (SELRES) Sailors who travel long distances to drill are authorized to complete Phase II at their closest Navy Reserve Activity (NRA). Our SELRES Sailors should not be penalized because of the possible reduced time they have to participate and apply to the process. Commands need to embrace these challenges, bring them on board as part of the team, and provide training like any every other FCPO.
- The CSEL will engage our retired Chiefs community and encourage their participation through shared experiences and lessons of years past.
- The CSEL will ensure good order and discipline is maintained.
- The CSEL will incorporate physical fitness and nutrition education.

Phase I Physical Fitness Training

- PT should follow a building-block process that gradually increases aerobic capacity and muscular strength. Emphasize proper form early and avoid events that could injure personnel unaccustomed to high-intensity exercise. Medical personnel will be present at all physical training evolutions.
- PT should be group-oriented, build camaraderie, and reflect a strong sense of esprit-de-corps among all participants.
- CPO Pride T-shirts are authorized for wear during all PT sessions. The Navy PTU shorts are the only authorized shorts. Shirts must be well-fitting and present a professional military appearance.
- Selected Reservists will only participate in structured PT events while in an authorized drill status.

INTRODUCTION

1. **OFFICIAL GUIDANCE**. This guide is designed to prepare and train First Class Petty Officers (FCPO) for their future leadership roles and to maintain continued focus and development once selected to the rank of Chief Petty Officer.

As enlisted leaders, FCPOs play a vital role in the development and mentorship of junior Sailors. Training and guidance to strengthen their leadership skills are important to ensure their success by building a foundation, which will ensure mission readiness. Becoming a Chief carries even greater responsibility as these leaders are charged with and accountable for the professional development and guidance of Sailors and junior officers. Maintaining technical proficiency, as well as enhancing skills as leaders, is paramount to the success of the men and women who serve and to the mission of the Navy.

2. **CANCELLATION**. 2013 CPO 365 Development Guide.

3. **APPLICABILITY**. This Chief Petty Officer 365 Development Guide (CPODG) may be utilized in the execution of MCPON's CPO 365 guidance (CPO 365) to strengthen and fortify the leadership skills of our FCPOs. It is also a valuable resource to all Sailors who possess a desire to gain valuable knowledge through the experience of the Chief Petty Officers' Mess. Completion recommendations for FCPOs participating in CPO 365 are outlined in each section.

Note: Senior Enlisted Leader (SEL) is utilized as an all-encompassing term for CMC, COB, Command Senior Chief, Command Chief, and collateral duty SEL.

4. **HOW TO COMPLETE**. It is important that each section of the CPODG be completed at the appropriate level and in its entirety. The Outline portion for each section contains specific details on recommendations for completing that particular section.

a. Before getting started, FCPOs should read the entire guide and schedule a Career Development Board (CDB) with their respective Command SEL and Leading Chief Petty Officer (LCPO). This preparation is critical as SELs and LCPOs will provide clear guidance and mentorship on completing this guide successfully.

b. Upon completion of each section of the CPODG, FCPOs should obtain the appropriate signature on the associated CPODG section completion card. The Final Qualification Card will be signed by the Command SEL only after all three sections of the completion cards are signed.

5. **QUALIFIER**. Qualifiers must be Chief Petty Officers, Senior Chief Petty Officers, or Master Chief Petty Officers in the Navy. All qualifiers must be familiar with the CPO 365, the CPODG and the guidance set forth prior to affixing their signatures. SELs are encouraged to develop a list of Chief Petty Officers authorized to sign the CPODG.

6. **CONTENTS.** The CPODG is divided into two phases corresponding with the two phases of CPO 365. The breakdown is as follows:

- **PHASE 1 SECTION I – BUILDING A FOUNDATION (First Class Petty Officer)**
 - **Fundamentals:** Understanding Mission, Vision and Guiding Principles (MVGP). The Fundamentals contains a series of questions that pertain to each MVGP. This requirement is designed for FCPOs to provide their insight and to gain knowledge through discussion with Chief Petty Officers.
 - **Reading Requirements:** This section consists of various articles, speeches, and writings. Knowledge is power and as Chiefs, it is essential to stay current with ongoing issues, and understand new policies, instructions and guidance in order to perform the job of a leader in today's Navy. Reading and comprehending articles, instructions, and policies is critical in the course of our jobs. Sailors will rely on FCPOs and CPOs to stay up to date with ongoing challenges, fully understand Navy policies and philosophies, and pass those down through effective communications. The approach to this section is for FCPOs to read a series of different articles that capture close association with CPO MVGPs. A journal section is provided at the end of each article for personal notes and reflections. Chiefs' Messes are encouraged to set up FCPO training sessions to discuss their journal entries and to share different perspective and insights.
 - This section will be completed during CPO365 Phase 1. The CPODG will be issued on 17 September and assigned to all FCPOs. If the guide has already been assigned, a review by the LCPO and SEL will be conducted to determine if reassignment is required. The goal is to complete the CPODG prior to the board eligible list's promulgation.
- **PHASE 1 SECTION II – TASKS AND QUALIFICATIONS TO STRENGTHEN LEADERSHIP SKILLS**
 - **Tasks:** Perform a variety of tasks (associated with the CPO MVGPs and Brilliant on the Basics [BoBs]) that are essential to leaders. Task requirements are designed to ensure that FCPOs possess the ability to satisfactorily perform specific job functions vital to their leadership roles.
 - **Qualifications:** A series of qualification questions designed to bring greater awareness of Brilliant on the Basics have been provided. FCPOs must be familiar with the BoB programs in order to maintain high morale but, more importantly, to ensure readiness through proactive leadership engagement in Navy programs.
 - This section will be completed prior to commencement of CPO365 Phase 2.

- **PHASE 2 – ENHANCED DEVELOPMENT (Chief Petty Officer Selectees)**

- o **Case Studies:** The Case Studies will include scenarios related to the CPO MVGPs and designed to challenge Selectees with situations they may encounter as Chief Petty Officers. In addition, embedded in these scenarios are situations that warrant exposure to, and use of, those programs outlined within Brilliant on the Basics. CPO Messes are highly encouraged to add this section to their required weekly training for Selectees. The effectiveness of a case study will rely heavily on the interaction of CPOs and their shared experiences with Selectees.
- o This section should be completed during CPO 365 Phase 2.

7. PREREQUISITES

- a. A Career Development Board (CDB) should be scheduled prior to starting the CPODG. The CDB will focus on the expectations and provide a full explanation of the CPODG process. Follow-up CDBs should be conducted to check on the progress of the Sailor. Once completed the SEL and LCPO/Sponsor will sign in the appropriate section provided:

CAREER DEVELOPMENT BOARD FOR FCPO

Date Completed	SEL Full Name/Rate and Signature	LCPO Full Name/Rate and Signature

CAREER DEVELOPMENT BOARD FOR BOARD-ELIGIBLE FCPO

Date Completed	SEL Full Name/Rate and Signature	LCPO Full Name/Rate and Signature

CAREER DEVELOPMENT BOARD FOR CHIEF PETTY OFFICER SELECTEES

Date Completed	SEL Full Name/Rate and Signature	Sponsor Full Name/Rate and Signature

Physical Readiness and Fitness Performance

OUTLINE

1. **PRT requirements.** This section is provided to outline prescribed Physical Readiness and Fitness Performance requirements in accordance with CPO 365 guidance. All commands should be conducting regular physical readiness training as outlined in OPNAVINST 6110.1(series) Physical Readiness Program.

- As stated in MCPON's CPO 365 guidance, Physical Fitness is a continual process. To ensure effective and safe PT sessions for your specific platform, programs can be designed around the NOFFS structure. In addition to this guidance, commands will, meet the following requirements:

A. Prior to participating in any PT, all personnel must meet requirements set-forth in the 6110.1(series) (screened and medically cleared);

B. A PFA should be conducted IAW OPNAV 6110.1(series) to ensure all FCPOs meet current standards;

C. PT should be group-oriented, build camaraderie, and reflect a strong sense of esprit-de-corps among participants during each phase of CPO 365;

D. Selected Reservists shall not participate in any structured PT events unless they are under/on some type of orders.

2. **NOFFS:** The Navy Operational Fitness and Fueling Series (NOFFS) provides the Navy with a 'best in class' physical fitness and nutrition performance resource for Sailors and Navy health and fitness professionals. This program is designed to effectively educate individuals on how to physically train effectively and safely, and how to make healthy nutrition choices in both shore-based and operational environments.

3. **Focus:** Effective, low-impact, nutrition-based physical fitness program which gradually increases aerobic capacity and muscle strength.

4. **References:** <http://www.navyfitness.org/fitness/noffs/>

5. **Guidance:** Conduct PT on a regular basis and as outlined in OPNAV 6110.1(series). Enhanced PT sessions during the CPO 365 process will focus on the NOFFS principles. SELs and LCPOs will ensure full compliance with mandated requirements to ensure the safety and well-being of all Sailors.

PHASE 1 SECTION I **BUILDING A FOUNDATION**

OUTLINE

1. **Section requirements:** This section is composed of two elements; Fundamentals and Required Reading. Sailors should complete Phase 1 Section I during CPO 365 Phase 1.

- **Fundamentals:** The fundamental element reviews the CPO MVGPs. The purpose is to provide FCPOs with an opportunity to give their perspective and understanding of the CPO MVGPs. Resources necessary to assist in learning are listed in the reference section of this guide. Experience is the key in truly understanding these fundamentals. SELs and LCPOs should expect FCPOs to satisfactorily answer all line items before providing final signatures. SELs have the authority to provide overall guidance and set policy on who can sign line items in the fundamental section.

- **Required Reading Guidance:** Read the articles provided and then write personal notes on the journal page provided. Journal entries should pertain to personal thoughts and perceptions of the article and how it relates to the question provided in each reading section. SELs and LCPOs are highly encouraged to conduct group training sessions to discuss journal entries with the CPO Mess and FCPOs.

- Upon completion of both elements under Section I, Sailors will obtain necessary signatures on the CPODG section's completion card indicating requirements were met and completed as outlined.

2. **Focus:** This section is broken down into focus areas:

- 1 Deckplate Leadership
- 2 Institutional and Technical Expertise
- 3 Professionalism
- 4 Character
- 5 Loyalty
- 6 Active Communication
- 7 Sense of Heritage

Each of these areas contains questions directly related to the MVGPs. Review each of the section's questions and provide your thoughts and insight. The responses provided are based on your personal views. Do not plagiarize or copy from external sources or other individuals. You are encouraged to share your views and perspective with other FCPOs.

3. **References:** See the reference section for a detailed listing to assist in completing this section.

4. **Guidance:** Read each question and write your personal thoughts and insight. Discuss with your LCPO prior to obtaining any signatures. Once you have received proper mentorship and full guidance, obtain signatures from those authorized by your SEL.

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QUALIFICATIONS | Understanding Brilliant On the Basics (BoB)

Focus: The qualification element of Phase 1 Section II resembles the Personal Qualification Standard (PQS) outline. The purpose of this element is to provide FCPOs with an opportunity to research and familiarize themselves with the programs associated with BoB. *** In order to provide clear and effective guidance on BoB requirement, a Subject Matter Expert, CPOs, or Command Coordinator must provide this training for 1-2 hour(s) on Command Sponsorship, Ombudsman, Indoctrination Program, Mentorship Program, Career Development Programs, and Recognition Programs. Resources necessary to assist in learning are listed in the reference section of this guide.

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this element.

Guidance: FCPOs will read and answer the associated questions for each numbered line items. Two pages have been provided for written responses. If additional space is needed, FCPOs are encouraged to use the note section in the back of the CPODG.

BRILLIANT ON THE BASICS

1. Command Sponsor and Indoctrination Program (OPNAVINST 1740.3 (Series)
 - a. Define purpose and goals of the programs. (Emphasis once inbound Sailor receive his/her orders and the importance of first 72 hours onboard new command).
 - b. Describe the roles of the key members for the programs.
 - c. List the requirements to be a sponsor.
 - d. Determine responsibilities of the sponsors.
 - e. List items a sponsor should do to be successful.
 - f. List the requirements for a trainer to conduct indoctrination training.
 - g. How do you determine the effectiveness of these programs?
 - h. List the required topics for indoctrination. *** (Financial responsibilities; housing listing/ apt. and beware of scams and fraudulent internet apartment transactions).

Completed _____
(SEL/LCPO) Date

2. Command Indoctrination Program (OPNAVINST 1740.3 (Series))

- a. Define purpose and goals of the programs.
- b. Describe the roles of the key members for the programs.
- c. List the requirements of facilitated training and explain the importance of a Sailor's responsibilities to the command and as ambassador of USN 24/7— state the importance of NP&P, CMEO, SAPR, ESO, CCC, DAPA, SPC, CFS, Hazing and Fraternalization.
- d. Determine responsibilities of the each junior Sailors and members of the chain of command
- e. List items a Sailor should do to be successful.
- f. List the requirements for a trainer to conduct indoctrination training. How do you determine the effectiveness of these programs?

Completed _____
(SEL/LCPO) Date

3. Ombudsman Program (OPNAVINST 1750.1 (Series) and Navy Family Ombudsman Program Manual.

- a. Describe the role of an Ombudsman.
- b. How can an Ombudsman assist in the disaster preparedness plan?
- c. What is the relationship of the Ombudsman with spouses?
- d. What is the purpose of the Ombudsman registry and what does it track?
- e. What situations must the Ombudsman report to the command?
- f. Discuss the forms and reports used by the Ombudsman.
- g. Discuss the process for selecting and accepting an Ombudsman.
- h. Discuss the purpose of Family Line.
- i. What is the relationship between the Ombudsman and Family Readiness Group?

Completed _____
(SEL/LCPO) Date

4. Career Development Program (OPNAVINST 1040.11 (Series) and NAVPERS 15878 (Series).

- a. Describe the purpose of the Career Development Program.
- b. Describe the key members of the program and their roles.
- c. Describe responsibilities of the LPO and LCPO.
- d. Describe the relationship between the LPO/LCPO and the CCC.
- e. List the required tools/electronic programs for an effective program.
- f. Who are members of the Command Career Development Team, when do they meet, and how often do they conduct training?
- g. Describe the purpose of a Career Development Board (CDB).
- h. What are the required timelines for conducting CDBs?
- i. Describe when special CDBs should be convened for a Sailor.
- j. What information should be discussed during a CDB?

Completed _____
(SEL/LCPO) Date

5. Mentorship Program.

- a. What is the purpose of the mentorship program?
- b. What are the key elements of an effective program?
- c. What tools are available to help manage an effective program?
- d. What is your role in ensuring an effective program?

Completed _____
(SEL/LCPO) Date

6. Recognition Programs (SECNAVINST 1650.1 (Series)).

- a. What options do you have to recognize Sailors/civilians?
- b. Discuss five awards a Sailor can receive that will provide points towards advancement. Additionally, what are the values of those awards?
- c. Who can approve a Meritorious Service Medal, a Navy and Marine Corps Commendation Medal, and a Navy and Marine Corps Achievement Medal?
- d. What other key personnel could be recognized for their support of the command?

Completed _____
(SEL/LCPO) Date

This page provided for the answers to
Understanding Brilliant on the Basics

This page provided for the answers to
Understanding Brilliant on the Basics

Guidance: Allow the FCPO to research and provide detailed responses to all the qualification questions on Brilliant on the Basics. Once completed, provide your feedback. If warranted add any additional questions to further educate and train individuals on BoB. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Deckplate Leadership. Chiefs are visible leaders who set the tone. We will know the mission, know our Sailors, and develop them beyond their expectations as a team and as individuals.

1. In your own words define, 'Deckplate leadership'.
2. Concerning leadership, how have you been 'visible' and set the 'tone' within your workcenter, division, and command?
3. What leadership tools have you learned during Phase 1 and how have you applied them to develop your Sailors? How have you applied them to develop your Sailors into a team?
4. What are the benefits of being a proactive leader engaged on the deckplates?
5. Outline 3 of the best practices you have seen at past commands that worked well with regards to leadership and being visible at the deckplate level. Are you developing these practices into your own leadership style? Explain.
6. What are the effects or impact to a command where FCPOs and CPO Mess are not out leading on the deckplates?
7. What have you done during Phase 1 that has developed you into a better Deckplate Leader?
8. Deckplate leadership is leading from the front even when it is something you do not want to do. How do you stay motivated doing things that are less desirable? How does it affect your Sailors when their leaders are not motivated?

This page provided for the answers to Questions 1 – 8
Deckplate Leadership

This page provided for the answers to Questions 1 – 8
Deckplate Leadership

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning deckplate leadership and the CPO MVGPs. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Institutional and Technical Expertise. Chiefs are experts in their field. We will use experience and technical knowledge to produce a well-trained enlisted and officer team.

1. What is the difference between, 'Institutional expertise' and 'Technical expertise?'
2. Describe how you use your experience to train officers and enlisted.
3. What are you actively doing to maintain your technical expertise? Is it effective?
4. Articulate how you apply your technical expertise and knowledge to produce a well-trained enlisted and officer team.
5. As an 'expert' many will come to you seeking solutions. Occasionally, you will be faced with an issue to which you do not have the answer. What do you do when placed in this situation?
6. Other than your 'rating', outline other areas in which a FCPO and Chief are considered technical experts. Include all Navy programs, command duties and responsibilities, and warfare community specifics.
7. What is the difference between being a leader and being a technical and institutional expert? Is there a difference, in your opinion, and if so what is your reasoning?
8. Often, as leaders, we are placed in positions of authority that are out of our rating. A few examples of this are Command DAPAs, Command Fitness Leaders, and 3M Coordinators. If placed in this type of position, what course of action would you take to become the technical and institutional leader in your new leadership role?

This page provided for the answers to Questions 1 – 8
Understanding Institutional and Technical Expertise

This page provided for the answers to Questions 1 – 8
Understanding Institutional and Technical Expertise

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning understanding institutional and technical expertise. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Professionalism. Chiefs will actively teach, uphold, and enforce standards. We will measure ourselves by the success of our Sailors. We will remain invested in the Navy through self-motivated military and academic education and training and will provide proactive solutions that are well-founded, thoroughly considered, and linked to mission accomplishment.

1. In your own words, define 'Professionalism'.
2. How do you actively teach, uphold, and enforce Navy and command standards?
3. In regards to professionalism, is academic education and training important? Why or why not?
4. What is the difference between a reactionary solution and a proactive solution? What are the benefits of being a proactive leader? Is being a reactive leader necessary at times? Discuss your personal experiences.
5. Enforcing standards is very important. What actions have you taken as a leaders to uphold standards within your organization?
6. List those areas that you feel truly are a measurement of the command climate. As a professional what do you do to improve these areas? Example: High Attrition.
7. Discuss a time you did not uphold or enforce standards. What was the impact both immediate and long-term?
8. What are you doing to become a better professional, i.e. reading leadership books, being mentored, etc.? Is it effective?

This page provided for the answers to Questions 1 – 8
Understanding Professionalism

This page provided for the answers to Questions 1 – 8
Understanding Professionalism

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning understanding professionalism. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Character. Chiefs abide by an uncompromising code of integrity, take full responsibility for their actions, and keep their word. This will set a positive tone for the command, unify the Mess, and create esprit de corps.

Loyalty. Chiefs remember that loyalty must be demonstrated to seniors, peers and subordinates alike, and that it must never be blind. Few things are more important than people who have the moral courage to question the appropriate direction in which an organization is headed and then the strength to support whatever final decisions are made.

1. In your own words define 'Character' and 'Loyalty'.
2. Discuss a time when you upheld an uncompromising code of integrity.
3. What are some of the attributes that define true character? How are you working towards reaching these attributes?
4. What is meant by, 'What is said in the Mess, seen in the Mess and heard in the Mess . . . stays in the Mess'? How does Loyalty factor into this saying?
5. What is meant by, 'Acceptance is not agreement'? How does this apply to the previous line item?
6. How have you taught your Sailors loyalty and character during Phase 1?
7. Discuss a time when you or someone you observed followed blindly. When have you expected a Sailor to follow you blindly.

This page provided for the answers to questions 1 – 7
Understanding Character and Loyalty

This page provided for the answers to questions 1 – 7
Understanding Character and Loyalty

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning understanding character and loyalty. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Active Communication. Chiefs encourage open and frank dialog, listen to Sailors, and energize the communication flow up and down the chain of command. This will increase unit efficiency, mission readiness, and mutual respect.

1. In your own words define 'Active Communication'.
2. How do you encourage open and frank dialog within your division?
3. Give examples of ways to energize communication flow.
4. Discuss a time that your active communication increased unit efficiency, mission readiness, and mutual respect. Discuss a time you dropped the ball due to a lack of communication on your part.
5. What are some best practices that you have seen that enhanced the flow of communication up and down the chain of command? Do you use them, why or why not?
6. Discuss a time your difference of opinion with another Sailor caused growth in a command, division, team, etc.
7. What are some limiting factors you deal with in regards to your personality that affects your ability to effectively communicate? What are you actively doing to overcome your limitations?
8. When conducting one-on-one counseling, what methods do you apply to enhance the communication flow? What are others you could use?
9. In the following situations how do you communicate your opinion if it differs from what is being discussed:
 - a. All-hands call
 - b. FCPO Mess meeting
 - c. Division Quarters
 - d. One-on-one counseling
10. In the following situations how do you communicate your opinion if it differs from what is being discussed:
 - a. CPO Mess meeting
 - b. Chiefs and/or Officers call
11. An honest assessment. Are you open to criticism from all types? Ask a shipmate if you are being honest with yourself. What are you going to do take more onboard?

This page provided for the answers to questions 1 – 11
Understanding Active Communications

This page provided for the answers to questions 1 – 11
Understanding Active Communications

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning understanding active communication. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Sense of Heritage. Heritage defines our past and guides our future. Chiefs will use heritage to connect Sailors to their past, teach values and enhance pride in service to our country.

1. In your own words define the term, 'Sense of Heritage'.
2. As a Chief, how do you connect Sailors to their past in order to teach values, hence enhancing pride in service to our country?
3. How does having a sense of heritage define our past and guide our future? How does your sense of heritage guide your future and your day to day?
4. What is significant about the date 1 April 1893?
5. Concerning being a Chief, what is significant about the year 1923?
6. Concerning Senior Enlisted Leadership what major milestone occurred in July 1971 with the influence and leadership of MCPON Whittet and Admiral Zumwalt?
7. USS CHIEF (MCM-14) is the third U.S. Navy ship to bear the name. In your opinion, what is the significance of having a U.S. Naval vessel bear the name, 'Chief'?
8. Name all the MCPONs, their tenure and one of their significant accomplishments.
9. What is significant about the date 13 October 1775 and how did our Navy change during that time? Consult <http://www.history.navy.mil>.
10. Choose one person out of the pages of Naval History and discuss their importance to you as a Sailor and Leader in no less than one page.
11. What did you do during Phase 1 to pay respect to those who have gone before us? Have your Boat Chief verify and sign: _____

This page provided for the answers to questions 1 – 11
Understanding Sense of Heritage

This page provided for the answers to questions 1 – 11
Understanding Sense of Heritage

Guidance: SELs and LCPOs should ensure FCPOs under their charge are provided guidance concerning understanding heritage. Once the task is complete, sit down with the FCPO and discuss their answers. Welcome their thoughts and comments and provide solid advice based on your experiences. If warranted, add any additional questions to bring clarity. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the section.

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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REQUIRED READING 1 | *Quincy Truett Story*

Focus: Read the article below and make journal entries outlining your views on how it applies to Deckplate Leadership.

Guidance: The following required reading is a small excerpt from the life of one of the Navy's many heroes. Everyone has different paths, but all can learn from each other. What lessons can be gleaned from this story in his life that can be applied to your everyday? Discuss your journal entries with your Department LCPO and SEL. Retain journal entries in this CPODG.

BMC Quincy Truett

By Lieutenant Commander Thomas J. Cutler, U.S. Navy (Retired)



On the night of 20 January 1969, five U.S. Navy riverine craft growled their way along the very narrow Kinh Dong Tien Canal in the Mekong Delta. Drooping fronds of Nipa palm brushed by as Yeoman First Class G. H. Childress steered his PBR 8137 by the dimly visible wake of PBR 770 ahead.

All at once, the night exploded in a frenzy of light and sound as the elephant grass along the starboard bank began strobing with the muzzle flashes of machine-gun fire and rockets emerged from the The men in the 8137 returned fire, their hyphenated tracers reaching for the unseen enemy in the foliage close aboard.

Suddenly, a rocket crashed into the 8137, exploding in the starboard engine area.

Childress sensed that his boat was settling rapidly, so he steered her into the bank and ordered his men off as the PBR sank into the canal. Crouched in a drainage ditch, the helpless Sailors were in a desperate situation until they saw PBR 770 coming back down the canal. Crouched on the bow of the fiberglass boat was a lone Sailor, Chief Boatswain Quincy Truett, returning the point-blank enemy fire with an M-16. Truett extended a hand to the first of Childress's crew and hauled him aboard. Driven off momentarily by the heavy enemy fire, the 770 returned, Truett still fully exposed on her bow with bullets cracking all about him.

Truett hauled another Sailor aboard before the 770 was again driven off. The feat was repeated two more times, until only Childress remained in the ditch, huddling beneath a shower of tracer rounds crisscrossing the black sky above.

Again, the 770 moved into the bank with Chief Truett still firing his rifle from the open bow. Childress scrambled up the ditch wall, his feet slipping in the sucking mud. Gratefully, he felt Truett grab him by the shirt. Just as he got aboard, Childress felt Truett's grip release. As he looked up, he saw Truett fall to the deck, hit in the throat by an AK-47 round.

For his incredible courage, Quincy Truett received the Navy Cross posthumously. On 3 February 1973, as Geri Truett watched the USS *Truett* (DE-1095) slide down the ways, taking to the sea for the first time, she pondered what it was that had drawn her husband to Southeast Asia, leaving her and their six children behind. Quincy's only explanation had been, "That's where the war is; that's where I belong".

Self-Guidance: Take time to read and then write journal entries in an atmosphere conducive to learning. This section is for personal reflection and should be completed as an individual and later shared with the SEL, CPOs, and fellow FCPOs. If there are any items that are unclear it is recommended that you consult your Department LCPO or SEL in order to complete this assignment.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Journal Page

Focus: Read the article below and then make journal entries outlining your views on how it applies to us as leaders.

References: [*Encyclopedia of Career Development*](#)

Guidance: The following required reading was taken from the Encyclopedia of Career Development. Take the time to annotate what has worked in your leader/leadership development, and what can you take from this reading and apply to your role as a Leader within your Division, Department and Command. Include personal experience with all or any of these topics. Discuss your thoughts with your SEL and LCPOs. Retain completed work in this guide.

LEADERSHIP DEVELOPMENT

Careers unfold over time. Leadership also develops over time and often over an entire career. For these reasons, when discussing *leadership development* (as with careers), there is an inherent longitudinal focus. Development implies change and growth. Leadership development is mainly concerned with the intrapersonal change and growth of individual leaders, as well as the relational aspects associated with interpersonal leadership processes. Compared with the disciplines of work careers and leadership, the field of leadership development is weak on theory. There are no recognized theories of leadership development, but a great deal has been published on various practices. Thus, a primary focus has been on using and, to a much lesser extent, evaluating different ways of developing leadership.

CONCEPTUAL ISSUES AND DEFINITIONS

Leadership has proved impossible to define in a way that is universally accepted. Different leadership approaches emphasize specific behaviors (e.g., initiating structure, providing support); aggregate leadership styles (e.g., task- and relationship-oriented); trait like characteristics (e.g., charisma); the relationship between a leader and a follower (e.g., leader-member exchange quality); and so on. Leadership can include any of these emphases but is most holistically characterized as a process involving leaders, followers, and situations. Thus, contemporary approaches view leadership as a dynamic process, not as a static formal position.

Leadership development can be described as the longitudinal process of expanding the capacities of individuals, groups, and organizations to increase their effectiveness in leadership roles and processes. Increased effectiveness from this perspective pertains to anything that would improve the ability for groups of people to work together in productive and meaningful ways. Thus, leadership development is inherently multilevel in that the developmental focus can be on the individual, group or team, or the entire organization—or some combination of all three levels. Taking into account group and organizational levels is important to the goal of building a sustainable leadership-development system that supports continuous and ongoing individual self-development processes.

Although the best leadership-development processes include multiple levels, there is a long-standing confusion between *leader development* and *leadership development*. What is typically called leadership development is usually more accurately conceptualized as leader development, as it is targeted at developing individual leaders. This distinction goes beyond mere semantics, because it gets at the core of the important role that social context plays in leadership. A social context is necessary in that no leadership can occur without at least one other person (i.e., "follower") who is influenced, directed, supported, or otherwise affected by the leadership process. Nonetheless, most so-called leadership-development efforts are focused entirely on enhancing individual leaders' knowledge, skills, and abilities (or broader competencies) in ways that are expected to improve their overall individual leadership capabilities. Developing individual or intrapersonal capabilities (i.e., human capital) can enhance the potential for effective leadership at some future point, but it does not ensure more effective leadership without attention to the social context. The broader concept of leadership emerges through social interaction and is based on the pattern and quality of networked interpersonal relationships in an organization (i.e., social capital).

Effective leadership development requires attention to both human and social capital concerns. Developing individual capabilities without any attention to the social context ignores the fundamental tenet that leadership is based on interactions among leaders, followers, and the social environment. Attempting to develop the pattern and quality of networked relationships that defines the social capital component of leadership without preparing individual leaders with the requisite skills to communicate, influence, inspire, and otherwise participate effectively in leadership processes could risk putting people into situations in which they are unprepared individually to lead effectively. Critical to developing effective leadership is designing and implementing developmental systems that link intrapersonal leader development with networked interpersonal leadership development in ways that build both the human and social capital components of leadership.

DEVELOPMENTAL PRACTICES

Many different types of interventions have been used to facilitate leadership development. They vary in degree of intensity, organizational embeddedness, and temporal scope. An important distinction across various interventions is the extent to which they emphasize the development of intrapersonal skills (e.g., self-awareness, self-regulation, or other individual skills), interpersonal skills (e.g., social skills, social awareness, or other relational skills), or both. An especially important but often overlooked aspect of successful leadership development is linking the development of intrapersonal skills (human capital) with the development of interpersonal skills (social capital).

Formal Classroom Programs

The most common approach to leadership development is the formal classroom program in which basic principles of leadership are presented, discussed, and reflected on. It has been estimated that approximately 85 percent of companies engaged in leadership-development efforts use some version of classroom programs. Frequently, these programs are designed to promote self-insight and enhance self-awareness through the application of leadership principles to

participants' personal experiences. Another version is the assessment-for-development approach that was pioneered by the Center for Creative Leadership, in which participants complete self-assessment (e.g., personality) inventories and receive feedback about their personal characteristics and behavioral profiles. Often, formal programs occur over the course of several days and are held off-site. *Open-enrollment programs* are classroom courses in which participation is open to all qualified participants (usually determined by job level) regardless of their organization affiliation. *Custom programs* are specifically designed for a particular organization to enhance the relevance of the course with regard to the business objectives of the client firm.

Although popular, formal classroom programs are limited by high development costs (especially in custom work) and issues with the transfer of knowledge from the classroom to the job (especially in open-enrollment programs). Thus, many organizations are coming to realize that formal classroom programs are valuable but not completely adequate for effective leadership development. As leadership tends to be most effectively developed through the enactment of leadership, a majority of the more cutting-edge approaches emphasize the role of hands-on experiences in development. In particular, experiences that occur in the context of ongoing work may provide the most meaningful development and are often used as follow-up efforts to formal classroom programs.

Multisource Feedback

Also known as *360-degree feedback*, *multisource feedback* seeks to enhance self-knowledge of leadership ability and one's impact on others by providing leaders with multiple assessments of their performance from different role perspectives. In this method, ratings of a target's performance are systematically collected from multiple sources—including supervisors, peers, subordinates, and self-perceptions—in order to compile a comprehensive, "360-degree" picture of a target's ability and behaviors. The underlying philosophy of multisource feedback is that people in different reporting roles in relation to a target may experience different aspects of that person's personality and behavior. Widening the lens to include perspectives other than one's boss is thought to develop a more complete understanding of the impact of one's behavior on others across different role relationships. Multisource feedback can help leaders enhance the intrapersonal skill of self-awareness by illustrating the effects they have on others and by highlighting any discrepancies between various perceptions of performance. But simply providing feedback does not necessarily translate into enhanced leadership. In many cases, other elements are added to the process to help someone make better sense of the feedback and to use it to create and implement a developmental plan. An *executive coach* is often used for this purpose.

Mentoring

Whereas executive coaches are often hired as external consultants to help people develop necessary leadership competencies or address specific leadership challenges, developmental relationships (i.e., mentoring) can also be fostered formally or informally within organizations. Mentoring usually occurs as a more senior member interacts with a more junior protégé (typically at least two organizational levels below the mentor) to advise, share lessons learned,

and enhance career development and advancement. Through observing and interacting with mentors, developing leaders can expand their perceptions of key organizational challenges and strategies as well as enhance more micro level interpersonal skills. Mentoring relations run the risk of failure, however, if the protégé becomes too dependent on the mentor. An Other important components of effective mentoring are the quality of the mentor and the mentoring experiences. Only recently have researchers begun to examine the effects of "marginal mentoring" (that is, mentors limited in terms of effectiveness but who still have value) on the performance and development of protégés.

Networking

To facilitate communication among functional areas and to build better social capital, organizations have implemented initiatives to foster the development and maintenance of work-related relationships. Initiatives such as regular lunches, electronic dialogue, and other social events at work can help individuals build their networks. Broad social networks are advantageous to leaders in expanding their resources with regard to knowing who has expertise in which particular domains (called *transactive memory*). Individuals can also develop broader and more complex ways of viewing problems and ways of working with others and can challenge basic assumptions through network relationships.

Outdoor Challenges

Outdoor challenges or wilderness training include challenging experiences, such as high- and low-ropes courses, orienteering, rappelling, and whitewater rafting. These experiences are designed to require collaboration, trust, and participation for successful performance and are aimed at encouraging individuals to overcome risk-taking fears (intrapersonal) while enhancing teamwork skills (interpersonal). As such, they have a heavy affective component in terms of their effects on participants. While these initiatives are popular, little empirical evidence exists of the effectiveness of enhanced leadership on the job. One important obstacle to successful transfer is the difference between a wilderness setting and typical business environments.

Challenging Job Assignments

Challenging assignments within one's current role as well as expatriate assignments, job rotation, and cross-unit rotation encourage the development of new skills, such as team building, strategic thinking, and social-influence skills. Complex cognitive and social skills can be developed when individuals are challenged or pushed beyond their comfort zones. These "stretch assignments" can facilitate self-awareness that can challenge how an individual learns, thinks, and interacts. Challenging job assignments are effective for development only when they are intentionally developmental and learning oriented, rather than solely focused on performance. An important consideration is to avoid potentially putting people "in over their heads," resulting in feelings of helplessness, rather than encouraging development. Some attention should be given to the developmental readiness of the person to take on a new and significantly challenging job assignment, as well as helping the incumbent learn and develop from the challenge.

Action Learning

Often used in conjunction with challenging job assignments, action learning involves development through work-related organizational experiences. The approach is grounded in the assumption that people learn most effectively when dealing with work-related issues in real time, which heightens the relevance of the learning. Action learning is best described as a structured, continuous process of learning and reflection that also addresses a complex challenge of strategic importance to an organization. It is typically group or team based, includes aspects of coaching and mentoring, and has a specific focus on learning. The overall spirit of action learning is to help people learn and develop from their work, rather than taking them away from work to learn and develop. Techniques such as journaling are often used in conjunction with action learning to facilitate reflection and keep the learning process intentional.

Because leadership is a complex interaction between the individual leaders and their social and organizational contexts, comprehensive developmental efforts need to be directed at (a) developing individual leaders, (b) developing broader interpersonal leadership capacity, and (c) linking the two. Leadership development practices also are generally more successful when linked to key strategic business imperatives. Effective development is less dependent on which specific practices are employed relative to how tightly tied the efforts are to intentional and consistent implementation. To implement effective developmental programs, organizations must overcome a tendency to allow development to become a haphazard process. This haphazard tendency can be addressed through intentionality, evaluation, accountability, and adopting a long-term focus.

INFLUENCING FACTORS

It is presumptuous to assume that the rate or nature of change will be the same for all leaders for any given developmental experience, and it certainly cannot be expected to be identical across entire careers. *Developmental readiness*, or how prepared an individual is to benefit from developmental experiences, provides a preliminary point for understanding development. Factors such as cognitive ability, motivation, and maturity influence an individual's preparedness. Some researchers suggest that developmental readiness may be related to a person's moral reasoning. More complex moral reasoning is associated with a greater reflexive capacity through which leaders are better able to "step back" to perceive how their actions affect others. In this sense, developmental readiness is related to one's capacity for self-awareness. Given individual differences in developmental readiness and existing abilities, some experiences or interventions might be better suited only to certain individuals. To maximize success of a leader developmental practice, a match may be required between an individual's readiness and existing abilities and specific experiences.

Environmental factors, within both the formal training context and work environment, are also important for facilitating the *transfer of training*, or the degree to which trainees apply to their jobs the knowledge, skills, behaviors, and attitudes gained in training. Developmental experiences in the context of ongoing work provide an advantage over classroom programs because what is learned more readily transfers to the job. A supportive environment, in which individuals are encouraged to apply learned leadership skills, allowed to reflect on and adopt

various leadership styles, and supported to continue their development, is critical for success. A recipe for failure includes sending a changed individual into an inflexible and unchangeable environment. Similarly, leadership is best developed in an environment characterized by safety and trust, support for learning and change, and a sense of purpose in which members are encouraged to work closely with each other.

CONCLUSION

A key to the effective development of leaders and leadership depends a great deal on implementation. All of the various developmental practices have some evidence of effectiveness. What is of utmost importance in making them work is how they are implemented. One consideration is how consistently and broadly the developmental initiatives are practiced. Instead of limiting development to top levels or "high-potential" executives, a more effective implementation strategy may be to introduce versions of the focal practices throughout all levels of an organization as a means of developing deeper leadership capacity. Another key to effective implementation is to link initiatives so that leadership development builds on leader development. Grounding developmental initiatives in an overall purpose tied to key strategic business challenges is one way to heighten the relevance of leadership development for better organizational performance. One caution is that development is a relatively long-term investment in the human and social capital of an organization. There are no proven shortcuts to leadership development, but the potential payoffs from a well-designed initiative with consistent implementation across organizational levels can provide a key for better overall individual, team, and organizational effectiveness.

Self-Guidance: Take time to read and then write journal entries in an atmosphere conducive to learning. This section is for personal reflection and should be completed as an individual and later shared with the SEL, CPOs, and fellow FCPOs. If there are any items that are unclear it is recommended that you consult with your SEL in order to complete this assignment.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Journal Page

REQUIRED READING 3***Leaders and Learning Styles***

Focus: Read the article below and then make journal entries. Use the guidance provided below for specific information.

References: [*The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques*](#)

Guidance: The following required reading was taken from the [*The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques*](#). Read about each learning style and use the questions in the article to assess your own leadership. How have you used / not used these specific items to enhance your leadership ability? Include personal experiences in any or all of the topics. Remember that the entries are from your leadership perspective.

LEADERS AND LEARNING STYLES

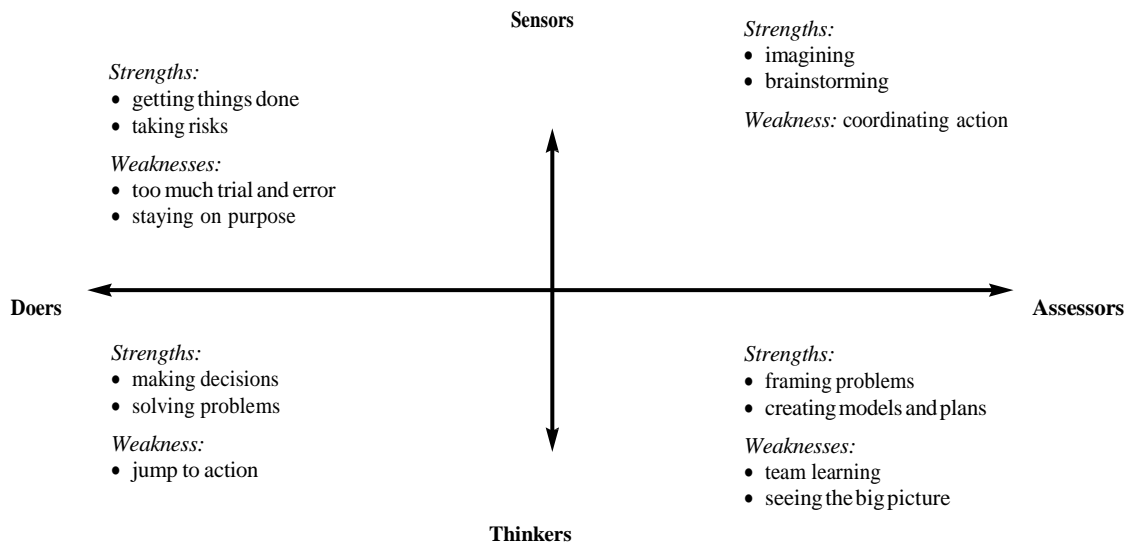
Inspired by David Kolb, Anthony Alexander, and Phillip Hunsaker.

“Different strokes for different folks” is a useful adage for a leader. People simply do not all think and learn in the same ways. (Ironically, treating people fairly can mean treating them quite differently!) One important aspect of these differences is how people learn. This tool will help you understand your own learning preferences, the learning preferences of others, and how you can turn these differences—often sources of conflict—into sources of enrichment, strength, team diversity, and improved business results.

THE FOUR LEARNING STYLES

The central point of this tool is that different people, including leaders, learn in different ways. There is no right or wrong learning style, and most people can use at least a couple of learning styles if necessary. Nonetheless, a person will learn more willingly and easily when allowed to use his or her preferred learning approach.

Learning style	Learning preferences
Sensors (Kolb's <i>concrete experience</i>)	<ul style="list-style-type: none"> ➡ Tend to rely on feelings, values, and empathy to make conclusions. ➡ Like to learn by talking it out, interacting, and discussing with others. ➡ Dislike a lot of theory. "Sit still and be quiet" doesn't work well with this style.
Assessors (Kolb's <i>reflective observation</i>)	<ul style="list-style-type: none"> ➡ Tend to observe, listen, and carefully assess information. ➡ Like to learn by listening and watching. ➡ Dislike sharing, role-playing, and interaction-based learning approaches.
Thinkers (Kolb's <i>abstract conceptualization</i>)	<ul style="list-style-type: none"> ➡ Tend to rely on logic and rational evidence to make conclusions. ➡ Like to learn from impersonal models and systematic analysis. ➡ Dislike unstructured, open-ended exercises and discussions.
Doers (Kolb's <i>active experimentation</i>)	<ul style="list-style-type: none"> ➡ Tend to learn by trying it out and doing. ➡ Like to learn from practical simulations, projects, and small-group discussions. ➡ Dislike lectures and passive learning.



What are the practical implications of differences in learning styles for you, the leader?

- ➡ Don't assume others like to learn in the same way you do.
- ➡ Don't assume failure is due to ignorance; with a different learning design, a person may excel.
- ➡ Help people to see that differing learning styles are a benefit, not a curse. Successful projects need to employ a range of learning styles to capitalize on the strengths and minimize the weaknesses of each style.
- ➡ Use a variety of approaches when designing a communication or a learning event, thus appealing to the different learning styles.

HOW TO USE THIS LEADERSHIP TOOL

“Zorba scratched his head. ‘I’ve got a thick skull, boss, I don’t grasp these things easily. Ah, if only you could dance all that you have just said, then I’d understand. ☐☐ Or if you would tell me all that in a story, boss.’”

—Nikos Kazantzakis, *ZORBA THE GREEK*

This tool has many applications for a leader:

- ✓ Learn about your own learning style.
- ✓ Understand the learning preferences of others.
- ✓ Diagnose communication difficulties based on differences in learning styles.
- ✓ Minimize conflict by valuing different learning approaches.
- ✓ Help assign people to appropriate jobs or tasks.
 - ✓ Design a job to increase the chances of success by accommodating individual learning preferences.
 - ✓ Build a team by recognizing learning styles and capitalizing on the learning strengths of the members.
- ✓ Help to design a communication or learning event.
 - ✓ Coach, teach, and facilitate the learning of others in a way that capitalizes on their strengths.
 - ✓ Assess training and development packages to determine how they accommodate differing learning styles.
- ✓ Help to set up a coaching relationship.

WEB WORKSHEET

YOUR PERSONAL LEARNING STYLE ASSESSMENT AND APPLICATION

Use the workspace provided to assess your learning and instructional style as a leader.

1. What are your personal learning preferences?

2. When and how are these personal learning preferences a strength?

3. When and how are these personal learning preferences a *problem, weakness, or limitation*?

4. What insights do the answers to items 2 and 3 give you about clicking with some people and experiencing bad chemistry with others?

5. Think of a practical application (e.g., on-the-job training, a meeting, a communication, coaching others, a learning event, a team-building session) and use this model to help plan the event in a way that will accommodate the learning styles of the participants.

Describe the goal of the event or situation:

What methods will you use to accommodate the various learning styles?

How can you help capitalize on the various strengths and overcome or minimize the limitations of each learning style?

Self-Guidance: Take time to read and then write entries in an atmosphere conducive to learning. This section is for personal reflection and should be completed as an individual and later shared with your SEL, CPOs, and fellow FCPOs. If there are any items that are unclear it is recommended that you consult with your SEL in order to complete this assignment.

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Journal Page

Focus: Read the article below on the Leadership Styles and Power Bases

References: [*The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques*](#)

Guidance: The following required reading was taken from the [*The Encyclopedia of Leadership: A Practical Guide to Popular Leadership Theories and Techniques*](#).

- Learn and identify what your strongest power base is and why.
- Understand the different types of power bases, and how they affect daily operations within your division, department or command.
- Annotate how you can implement all power bases into your leadership style and what the anticipated outcome could be.

LEADERSHIP STYLES AND BASES OF POWER

Studies of leadership styles are diverse in nature and multiple definitions have been offered. However, leadership style can be defined broadly as the manner and approach of providing direction, implementing plans, and motivating people.

Bases of power refer to the methods that managers and leaders utilize to influence their employees. When examining bases of power, the concept of authority must also be considered. These two are interconnected attributes tied to the behavior of superiors over subordinates. In their article, “Are There No Limits To Authority?”, David Knights and Darren McCabe explain that “power should be understood to be a condition of social relations. Thus, it is erroneous to ask who has power. Instead, it is necessary to explore how power is exercised.”

In turn, the nature of how power is exercised is a workable definition for authority. In short, authority and power are intertwined, with power being the ability to do things or have others do what one has ordered, while authority is the foundation on which that power is built.

STYLES OF LEADERSHIP

Three different styles of leadership were identified by Kurt Lewin, renowned social scientist, in 1939: authoritarian, democratic, and laissez-faire. His results indicated that the democratic style is superior to the other two styles. Attributes of each style are outlined below.

- The *Authoritarian* makes all decisions, independent of member’s input. The authority figure dictates direction, leaving members in the dark about future plans. The

authority figure selects which members will work collaboratively and determines solely the work tasks for the teams. This leader type is very personal in his praise and criticisms of each member, but does not actively participate with the group, unless demonstrating to the group. The authority figure is unfriendly and/or impersonal, but not openly hostile.

- The *Democratic* leader welcomes team input and facilitates group discussion and decision making. This leader type shares plans with the group and offers multiple options for group consideration. The democratic leader encourages members to work freely with each other and leaves division of tasks to the group. This leader is objective in praise and criticism, and joins group activities without over-participating.
- The *Laissez-faire* leader allows the group complete freedom for decision-making, without participating himself. This leader type provides materials and offers to assist only by request. The laissez-faire leader does not participate in work discussions or group tasks. This leader does not offer commentary on members' performance unless asked directly, and does not participate or intervene in activities.

Since 1939, Lewin's research has been the basis for many further research studies and articles on organizational behavioral in theory and in action. Each leadership style can be appropriate depending on the environment within which it is implemented, the members of the group (employees), and the goals or tasks that are being undertaken by the group. Leaders may adjust their style of leadership to fit certain tasks, groups, or settings.

An authoritarian leadership style can be effective when a situation calls for expedited action or decision-making. Group members who are not self-motivated, who prefer structure, and appreciate significant direction and monitoring may thrive under this style. Democratic leadership style allows for multiple viewpoints, inputs, and participation, while still maintaining control and the leadership role. A quality democratic leader recognizes each member's strengths and effectively elicits the best performance from each member, all the while guiding and leading effectively. A challenge for the democratic leader is to recognize that not all tasks need to be handled by the group; that the leader should appropriately address some issues alone.

A laissez-faire leadership style works best when group members are highly skilled and motivated, with a proven track record of excellence. This hands-off approach can allow these capable members to be productive and effective. The laissez-faire style is interpreted by the members as a sign of confidence and trust in their abilities and further empowers them to be successful and motivated.

BASES OF POWER

Five bases of power were identified by French and Raven in 1960, which laid the groundwork for most discussions of power and authority in the latter half of the twentieth century. These five types of power are coercive, legitimate, reward, referent, and expert. Power can be manifested through one or more of these bases.

Coercive Power. Coercive power rests in the ability of a manager to force an employee to comply with an order through the threat of punishment. Coercive power typically leads to short-term compliance, but in the long-run produces dysfunctional behavior.

Coercion reduces employees' satisfaction with their jobs, leading to lack of commitment and general employee withdrawal. In the United States, Canada, and Western Europe, coercive power has seen a decline in the last fifty years. Several reasons contribute to this, ranging from the legal erosion of employment-at-will and the awareness of employee violence or other forms of retaliatory behavior.

Equally important as an effect on the receding popularity of coercion as a basis of power has been the influence of quality management theorists, such as Philip Crosby and W. Edwards Deming. They suggested that there is a decline in productivity and creativity when coercive power is employed. The use of coercive power results in an atmosphere of insecurity or fear. In spite of this insight, coercion as a base of power continues to play a role even in those organizations influenced by theories of quality management.

In times of economic crisis or threats to the survival of the organization at large, coercion may come to the forefront. Coercive power may also materialize as organizations attempt to streamline their operations for maximum efficiency. If employees must be fired, those who fail to conform to the organizational goals for survival will be the most likely candidates for termination. The threat of termination for failure to comply, in turn, is coercive power.

Legitimate Power. Legitimate power rests in the belief among employees that their manager has the right to give orders based on his or her position. For example, at the scene of a crime, people usually comply with the orders of a uniformed police officer based simply on their shared belief that he or she has the predetermined authority to give such orders. In a corporate setting, employees comply with the orders of a manager who relies on legitimate power based on the position in the organizational hierarchy that the manager holds. Although employees may comply based on legitimate power, they may not feel a sense of commitment or cooperation.

Reward Power. Reward power, as the name implies, rests on the ability of a manager to give some sort of reward to employees. These rewards can range from monetary compensation to improved work schedules. Reward power often does not need monetary or other tangible compensation to work when managers can convey various intangible benefits as rewards.

When reward power is used in a flexible manner, it can prove to be a strong motivator, as Crosby, Deming, and others have shown. Still, when organizations rely too rigidly on rewards, the system can backfire. Employees may be tempted to unethically or even illegally meet the quotas to which overly rigid reward systems may be tied.

Another problem associated with rewards as a base for power is the possibility that the rewards will divert employees' attention from their jobs and focus their attention instead on the rewards dangled before them.

Referent Power. Referent power derives from employees' respect for a manager and their desire to identify with or emulate him or her. In referent power, the manager leads by example. Referent power rests heavily on trust. It often influences employees who may not be particularly aware that they are modeling their behavior on that of the manager and using what they presume he or she would do in such a situation as a point of reference.

The concept of empowerment in large part rests on referent power. Referent power may take considerable time to develop and thus may not prove particularly effective in a workforce with a rapid turnover of personnel.

One common error in applying referent power in cross-cultural situations, however, comes in misunderstanding the ways in which employees identify with their superiors. Since identification with one's superior in the United States is hampered by symbols of legitimate power (for example, titles or dress), those who advocate its use encourage managers to dress down to the level of their employees and use terms such as "facilitator" and "coach" coupled with "associates" and "group members" rather than "boss" and "subordinates."

In societies such as Argentina or Mexico, symbols of legitimate power may not readily hamper identification, whereas American-style egalitarianism may diminish the respect employees feel for the manager. In short, U.S. employees are likely to identify with managers by personally liking them and feeling liked in return, whereas Argentine and Mexican employees are likely to identify with managers by respecting them and feeling respected in return. Thus, referent power may be more cross-culturally variable than the other four bases of power laid out by French and Raven.

Imberman describes how specialized training is now used in the grocery industry to train Latino immigrants in the democratic supervisory techniques of U.S. managers. In the past, when these men and women were promoted to supervisory positions, they tended to rely heavily on the Latino model of authoritarianism under which they were raised. The managerial style hindered their ability to effectively supervise employees or to garner the respect they were seeking. To remedy this situation, specialized training programs are now utilized. The end result is effective and confident supervisors, motivated workers, higher productivity, less waste, and better customer service.

Expert Power. Expert power rests on the belief of employees that an individual has a particularly high level of knowledge or highly specialized skill set. Managers may be accorded authority based on the perception of their greater knowledge of the tasks at hand than their employees.

Interestingly, in expert power, the superior may not rank higher than the other persons in a formal sense. Thus, when an equipment repair person comes to the CEO's office to fix a malfunctioning piece of machinery, no question exists that the CEO outranks the repair person; yet regarding the specific task of getting the machine operational, the CEO is likely to follow the orders of the repair person.

Expert power has within it a built-in point of weakness: as a point of power, expertise diminishes as knowledge is shared. If a manager shares knowledge or skill instruction with his or her employees, in time they will acquire a similar knowledge base or skill set. As the employees grow to equal the manager's knowledge or skills, their respect for the superiority of his expertise diminishes.

The result is either that the manager's authority diminishes or that the manager intentionally chooses not to share his or her knowledge base or skill set with the employees. The former choice weakens the manager's authority over time, while the latter weakens the organization's effectiveness over time.

MULTIDIMENSIONAL POWER

Traditional theories such as those of French and Raven, as well as the empowerment advocates of the 1980s, such as Crosby and Deming, have tended to approach power and authority as one-dimensional. By contrast, several experts have more recently begun to reconfigure how power is viewed to a more multidimensional interweaving of relations or conflicting needs.

For example, Grant, Shani, and Krishnan described TQM's consumer-focused goals and traditional management's economic model of the firm as two inherently opposed paradigms. Because these two paradigms are grounded in two independent sources of authority, they produce different but coexisting dimensions of power.

It has also been argued that authority is culturally based. Geert Hofstede, in one of the most thorough empirical surveys on cross-cultural influences on work-related values, delineated marked differences in what he called "power distance."

For Hofstede, power distance is the degree to which members of a culture feel comfortable with inequalities in power within an organization; that is, the extent to which one's boss is seen as having greater power than oneself. Thus, views regarding both power and leadership shape the conception of authority within an organization. And because both these facets of authority conception differ drastically from culture to culture, authority itself is conceived of differently from society to society.

Consequently, no single dimension of authority and power is likely to hold equally for all managers and employees in a multicultural domestic setting or in the multicultural milieu of the multinational corporation.

Finally, one can also argue against the one-dimensional view of authority and power when they are viewed not as independent elements in the abstract, but as intrinsically derived from relations within the organization. Power and authority are multidimensional because relationships are by nature multidimensional.

Theorists believe that leadership is a function influenced by the leader, the followers, and the situation. Fred Fiedler presented this in the Leadership Contingency Model in the early

1970s, and it is still studied nearly four decades later. Fiedler suggested that the most successful leadership outcome is a result of matching the leader to the situation. Therefore, most valuable leadership in an organization may be those leaders who have proven they are able to adapt and lead successfully in a variety of situations. The optimal organization/leadership style, therefore, is contingent upon various internal and external constraints.

The ways in which managers influence their employees and encourage them to be productive depend on many variables, including the personality of the leader, the skills of the group/employees, the task or assignment at hand, or the group dynamics and personalities of group members. As with leadership styles, each base of power has its place in management and can prove effective in the right setting and right circumstances.

While most literature on leadership emphasizes the influence of the leader on the group, the opposite is also true. Groups can influence leader behavior by selectively responding to specific leader behaviors. External factors— such as organizational policies, group norms, and individual skills and abilities—also influence leaders. The followers’ skills and abilities and the nature of the task itself affect the leader’s influence.

Along with leadership styles, there is much similarity and terminology crossover in the study of leadership theories; researchers should examine both terms in the available literature to access the full spectrum of knowledge on the topic of leadership.

Self-Guidance: Take time to read and then write entries in your journal in an atmosphere conducive to learning. This section is for personal reflection and should be completed as an individual and later shared with the SEL, CPOs, and fellow FCPOs. If there are any items that are unclear it is recommended that you consult with your SEL in order to complete this assignment.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Journal Page

Focus: Read the article provided below then write personal entries in your journal.

References: None

Guidance: The following required reading is a paper on matching your leadership style to the situation. Different situations require different avenues of approach. Read and identify what is the most difficult part of matching your leadership style to the situation. What is the hardest leadership style for you to tap into? Also, discuss the following in reference to the topic:

- A. The importance of effective communications.
- B. How both good and bad communications affect mission readiness.
- C. Different styles of communication.
- D. The importance of being a good listener.

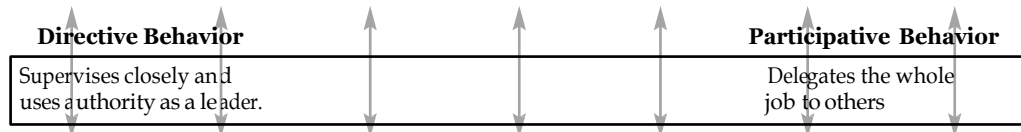
MATCHING YOUR LEADERSHIP STYLE TO THE SITUATION

Inspired by Paul Hersey, Ken Blanchard, Robert Tannenbaum, and Warren Schmidt.

Among the most successful leadership models is a group characterized as contingency or situational models. The common theme of these models is that there is not one best way to lead. That is, effective leaders adapt their behaviors to each unique situation. Thus, a leader will be very directive in one set of circumstances, yet delegate an entire project in another. Note that your success as a leader is not only dependent on matching your style to the situation, but is also related to developing and moving people along the continuum (from a closely supervised apprentice on the left, to a skilled, confident, and highly motivated leader on the right).

THE SITUATIONAL LEADERSHIP CONTINUUM

Leadership behavior	Makes decisions and provides directions on how to implement.	Makes decisions and “sells” to others.	Presents decisions and invites questions.	Presents decisions but remains open to refinements.	Presents problems and invites suggestions for solving them.	Works with others to frame problems and constraints; then delegates.	Clarifies issues and goals, turns job over to other person for action.
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Situational Variables:

Nature of the job	Structured, one best way to do the job.			Job moderately complex.			Job highly complex.
Ability of people to do the work	Beginner; doesn't know how.	Person needs to know <i>why</i> to understand <i>how</i> to do the job.	Person beginning to build expertise.	Moderately expert; can complete the task within clear parameters.	Person is expert; may know job better than leader.	Person very expert; able to innovate if given the chance.	Person has expertise and good project management skills.
Willingness of people to do the work	Low maturity, very low confidence.			Wants freedom to do the job within constraints.			High maturity and confidence; able and self-starting.
Amount of coaching and follow-through required	Provide intensive coaching to help the person learn basic skills.		Provide coaching to help the person become capable of task analysis.		Provide coaching to help the person become capable and independent.		Provide coaching for goal congruence and continued learning.

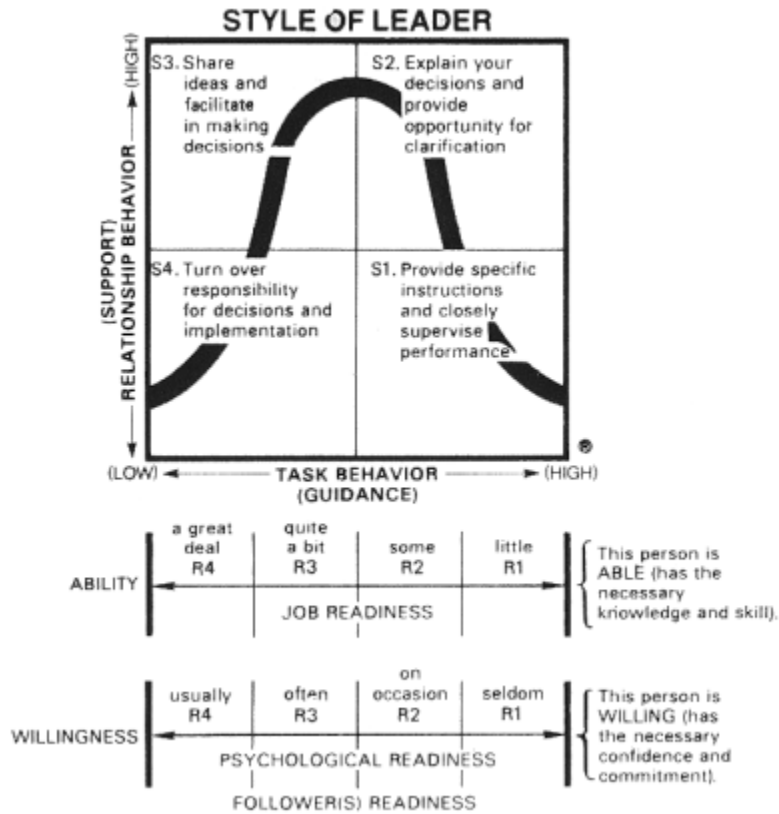
One very popular situational leadership model was developed by Paul Hersey and Ken Blanchard. They define four leadership styles:

1. **Telling**—a leader provides detailed instruction and closely coaches the follower.
2. **Selling**—a leader provides explanations and principles, engages the follower in a discussion of the work, and coaches as needed.
3. **Facilitating**—the leader assists the follower with goal clarification and ideas, then coaches as needed
4. **Delegating**—the goal is clarified and the work turned over to the follower.

Any or all of these leadership styles can be used effectively, depending on the readiness of the follower as determined by:

- The *ability* of the person to do the job—has the necessary knowledge and skills to do the work.
- The *willingness* of the person to do the job—has the necessary confidence and commitment to do the work.

Hersey and Blanchard neatly summarized this into the model shown here:



Reprinted with permission from Prentice Hall. Paul Hersey, and Ken Blanchard. *Management of Organizational Behavior: Utilizing Human Resources*, 7th ed., 1996, p. 215. All rights reserved.

HOW TO USE THIS LEADERSHIP TOOL

“The successful leader is one who is able to behave appropriately. ... If direction is in order ... able to direct; if considerable participative freedom is called for ... able to provide such freedom.”

—Robert Tannenbaum and Warren Schmidt, *HOW TO CHOOSE A LEADERSHIP PATTERN*

Contingency or situational leadership models demand that a leader analyze situations for critical variables, then use the leadership style that best fits the situation. Effective use of this tool means leaders have thought through a situation beforehand. Use this application matrix to assess and prepare for typical and specific situations you face as a leader.

WEB WORKSHEET

SITUATIONAL LEADERSHIP WORKSHEET

Leadership situation:		
Person or team members:		
Nature of the job: Structured ←————→ Complex Data:	Ability to do the work: Beginner ←————→ Expert Data:	Willingness to do the work: Low maturity ←————→ High maturity Data:
Best leadership behavior: Make decision yourself and provide clear directions.		
Clarify issues and goals, then delegate.		
Coaching and follow-through required: [13.1 Coaching]		

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Self-Guidance: Take time to read and then write entries in an atmosphere conducive to learning. This section is for personal reflection and should be completed as an individual and later shared with your SEL, CPOs, and fellow FCPOs. If there are any items that are unclear it is recommended that you consult with your SEL in order to complete this assignment.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Journal Page

REQUIRED READING 6***Personal Leadership (Essay)***

Focus: Using the Required Readings 2-6, write a report on you and your personal leadership strengths and weaknesses, and how that affects your Sailors.

References: Required Readings 2 – 6.

Guidance: Using the Required Readings 2-6, write an essay on you and your personal leadership strengths and weaknesses, and how that affects your Sailors. Prepare a 1,000 word essay, and be prepared to present it to the group.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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PHASE 1 SECTION I
BUILDING A FOUNDATION CPO
365 DEVELOPMENT GUIDE
COMPLETION CARD

NAME _____ RATE/RANK _____

This page is to be used as a record of satisfactory completion of Phase 1 Section I of the CPO 365 Development Guide (CPODG). Only those individuals specified in the introduction portion of the CPODG may signify completion of the applicable section either by written, oral examination or by observation of performance.

The Sailor has completed those requirements under the guidance of the CPODG under Phase 1 Section I.

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

PHASE 1 SECTION II
TASKS AND QUALIFICATIONS TO STRENGTHEN LEADERSHIP SKILLS

OUTLINE

1. **Section requirements:** This section is composed of two elements; Tasks and Qualifications. Sailor should complete Phase 1 Section II prior to the commencement of Phase 2.

- **Task:** The Task element of the CPODG is provided to give Sailors the opportunity to demonstrate their abilities and skills that are essential to naval leadership. This element is broken down into six specific task elements and should be completed in its entirety. Sailors are encouraged to use all available resources to include instructions and the experience of LCPOs and SELs.

- **Qualifications.** The qualification element of the CPODG is provided to ensure leaders are fully aware of the programs encompassing Brilliant on the Basics. This element is broken down into six specific parts:

- a. Sponsor program
- b. Mentorship Program
- c. Indoctrination program
- d. Career Development Boards Program
- e. Ombudsman Program
- f. Recognition Programs

Each part has a series of general questions that pertain to each program and is designed to enhance the knowledge and understanding of these programs.

- Upon completion of Section II, the Sailor should obtain the necessary signatures on the CPODG section's completion card indicating all requirements were met and completed as outlined.

2. **Focus:** This section focuses on performing tasks and the completion of qualification questions to enforce and educate individuals on the BoBs. The task element contains specific performance related items that requires a Sailor to research and develop products that will clearly show if they have a firm understanding of the outlined Navy programs. The second element, qualification questions, will be reviewed and researched thoroughly. Sailors will provide answers to these questions based on policy and program guidance. Discuss each question with your LCPO and/or SEL and obtain their signatures to mark completion. Do not plagiarize or copy from external sources or other Sailors. You are encouraged to share your views and perspective with other FCPOs.

3. **References:** See the reference section for a detailed listing to assist in completing this section.

4. **Guidance**: Perform each task and answer all qualification questions to the best of your ability. Discuss with your LCPO and/or SEL prior to obtaining any signatures. Once you have received proper mentorship and full guidance, obtain signatures from those authorized by your SEL.

TASK 1**Ranking Board and Writing Evaluations**

Action: To conduct an effective ranking board and write an evaluation using the information provided below. Read and use all applicable instructions in preparing the evaluation properly to ensure all policy requirements are met. Upon completion, sit down with your LCPO and SEL to seek guidance and insight on:

- A. Methods on how to chair and execute a ranking board
- B. Properly Rack and Stack
- C. Writing Skills
- D. Description of the performance
- E. Understanding of all applicable guidance
- F. Leadership approach on how to address the issues/challenges outlined in the task.

References: See the reference section for a detailed listing to aid in determining what resources are available to assist with this task.

Ranking Guidance: Prior to conducting ranking board, read the full summary below to ensure you and your board members understand the complete scenario. Conduct ranking board with fellow FCPO's. Upon completion you will brief you SEL/LCPO on your rankings. Ensure that all worksheets are filled out appropriately.

Writing Guidance: Prior to writing the evaluation, read the full summary below to ensure you understand the complete scenario. Have your LCPO sign as the supervisor and the SEL sign as senior rater on the evaluation. It is recommended that you retain a copy of your completed evaluation in this guide.

Applicable data:

Command employment and command achievements: USS HAZEGREY is homeported in Pearl Harbor, Hawaii, CA. 3M Assessment, Navigation Certification, Seamanship Certification, CSSQT, CMAV 4A1, SMC 1.4, MOB-D 1.4, LOA, Sea Trials, COMMS 1.3.

Component:	Active
UIC:	01893
Ship/Station:	USS HAZEGRAY (CG 1)
Promotion Status:	Regular
Occasion for Report:	Periodic
Period of report:	16 Nov XX – 15 Nov XX (Note XX will be for this year)
Type of report:	Regular
Billet:	NA
Reporting Senior:	Note for blocks 22 through 25, use your SELs information
UIC:	01893
SSN:	XXX-XX-XXXX (for reporting senior if necessary)
Senior Address:	USS HAZEGREY (CG 1), FPO AE 09111-0111

RANKING BOARD BRAG SHEET

					PFA RESULTS	
NAME (LAST, FIRST MI)	RANK/RATE	DESIG	RPT DATE	PRD	CYCLE 1	CYCLE 2
SCOTT, STEVEN	BM1	SW	12AUG10	AUG17	P	P

PRIMARY/COLLATERAL/WATCHSTANDING DUTIES
 PRI: OD DIV. LPO-12. Responsible for managing 40 Junior Sailors, 45 spaces and over 200 equipment. COLL: Seamanship Training Team-12, Damage Control Training Team-12, Navy Marine Corps Relief Society Case Worker-12. WATCH: (U/W) Coxswain-12; Flight Deck Officer-12; (I/P) Assist. Section Leader-12; OOD-12. PFA: 15-2/16-1.

PERFORMANCE TRAITS	PMK	QUALITY OF WORK	EEO	MILITARY BEARING	JOB ACCOMP	TEAMWORK	LEADER SHIP	AVG

COMMENTS ON PERFORMANCE

- As OD Division LPO, led his team of 38 personnel through the successful completion of 10 Sea and Anchor details, six Helo In-Flight Refueling evolutions, eight small boat operations, and three Underway Replenishments at Sea with zero safety discrepancies and receiving a BZ by ATG Assessors. As DCTT Team member, he expertly trained 30 repair locker personnel on proper firefighting techniques and procedures through a successful completion of MOB-D 1.4 with grades well above fleet average. His efforts resulted in USS HAZEGREY’s Navigation and Seamanship Certification.
- Coordinated, tracked and processed over 25 work packages during CMAV 12A1, heightening the material condition in preparation for INSURV 2016.
- He regularly mentors his Sailors on career and personal planning, producing a SOY, SSOQ, and BJOQ.
- As Navy Marine Corp Relief Case Worker, he assisted 10 sailors in need and ensured they received required training to get financially stable.

ACCOMPLISHMENTS
 COMMUNITY INVOLVEMENT: JBPHH Airshow (6 hrs).
 AWARDS: Navy Achievement Award (3rd award).
 COMMUNITY INVOLVEMENT: Hawaiian Community (22 hrs).

RANKING BOARD BRAG SHEET

					PFA RESULTS	
NAME (LAST, FIRST MI)	RANK/ RATE	DESIG	RPT DATE	PRD	CYCLE 1	CYCLE 2
HESSER, LISLEE H	CTR1	SW/IDW	13OCT17	OCT16	P	P

PRIMARY/COLLATERAL/WATCHSTANDING DUTIES
 PRI: OT02 DIV. LPO-2. Leads, mentors and manages six Sailors in Afloat Cryptologic Operations. COLL: Security Manager-12, Asst. Special Security Officer-12, Asst Urinalysis Coordinator-8. WATCH: (U/W) Afloat Cryptologic Manager-12; (I/P) OOD-7. PFA: 15-2/16-1.

PERFORMANCE TRAITS	PMK	QUALITY OF WORK	EEO	MILITARY BEARING	JOB ACCOMP	TEAMWORK	LEADERSHIP	AVG

COMMENTS ON PERFORMANCE

- Managed and coordinated the installation, training, and system grooms of SSEE INC-E electronic and cryptologic equipment, ensuring systems and watchstanders were fully operational for combat systems testing.
- As USS HAZEGREY's Security Manager, she conducted a command security review of 320 personnel, ensuring accurate reporting and maintenance of appropriate classification and clearance levels.
- As CPO 365 Phase I Boat Team Lead, she led 8 training sessions and 4 team building events, increasing esprit de corps.
- As Assistant Urinalysis Program Coordinator, she managed a database of 320 Sailors and collected more than 230 samples with zero discrepancies.

ACCOMPLISHMENTS:
 CERTIFICATION: USMAP (Computer Operator).
 COMMUNITY INVOLVEMENT: Pearl Harbor Elementary School (7 hrs).
 EDUCATION: Obtained A.A. in General Studies (Columbia College).

RANKING BOARD BRAG SHEET

					PFA RESULTS	
NAME (LAST, FIRST MI)	RANK/ RATE	DESIG	RPT DATE	PRD	CYCLE 1	CYCLE 2
LOJACK, NICHOLAS	OS1	SW/AW	13JAN24	JAN18	P	F

PRIMARY/COLLATERAL/WATCHSTANDING DUTIES

PRI: OI DIV. LPO-12. Leads, mentors and manages 24 Sailors in all aspects of Combat Information Center Operations.
 COLL: CMD ESWS Coordinator-12, IA Coordinator-12, STT-12, NFAAS Coordinator-11, CPO 365 Phase I Program Lead-12. WATCH: (I/P) Asst. Duty Section Leader-12, OOD-12, DUTY OPS-12; (U/W) CIC Watch Officer-12, Anti-Surface Warfare Coordinator-2. PFA: 15-2/16-1.

PERFORMANCE TRAITS	PMK	QUALITY OF WORK	EEO	MILITARY BEARING	JOB ACCOMP	TEAMWORK	LEADERSHIP	AVG

COMMENTS ON PERFORMANCE

- As OI LPO, produced a command SSOY, two SSOQ, JSOQ, eight in-rate advancements, five reenlistments for 25 percent retention, 15 CDB's, and three NAMs.
- My best Combat Information Center Watch Officer, he coordinated and provided critical oversight in the completion of seven PACFIRE's, six radar tracking exercises, seven successful missile shoots, and 10 Sea and Anchor Details. Additionally trained and qualified four CIC Watch Supervisor and four Junior Officer CICWO.
- As USS HAZEGREY's ESWS Coordinator, he implemented and streamlined an aggressive training program that led to 21 Sailors qualified and 25 re-qualified as Enlisted Surface Warfare Specialists.
- As CPO 365 Phase I Program Lead, he managed the professional development of 6 FCPOs completing 28 training sessions and 4 team building events, reenergizing a vital program instilling leadership fundamentals.

ACCOMPLISHMENTS

EDUCATION: BS in Multidisciplinary Studies (UH).
 CERTIFICATION: USMAP (Computer Operator).
 AWARDS: Navy Achievement Award (4th award).
 COMMUNITY INVOLVEMENT: Ohana Produce (22 hrs).

RANKING BOARD BRAG SHEET

					PFA RESULTS	
NAME (LAST, FIRST MI)	RANK/ RATE	DESIG	RPT DATE	PRD	CYCLE 1	CYCLE 2
JONES, JAMES	YN1	SW	13JUN22	JUN17	M	P

PRIMARY/COLLATERAL/WATCHSTANDING DUTIES

PRI: Assistant Admin LPO-6. Leads and mentors four Sailors while providing administrative and logistical support to crew of 320 personnel. COLL: CPO 365 Training Coord-12; DCTT-12; ACFL-12; DTS AO-12; Volunteer Event Coord-10.
WATCH: (I/P) Duty Admin-12; OOD-12. PFA: 15-2/16-1.

PERFORMANCE TRAITS	PMK	QUALITY OF WORK	EEO	MILITARY BEARING	JOB ACCOMP	TEAMWORK	LEADERSHIP	AVG

COMMENTS ON PERFORMANCE

- Assistant Admin LPO, he led eight Sailors in the tracking, formatting, and routing of over 1,500 pieces of correspondence, action items, fitness reports/evaluations, directives, and executive packages for a crew of 320 personnel.
- DTS Approving Official for USS HAZEGREY, managing a \$495,220 travel budget with zero discrepancies.
- Committed ACFL, led 10 Physical Readiness Tests for 320 Sailors and 20 Command PT sessions. He managed, organized and led 42 CPO 365 PT sessions for 10 FCPOs and 12 C/S/MCPOs.
- As DCTT Team member, he expertly trained 30 repair locker personnel on proper firefighting techniques and procedures through a successful completion of MOB-D 1.4 with grades well above fleet average.
- Volunteer Event Coordinator, he coordinated and led 32 Sailors in 10 volunteer events, dedicating 20 off-duty hours providing moral support to more than 60 families.

ACCOMPLISHMENTS

EDUCATION: Completed LTR220, ANTH100; Completed PPME Blocks 1 & 2. AWARD: FLOC.
COMMUNITY: Ronald McDonald's House (20 hours).
EDUCATION: Obtained A.A. in General Studies (Columbia College).
COMMUNITY INVOLVEMENT: Meals on Wheels (30 hrs).

RANKING BOARD BRAG SHEET

					PFA RESULTS	
NAME (LAST, FIRST MI)	RANK/ RATE	DESIG	RPT DATE	PRD	CYCLE 1	CYCLE 2
HAMILTON, MATT	CS1	SW/AW	14DEC24	DEC17	P	P

PRIMARY/COLLATERAL/WATCHSTANDING DUTIES
 PRI: S2 Leading Petty Officer-12. Leads 12 Culinary Specialists, 15 Food Service Assistants and the upkeep of 32 foodservice areas and office spaces supporting 320 members. COLL: CMD INDOC Coord-7; Assistant CFS-12; CFC UPO-5; CPO 365 PT Lead-12. WATCH: (U/W) Galley Watch Captain-12. (I/P) Duty Supply-12; OOD-12. PFA: 15-2/16-1.

PERFORMANCE TRAITS	PMK	QUALITY OF WORK	EEO	MILITARY BEARING	JOB ACCOMP	TEAMWORK	LEADERSHIP	AVG

COMMENTS ON PERFORMANCE

*** USS HAZEGREY's SENIOR SAILOR OF THE YEAR ***

- As S2 LPO, led seven Sailors resulting in 100% PFA pass rate and retention (7/7), 95% advancement rate (6/7), two Bachelor's degrees, one Associates degree and four USMAP certifications. Managed 47 Sailors in the flawless execution of 5 flag level events, including the USS HAZEGREY's Change of Command reception attended by 500 dignitaries.
- Led and facilitated five Command Indoctrinations for 50 personnel, managed 15 Sailors as the CFC team lead, collecting \$30,000. Processed over 200 income taxes, returning \$400K to military families as a VITA member.
- He overhauled the foodservice accounting program, immediately increasing efficiency of record audits on the annual budget of \$100k.
- Led 10 CPO 365 PT events for 10 FCPOs and 12 C/S/MCPOs. An active member of the FCPOA, he assisted in five fundraisers raising \$500 in support of the Command Picnic, Holiday Social and Children's Holiday party.

ACCOMPLISHMENTS
 EDUCATION: BS in Accounting, Certified Executive Chef, Certified Food Service Manager.
 AWARD: SSOY NAM (4th), MOVSM, 2 FLOCs, LOA.
 COMMUNITY: 150 hrs. RLO (VITA), 8 hrs. HFCU/Ohana Food Bank.

RANKING BOARD SHEET		
SAILOR'S NAME:	BOARD MEMBERS NAME:	
GRADING		
CATEGORIES	POINTS	REMARKS
A. PRIMARY RESPONSIBILITIES (Max 20) - Depth of responsibilities (Job Scope) - Assuming additional Job duties - Major command watch stations - Professional knowledge and rating expertise - Navy command, mission impact		
B. LEADERSHIP (Max 15) - Department LPO, Division LPO, WCS - Teamwork - Communication (Oral and/or written) - Training, qualifying, advancing, retaining - Equal Opportunity		
C. PEER GROUP/COMM INVOLVEMNT (Max 20) - Elected Official/member in peer group - Active participant: CPO365, FCPOA, JEA, CSADD - Elected Official member civilian organizations - Participation in civic/community affairs		
D. COLLATERAL DUTIES (Mx 10) - Command-wide collateral positions (5) - Division or in-rate collateral positions (3) - Comments that support performance duties		
E. MERITORIOUS ACHIEVEMENTS (Mx 5) - Navy Achievement Medal (5) - Flag Letter of Commendation (3) - Letter of Appreciation (2)		
F. EDUCATIONAL ACCOMPLISHMENTS (Mx 5) - Navy school completed or NEC obtained - College degree obtained - Correspondence or college courses - Navy COOL and/or USMAPs		
G. Official PFA Score (Most current score used) - Max10: Out 8, Excel 5, Good 3, Sat 1.		
TOTAL PACKAGE POINTS (Mx 85):		

Guidance: Allow the FCPO to decide the course of action with this task. Once the task is completed, provide your feedback, counsel, and recommendations. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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TASK 2**Writing Awards**

Action: Write an award using the information provided below. Read and use all applicable instructions in preparing the award properly and to ensure all policy requirements are met. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

- A. Writing Skills
- B. Description of the performance
- C. Understanding of all applicable guidance
- D. Decision on selecting the right level of award

References: See the reference section of this guide for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Prior to writing the award, read the full summary below to ensure you understand the complete scenario. After reading the scenario if you have questions or comments write them in the 'NOTE' section of the guide (located at the back of the guide book) and discuss them with your LCPO/SEL. Remember, as a Chief you will be considered an expert when it comes to writing awards. As one of the Brilliant on the Basic Programs, it is imperative that you understand the award-writing process and execute it effectively. Awards have a great impact on the morale of Sailors and with your institutional expertise, this is one area you can really make a difference in motivating Sailors to achieve great accomplishments. Retain completed work in this guide.

Applicable Data:**Information on Sailor receiving award:**

Name: Ibeon A. Boat
Grade/Rate: E5/BM2
Designator: SW/AW
SSN: XXX-XX-1971
Arrived Onboard: A year ago from today's date.

OPNAV 1650/3 Information:

Block 1 Command: Use your current command
Block 1a UIC: Use your command's UIC
Block 1 Command address: Use your command's address
Block 2 Awarding Authority: Use your Immediate Superior in Charge (ISIC)
Block 2a UIC: Use your ISIC's UIC
Block 2 Authority address: Use your ISIC's current address
Block 3 Command POC: YNCS Christopher Smith
Block 3 Command POC Email: christopher.l.smith@navy.mil
Block 4 Phone number: (101) 123-4567 (commercial)/765-4321 (DSN)
Block 5 Exp. Date Active Duty: 31 Dec 20XX (calculate three years from today's date)

Block 5a Retirement info:	N/A
Block 6 SSN:	000-00-1111
Block 7 Design/NEC/MOS:	SW/AW
Block 8 Detach/Ceremony date:	01 Dec YYYY (a year from the current year)
Block 9 Name:	Use Sailor information already provided
Block 10 RET/TRANS/SEP:	Mark 'Specific Achievement'
Block 11 Component:	Use your current Component
Block 12 New Duty Station:	N/A
Block 13 through 18a.	FOR YOU TO DETERMINE
Block 19 Previous Decorations:	None
Block 20 through 28	FOR YOU TO DETERMINE

COMPLETE 1650/3 as outlined in OPNAVINST 1650.1 (Series)

Scenario: You are being tasked to write an award on a Second Class Petty Officer who is a mediocre performer; however he refurbished your lunch room. The CMC has tasked you to write the award and advised that the CO was very adamant about ensuring this Sailor was recognized at the appropriate level. The CMC saw this as an opportunity for you to work on your writing skills and for you to learn the policies with regards to writing awards. He provides you with a copy of OPNAVINST 1650.1(series) and a folder with the Sailor's applicable data. He states he wants you to write the award and for you to determine what type of award you believe the Sailor deserves. He states that once you have completed writing the award to bring it to him so both of you can review and discuss it. He feels this is a great training opportunity for you and at the same time it ensures an "outstanding" Sailor is recognized.

After reading the DIVO file, the Sailor has minimal qualifications and has not stood out otherwise. Your LPO informed you that this young Sailor initially took initiative and spearheaded this project; however he lost interest after being involved for two weeks and had to be prodded and supervised to continue the work.

Detailed information on the Sailor:

1. BM2 was qualified as Petty Officer of the Watch for the quarterdeck.
2. BM2 has not qualified as Duty driver due to his failure to take the AAA Safety driver course.
3. BM2 is qualified Rover and Security watch. He achieved the qualification right on the deadline.
4. Earned his Enlisted Surface and Aviation Warfare Specialist Pins at his last command.
5. He has been onboard for one year now and does nothing more than what he is instructed to do, with the exception of this spark of motivation.
6. One afternoon, he did notify his LPO that there was popcorn burning in the microwave.
7. He normally has a nonchalant attitude.

Note: Use the references provide to obtain a blank 1650/3 for this task. Write or print the award citation in the proper format and include in this guide.

*Once complete, brief the award nomination to the board (3-4 CPO's of your choice, within the Mess) to make the final determination if the award is at the appropriate level.

Guidance: Allow the FCPO to decide the course of action with this task. Once the task is completed, provide your feedback. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the charged task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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TASK 3	<i>Career Development Board</i>
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Action: Conduct a reporting Career Development Board on a Chief Petty Officer as you would a newly reporting first tour Sailor. Major items to include are the command's and your expectations, local areas of interest (historical, recreational etc.). Research the Career Waypoints (C-Way), USMAP and Navy Cool programs. Outline in detail all the specifics of the C-Way program; choose 3-5 USMAP or Navy Cool opportunities for three ratings (your own rating and two other ratings). Prepare and draft a basic outline to discuss C-Way via a one-on-one Career Development Board (CDB). Read and use all applicable instructions in preparing for your CDB and ensure all policy requirements are well outlined. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

- A. Presentation of facts and policy
- B. Description of the programs
- C. Show an understanding of the programs
- D. Display professional and effective counseling skills

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Participate and host a one-on-one CDB. Using the outline provided in this task, draft your CDB outline on the C-Way, USMAP, and Navy Cool programs available to your target audience. Coordinate with an LCPO and set up a CDB counseling session with them (this is your chance to show how you perform and get constructive criticism on your CDB style). Read all applicable information and ensure you fully understand the policies and opportunities in C-Way, USMAP, and Navy Cool. Remember this will be an original product from you. Do not plagiarize or copy an outline from another Sailor or from any other resources such as a Navy web site. A basic outline has been provided and lists the minimum items for you to use in preparing your CDB. The goal is to provide, at a minimum, a 30-minute CDB that highlights all the 'key' points on the above mentioned programs. It is highly recommended that your LCPO, CPO, and Career Counselor sit in on your session to assist. Remember that CDBs provide all enlisted Sailors the opportunity for optimal development of their professional skills, both military and technical, thereby enhancing unit readiness, individual upward mobility, job satisfaction, and ultimately the retention of better-qualified Sailors. Retain completed work in this guide.

RECOMMENDED BASIC CAREER DEVELOPMENT BOARD OUTLINE

1. PREPARATION.

- a. **Research**: Thorough research of the program should be completed prior to conducting the CDB.
- b. **Service record review**. For one-on-one CDBs, a Sailor's service record and Division Officer record will be reviewed for specifics that pertain to the Sailor. For a group session, know your target audience and be prepared to talk directly to them on matters pertaining to their situation. i.e., Zone A and specifics to first-terms.
- c. **Agenda**: Have a set agenda. Don't go in blind and shooting from the hip. Have an outline on what is to be discussed in a set order.
- d. **Location**: A location appropriate to the counseling is essential. Sailors should be placed in a setting that is conducive to counseling and free of distractions.
- e. **CIMS**: Utilize CIMS as a resource tool to conduct your CDB. Keep in mind that entries are required into CIMS with regards to C-Way and CDBs. Ensure these requirements are met as they are vital to the future of the Sailor's career.

2. CONDUCTING THE CDB.

- a. **Roles of members**. Determine who will sit in on the CDB and then brief each person on their role and your expectations on what they should provide during the CDB.
- b. **Recommendations for the Sailor**. Provide an outline of clear and practical recommendations to the Sailor to assist in meeting their career goals.

3. MINUTES.

- a. **Active Minutes**. Ensure minutes are taken during the CDB. Someone should be designated to write down action items and make notes during the CDB. These can be used as a ready reference during follow-up meetings or for discussions later with the Sailor, Chain of Command, or CCC.
- b. **Routing**. Minutes should be routed through the chain of command for review. This allows a command to be proactive in the career of Sailors. Develop a route sheet if one has not been established by the command.
- c. **Archive**. A method to retain minutes and information on each CDB must be developed for historical purposes.
- d. **CIMS**. It is paramount that CIMS be updated to reflect when CDBs have been conducted and in particular all information with regards to C-Way is entered. This is vital to the career of the Sailor as CIMS is the primary method of notifying NPC of the Sailor's intent and desires.

4. FOLLOW UP ACTION.

a. **Assigned follow up actions**. CDBs are not completed after the initial meeting. Follow-up is paramount to a successful CDB and knowing who is responsible for each follow-up action is both necessary and vital to the process. Once the follow-up action items have been addressed, then the CDB is complete. Outline the responsibilities and action items for the following:

- i. Triad (CO/XO/CMC)
- ii. Career Counselor
- iii. Chain of Command
- iv. Sailor

Guidance: Allow the FCPO to decide the course of action with this task. Once the task is completed, provide your feedback. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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TASK 4 *Developing a Lesson Plan*

Action: Write a lesson plan using the information provided below. Read and use all applicable instructions in preparing the lesson plan properly and be sure to cover all the main topic points. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

- A. Writing Skills
- B. Format/Layout
- C. Clear description of the lesson
- D. Full understanding of the subject matter
- E. Effective methods for presenting and communicating your lesson plan

References: See the reference section of this guide for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Write and prepare a 30 to 60 minute lesson plan that is assigned by your SEL. The lesson is to be developed using all available resources and then reviewed by your LCPO and SEL. Once reviewed and approved it is recommended that the lesson plan be maintained by the SEL and utilized during the course of the year for command training.

The following is a list of recommended topics for the SEL to choose from; the list is not all inclusive, but serves as reference point for SEL's to design their unit's course of training. Each topic outlined below has subsequent sub sections and policies that should be covered in their entirety and not fragmented in order to promote continuity of understanding and learning:

Readiness Programs

- Sponsorship and Indoctrination Program- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/sponsorshipandindoc/Pages/default.aspx
- Diversity and Inclusion Mission- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/diversity/Pages/default2.aspx.
- Equal Opportunity- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/equal_opportunity/Pages/default.aspx.
- Family Advocacy- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/familyadvocacy/Pages/default.aspx.
- Life-Work Balance- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/tflw/Pages/default.aspx.
- Navy Alcohol and Drug Abuse Prevention- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/nadap/Pages/default2.aspx.
- Nutrition Program- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/navynutrition/Pages/default2.aspx.
- Operational Stress Control- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/osc/Pages/default.aspx.
- Physical Readiness- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/physical/Pages/default2.aspx.
- Sexual Assault Prevention and Response (SAPR) Program-

http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/sapr/Pages/default2.aspx.

- Victim and Witness Assistance Program- <http://www.public.navy.mil/bupers-npc/support/vwap/Pages/default.aspx>.
- Suicide Prevention Program- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/suicide_prevention/Pages/default.aspx.
- Don't Ask, Don't Tell (DADT) Post Repeal- http://www.public.navy.mil/bupers-npc/support/21st_Century_Sailor/dadt/Pages/default.aspx.
- Casualty Assistance Calls Program (CACP)- <http://www.public.navy.mil/bupers-npc/support/casualty/caco/Pages/default.aspx>.
- Exceptional Family Member Program (EFMP)- <http://www.public.navy.mil/bupers-npc/support/efm/Pages/default.aspx>.

Career Information

- Career and Professional Development- <http://www.public.navy.mil/bupers-npc/career/careercounseling/Pages/CareerDevelopment.aspx>.
 - Sailor Career Toolbox Resources
 - Career Management Resources
 - Personnel Records Resources
 - Enlisted Advancement Resources
 - Certs & Quals Resources
 - Commissioning Programs Resources
 - Education Resources
 - Special Programs Resources
- Distribution Management- <http://www.public.navy.mil/bupers-npc/support/distribution/Pages/default.aspx>.
- Navy-Marine Corps Mobilization Processing System (NMCMPs)- <http://www.public.navy.mil/bupers-npc/support/nmcmcs/Pages/default.aspx>.
- Pay and Personnel Management- <http://www.public.navy.mil/bupers-npc/support/paypers/Pages/default2.aspx>.
- PERSTEMPO- <http://www.public.navy.mil/bupers-npc/support/itempo/Pages/default.aspx>.
- Navy Uniform Regulations- <http://www.public.navy.mil/bupers-npc/support/uniforms/Pages/default2.aspx>.
- Billet Based Distribution- http://www.public.navy.mil/bupers-npc/enlisted/billet_based/Pages/default2.aspx.
- Community Management- <http://www.public.navy.mil/bupers-npc/enlisted/community/Pages/default.aspx>.
- Detailing Process- <http://www.public.navy.mil/bupers-npc/enlisted/detailing/Pages/default2.aspx>.
- Placement Support- <http://www.public.navy.mil/bupers-npc/enlisted/placement/Pages/default2.aspx>.
- Enlisted Career Administration- <http://www.public.navy.mil/bupers-npc/career/enlistedcareeradmin/Pages/default1.aspx>.

Career Information (cont.)

- Navy's Language, Regional Expertise, and Culture (LREC) Program- http://www.public.navy.mil/bupers-npc/career/language_culture/Pages/default2.aspx.
- Performance Evaluations- <http://www.public.navy.mil/bupers-npc/career/performanceevaluation/Pages/default.aspx>.
- Personnel Conduct and Separations - <http://www.public.navy.mil/bupers-npc/career/personnelconductandseparations/Pages/default.aspx>.
- Reserve Personnel Management- <http://www.public.navy.mil/bupers-npc/career/reservepersonnelmgmt/Pages/default.aspx>.
- Retirements- <http://www.public.navy.mil/bupers-npc/career/retirement/Pages/default.aspx>.
- Talent Management- <http://www.public.navy.mil/bupers-npc/career/talentmanagement/Pages/default2.aspx>.
- Transition Assistance- <http://www.public.navy.mil/bupers-npc/career/transition/Pages/default.aspx>.
- Chart the Course
- Financial Specialist - Create a budget.

Additional tasking: A basic lesson plan format has been provided to assist in developing your plan. Your SEL has the option to use the format provided or another format that may meet specific command training requirements. Use of slides (i.e., PowerPoint) for the presentation is encouraged along with a facilitator's guide so that any Sailor could provide the training if assigned. The end state of this task is to provide quality training that highlights the main points of the program or topic to targeted audience.

Guidance: Assign the FCPO the target audience for the training. i.e.: Div/Dept/FCPO Mess/CPO Mess/command. Allow the FCPO to decide the course of action with this task. Once the task is completed, provide your feedback. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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LESSON PLAN NAME

UNIT #
Topic #

DATE CREATED
Class Period (time allocated)

<p>ENABLING OBJECTIVES List all the lesson topic Enabling Objectives (What you want the student to achieve from this lesson)</p>	<p>INSTRUCTOR PREPARATION MATERIAL List reference and resources that assisted in developing the lesson plan.</p>
<p>TRAINEE PREPARATION MATERIAL List the materials required for the student to prepare for the lesson topic.</p>	<p>TRAINING MATERIAL REQUIRED List those materials required to provide lesson plan.</p>
<p>DISCUSSION POINTS List all the discussion points to be provided during the lesson.</p>	<p>RELATED INSTRUCTOR ACTIVITY List all activities to be provided during the lesson.</p>

TASK 5 | *Writing a Letter of Instruction*

Action: Write a Letter of Instruction (LOI) using the information provided below. Read and use all applicable instructions in preparing the LOI properly and to ensure all policy requirements are met. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

- A. Writing Skills
- B. Properly addressing the deficiency
- C. Clearly articulating expectations and corrective actions
- D. Correct format of an LOI
- E. Understanding of all applicable guidance

References: See the reference section for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Write an LOI based on the applicable data and scenario below. Ensure you understand the complete scenario. After reading the scenario if you have questions or comments write them in the 'NOTE' section of the CPODG and discuss them with your LCPO. An example LOI has been provided to assist you.

Applicable Data:

Name:	Thomas E. Doubt
Grade/Rate:	E6/MT1
Designator:	SS
SSN:	XXX-XX-1923
Component:	Active
UIC:	01923
Ship/Station:	USS PHOENIX (SSGN 1)
Date reported:	Onboard one year as of today's date
Period of poor performance:	Last 8 months as of today's date
Commanding Officer:	J.P. Ready, Captain, USN

Scenario: MT1 Doubt is an old friend of yours going back to boot camp. You were both stationed together on your first submarine and stayed in touch on a regular basis for the last several years. MT1 Doubt reported onboard a year ago and was assigned as your LPO. Since reporting onboard he hasn't been doing well. He has had several safety and procedure related incidents which concerns you.

You have counseled and documented all the incidents very well but feel stronger actions need to be taken. Although you have concerns, you still feel he has potential and NJP isn't the answer. You discuss your issue with the COB and advise him on how you would like to handle it. The

COB knows of your friendship and advises you that anyone else would have sent this Sailor to Mast a long time ago. However, he respects you as a Chief but feels he needs to discuss this further with the CO. He tells you he will advise the CO that he supports your recommendation.

Later that day the COB meets with you. He advises that he and the CO agree with your course of action and feel that a LOI is warranted. However, the CO advised the COB that this is the last time for MT1. The COB advises you that the CO stated that the only reason this Sailor has not been to CO's Mast is because you are a very good Chief and under your leadership your division hasn't failed because you identified all the issues and corrected them before any major incident occurred. The CO wants it very clear in the LOI that this is the last opportunity for MT1. You thank the COB and make your way to your office to begin writing the LOI.

Actions taken to date:

- A. Verbal counseling on two occasions.
- B. Written counseling (three documented incidents):
 - Date of written counsel: Feb 02 (YY): Failed to complete all required safety checks on missile system. Failure could have led to damage of the weapon system.
 - Date of written counsel: March 17 (YY): Failed to record and advise chain of command of possible system failures during routine maintenance of missile system. Failure could have resulted in damage of weapons system and impacted command mission.
 - Date of written counsel: May 31 (YY): Failed to complete all maintenance documentation on the missile weapon system. As a result the command nearly failed a recent maintenance inspection which could have delayed the participation in an upcoming exercise.
- C. Provided classroom training via a local training command on the missile system. You felt that additional training would be beneficial and enhance the MT1's technical knowledge.
- D. Mid-Term Counseling documented all incidents outlined above.
- E. Extra Military Instruction (EMI).
 - Date of EMI: July 15 (YY). EMI was assigned after a fourth incident occurred. MT1 failed to shut down the system properly during training which resulted in the unit overheating and requiring minor repairs.

Guidance: Allow the Selectee to decide the course of action with this task. Once the task is completed, provide your feedback. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Letter of Instruction Page
Write or affix their LOI to this page and retain

EXAMPLE LETTER OF INSTRUCTION

DATE (DD MMM YY)

From: (Commanding Officer)

To: (Recipient)

Subj: NON-PUNITIVE LETTER OF INSTRUCTION ICO (NAME, RATE, SSN)

Ref: (a) R.C.M. 306, MCM (2005)

(b) JAGMAN, 0105

(Include any additional references)

- 1. Paragraph used to outline deficiency and/or issues.**
- 2. Paragraph used to provide details that led to deficiency and/or issue.**
- 3. Paragraph typically used to provide corrective measures, guidance, and actions based with a specific time line or date of completion on the conditions set by the Commanding Officer.**
4. This letter, being non-punitive, is addressed to you as a corrective measure. It does not become part of your official record. You are advised, however, that in the future, you will be expected to exercise greater judgment in the performance of your duties with regard to technical authority. **(Note: This is an example of the final paragraph. Paragraph should be written to ensure the message from the CO is clear to the recipient.)**

CO's NAME (signature)

CC: (recipient)

TASK 6	<i>Understanding Electronic Correspondence</i>
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Focus: E-mail allows individuals and activities to exchange information by computer. You may use it for informal communications in place of telephone calls or to transmit formal correspondence. The Defense Data Network must be used for long-haul data communications support, unless the host system is waived. Correspondence you send by e-mail must be for official Government business or for authorized purposes (as defined by the Joint Ethics Regulations section 2-301 (DoD 5500.7-R)). E-mails are subject to legal discovery, therefore, care should be taken to ensure e-mails are created and managed appropriately per SECNAVINST 5000.37.

Action: Read and use all applicable instructions in preparing the electronic correspondence properly and ensure you understand all policy requirements. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

- A. Managing Email
- B. Out of Office replies
- C. Appropriate Subject heading and opening
- D. Formal vs. Informal electronic correspondence
- E. Proper closing of electronic correspondence
- F. Security and Privacy Issues
- G. Records Management
- H. Use of digital signatures
- I. Understanding of all applicable guidance

References: See the reference section for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Ensure the FCPO/Selectee understands all aspects of electronic correspondence management and corrective actions in relation to the Military Human Resource Record.

SEL/Qualifier	Signature	Date
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TASK 7	<i>Draft a Plain-Paper Memorandum</i>
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Background: A memorandum provides a less formal way to correspond within an activity/command. Subordinates within that activity or command may use a memorandum to correspond directly with each other on routine official business or as an informal means of communication. There are several memorandum formats. All DON activities shall use the appropriate memorandum that suits the subject, occasion, and audience.

Use plain-paper memorandums for informal communications within your own command. It is no more formal than the memorandum form, but it is more flexible when there are multiple addressees, via addressees, or both.

Action: Write a one-page plain-paper memorandum to your Command Master Chief via your chain of command reporting your recommendations for improvement of a command program as decided by your LCPO/SEL. Read and use all applicable instructions in preparing the memorandum properly and ensure all policy requirements are met. Upon completion, sit down with your LCPO and/or SEL to seek guidance.

References: See the reference section for a detailed listing to aid in determining what resources are available to assist with this task.

Guidance: Allow the Selectee to decide the course of action with this task. Once the task is completed, provide your feedback. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier	Signature	Date
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**EXAMPLE PLAIN-PAPER
MEMORANDUM**

§
§
§
§

8 Jul 09

§
MEMORANDUM

§
From:**Head, DON Records Management Branch (N161)
To:****Head, Technical Library Branch (N21)
*****Head, Mail and Files Branch (N13)
Via:**Head, Office Services Division (N1)

§
Subj:**PLAIN-PAPER MEMORANDUM

§
1.**The plain-paper "from-to" memorandum may be used within your activity. It is no more formal than the memorandum form, but it is more flexible when there are multiple addressees, via addressees, or both.

§
2.**The only identification symbol you need is the date, unless local practice calls for more. Start typing the date on the sixth line, flush with the right margin.

§
3.**Prepare a plain-paper memorandum on white bond.

§
§
§

N. D. SOLAR

Plain-Paper Memorandum Page

Write or affix their Memorandum to this page and retain.

TASK 8***Advancement Process and Requirements***

Focus: The qualification element of Phase 1 Section II resembles the Personal Qualification Standard (PQS) outline. The purpose of this element is to provide FCPOs with an opportunity to research and familiarize themselves with the process and resources associated with Advancement in the U.S. Navy. Resources necessary to assist in learning are listed in the reference section of this guide.

References: Navy Advancement Center (NAC) Portal.

Guidance: FCPOs will conduct research and answer the associated questions for each of the numbered line items. Two pages have been provided for written responses. If additional space is needed, FCPOs are encouraged to use the note section in the back of the CPODG.

ADVANCEMENT IN THE NAVY

1. Discuss the requirements that must be met in order to be eligible for advancement.

Completed _____
(SEL/LCPO) Date

2. Enlisted Worksheets

a. Discuss the contents and purpose of the enlisted worksheet.

Completed _____
(SEL/LCPO) Date

3. Advancement Examination Readiness Review (AERR)

- a. Who makes up the AERR?
- b. Define purpose and goals of the AERR.

Completed _____
(SEL/LCPO) Date

4. Advancement Examinations

- a. Discuss when advancement examinations are held.
- b. Discuss the advancement examination composition.
- c. Discuss resources for studying for the advancement examination.

Completed _____
(SEL/LCPO) Date

FROM: COMMANDING OFFICER:		PRESENT RATE	EXAM RATE	GROUP	BRANCH CLASS	CYCLE NO.	SERIAL NO.	DATE	UIC	PARENT UIC
TO: SAILOR BETTY 000-00-0000		STG3	STG2		USN	227	2270331	MAR 15	21235	43136
SUBJ: EXAMINATION PROFILE INFORMATION										
FINAL MULTIPLE FACTOR SCORE BREAKDOWN	Exam Standard Score	PMA (Eval Avg)	Serv. In Pay Grade (YYMM)	Awards	Education Points	PNA	Your Final Multiple	Minimum Multiple Req'd		
YOUR multiple broken down by each factor	45.81	74.00 (3.80)	10.50 (0300)	4	0.00	5.50	139.81	137.85		
AVERAGE of candidates advanced in your rate	57.77	79.57 (3.87)	09.12 (0107)	1		1.4	PAGE:		1	
PNA POINT BREAKDOWN					CYCLE	CYCLE	CYCLE	CYCLE	CYCLE	TOTAL
PNA POINT EARNED FROM YOUR PREVIOUS EXAMS/PMAS THAT WERE APPLIED TO THIS EXAM'S FINAL MULTIPLE SCORE					227	224	223	220		
PNA POINTS EARNED FROM THIS EXAM ADMINISTRATION THAT WILL APPLY TOWARD YOUR FMS ON THE NEXT EXAM					1.5	1.5	2.0	0.5		5.5
					FROM EXAM STANDARD SCORE			FROM PMA		TOTAL

EXAMINATION SCORE BREAKDOWN BY SECTION				YOUR OVERALL PERCENTILE WAS 34 . YOU SCORED HIGHER THAN 34 PERCENT OF THE CANDIDATES IN YOUR RATE WHO TOOK THIS EXAM	
NO.	TOPIC	NUMBER OF QUESTIONS	YOUR SCORE	YOUR %ILE	
1.	ACTIVE SYSTEM	22	5	3	Total number of exam questions may vary due to deletions. Deleted question result if equipment or procedures become obsolete between the time the exam is written and the time the exam is taken. Deletions do NOT change a candidate's chance for advancement. The standings are based on over 90% returned answer sheets. No change occurs with all returns in.
2.	ADMINISTRATION	11	5	46	
3.	ASW WEAPONS/FIRE CONTROL	11	6	56	
4.	AUXILIARY EQUIPMENT	11	6	69	
5.	ENVIRONMENT	22	7	12	
6.	IUSS	16	5	26	
7.	LOFAR ANALYSIS	22	12	74	
8.	OPERATIONS	11	4	24	
9.	PASSIVE SYSTEM	23	13	77	
10.	CUSTOMS & TRADITIONS	10	8	85	
11.	PMK	15	9	26	

STATUS: SELECTEE

1. PROVIDED ELIGIBILITY IS MAINTAINED, SUBJECT CANDIDATE IS AUTHORIZED ADVANCEMENT TO STG2. ADVANCEMENT MAY BE EFFECTED ON 16 JUN 2014. VERIFY ALL FMS DATA AS CORRECT PRIOR TO EFFECTING THIS ADVANCEMENT.

CONTACT YOUR ESO FOR MORE INFORMATION ABOUT THE DATA USED FOR YOUR FINAL MULTIPLE CALCULATION. THIS SHEET CONTAINS THE TOPICS THAT WERE USED FOR THIS SPECIFIC EXAM, AND THE SAME TOPICS MAY OR MAY NOT APPEAR ON FUTURE EXAMS. FUTURE EXAM TOPICS AND SUBTOPICS ARE POSTED WITH YOUR BIBLIOGRAPHY ON NAVY ADVANCEMENT CENTER'S NKO PORTAL.

FIGURE 1

5. Profile Sheets

- a. Discuss the definition and components that make up the Final Multiple Score (FMS) for the E4-E6 examinations.
- b. Discuss the definition and components that make up the FMS for the E7 examination.
- c. Discuss the Pass/Not Advanced (PNA) points.
- d. Discuss the availability of email notification for profile sheet changes.

Completed _____
 (SEL/LCPO) Date

6. Quotas

- a. Discuss how advancement quotas are determined.
- b. Discuss how candidates taking the E7 examination become selection board eligible.

Completed _____
 (SEL/LCPO) Date

7. Discuss some advancement myths/facts.

Completed _____
 (SEL/LCPO) Date

This page provided for the answers to
Advancement process and requirements

This page provided for the answers to
Advancement process and requirements

Guidance: Allow the FCPO to research and provide detailed responses to all the qualification questions on advancement. Once completed, provide your feedback. If warranted add any additional questions to further educate and train individuals on Advancement. If there are any items that are unclear it is recommended that you provide the guidance necessary for the Sailor to complete the task.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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PHASE 1 SECTION II
TASKS AND QUALIFICATIONS TO STRENGTHEN LEADERSHIP SKILLS
CPO 365 DEVELOPMENT GUIDE
COMPLETION CARD

NAME _____ RATE/RANK _____

This page is to be used as a record of satisfactory completion of Phase 1 Section II of the CPO 365 Development Guide (CPODG). Only those individuals specified in the introduction portion of the CPODG may signify completion of the applicable section either by written, oral examination or by observation of performance.

The Sailor has completed those requirements under the guidance of the CPODG under Phase 1 Section II.

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

PHASE 1 SECTION II
ENHANCED
DEVELOPMENT

OUTLINE

1. **Section requirements:** This section is composed of one task and several Case Studies. CPO Selectees should complete Phase 2 during CPO 365 Phase 2. It is recommended this section be included during the mandatory weekly training sessions and continue to include FCPOs who were not selected for advancement, as directed by the SEL.

2. **Case Study General Guidance**

The effectiveness of a Case Study can be measured by the overall ability of the CPO Mess and your fellow Selectees to identify issues, think through the underlying concerns, stating what actions are needed, and processing the consequences of the actions.

Thoroughly read the case study and fill out the rubric provided. Make copies of the rubric if additional pages are required. Sponsors or SEL may require additional tasking so CPO Selectees need to be ready to add them. The following is the outline of the rubric and what information will be listed for each area:

Issues	Concerns	Actions	Consequences	References
Identified problem	What is troubling about the problem	What action(s) is(are) required	What are the intended or unintended effects of the problem or actions	What reference(s) can be used to help

Preparation:

Read the case study before the working groups are put together. Use the rubric sheet to outline issues, concerns, actions, consequences, and references used in the case study.

Activity:

A Chief will be assigned as lead facilitator. The facilitator will be chosen by the Command's SEL. The lead facilitator will create groups consisting of both Selectees and Chiefs. (Note: No more than eight individuals per group will be assigned.) Ensure each group has a balance of Selectees and Chiefs. To ensure a good open discussion with differing ideas, break into diverse groups. Each group must have a *scribe* to record what is discussed and a *briefers* to discuss the findings. Use of white boards/chalk boards can be helpful. If not available the group can scribe on a blank rubric. Give the groups a 30- minute time limit and adjust as needed to ensure everyone has enough time to fully discuss the case study.

Debrief:

Have a Selectee represent each group and start with an issue and completely discuss their findings. Allow Selectees to conduct the briefs and Chiefs to discuss their experiences or ask direct questions. Then move onto the next group in order until all the issues are completely discussed.

Facilitator/Chiefs:

Be ready to answer questions regarding the programs that will be identified by the groups. Having a copy of the instructions available will be beneficial. This will ensure correct answers to Selectees questions can be delivered before the session is over.

The SEL should be present when possible or assign the most senior Chief in his/her Mess in their place. The SEL needs to be ready to give what-if scenarios at the end of the activity to further discuss possibilities.

TASK 1***Managing Your Records***

Charge: To provide assistance and training to subordinates in the proper management and maintenance of service record components.

References: <http://www.public.navy.mil/bupers-npc/career/recordsmanagement/militarypersonnelrecords/Pages/default2.aspx>.

Guidance: Prior to scheduled discussion, refer to Navy career information sheet provided by Military Human Resource Record (MHRR); review your MHRRs in detail, referencing each source outlined and the proper procedures for corrections or inclusion of omissions. Be prepared to discuss in open medium, challenges encountered, items that were incorrect and steps taken to correct deficiencies in MHRR.

Over the years you have heard the terms Permanent Personnel Record, Official Military Personnel File (OMPF), Navy Service Record, and Electronic Service Record (ESR) used by your Personnel Office, supervisors and other Sailors. However, what are they, and what do you need to know about them?

The bottom line is they all refer to your Military Human Resource Record. The MHRR consists of personal and professional information and data that the Navy maintains according to federal regulations (United States Code, Title 5, and Title 44). Many different systems store this information, but for the individual Sailor the two most important records are the Official Military Personnel File (OMPF) and the Electronic Service Record (ESR).

TERMS, DEFINITIONS, AND INTRODUCTORY INFORMATION

- The **Official Military Personnel File** (OMPF) contains electronic images of documents generated throughout the career of every Navy officer and enlisted member, from time of entry until final separation. It resides in the Navy's **Electronic Military Personnel Records System** (EMPRS), which is an online repository for military human resource (HR) documents.
- Documents in the OMPF are organized by categories such as Performance; Professional History; Personal Information; Training, Education and Qualifications; Privileged and Adverse Information; and Separation and Retirement. Each category is assigned a Field Code that you can use to sort OMPF documents when reviewing your record.
- Documents from the OMPF are the primary images viewed during Selection Board review, so it is very important that it is accurate and complete.
- The OMPF - My Record user role provides the ability to view, download, and print OMPF documents. Access via BUPERS Online (BOL) at <https://www.bol.navy.mil>.

IMPORTANT: It is your responsibility to view and verify your OMPF documents at least once a year. Always review documents six months prior to Career Development Board and Selection Board review to ensure documents are up to date.

- The **Electronic Service Record (ESR)** replaced the “paper” Field Service Record (FSR) in 2010. Information that used to be entered on documents filed in the FSR is now entered as electronic data in your ESR. When required by regulation, ESR data is printed on documents and submitted to **Navy Personnel Command (NPC)** for filing into OMPF.
- The ESR View function allows you to verify information contained within the **Navy Standard Integrated Personnel System (NSIPS)**. If errors are found, you are authorized to request corrections in accordance with the Privacy Act of 1974.
- The ESR Tasks function allows you to update ESR self-service items. This information is important to you and your command. It is your responsibility to keep it up to date.
- Access your ESR at <https://nsips.nmci.navy.mil>.

IMPORTANT: It is your responsibility to view and verify your ESR data at least once a year. ESR data is used to produce documents filed in your OMPF, so it benefits you to ensure your record is correct.

DETAILED INSTRUCTIONS AND ACTIONS REQUIRED **OFFICIAL MILITARY PERSONNEL FILE (OMPF)**

Background

- The OMPF is a permanent record, maintained in accordance with Military Human Resource Record Management, DoD Instruction 1336.08, and Document Submission Guidelines for the Electronic Military Personnel Records System, BUPERS Instruction 1070.27.
 - Documents are filed in the OMPF in accordance with Department of Defense and Navy specific guidance.
 - Documents are submitted to the OMPF by your command, servicing Personnel Support Detachment (PSD), or designated Navy Personnel Command (NPC) representatives.
 - Documents submitted to the OMPF become the property of the Department of the Navy.
 - Except for administrative or clerical errors, documents filed in your OMPF may not be removed or changed except by authorization of the Secretary of Navy. However, if errors are found, you may request corrections in accordance with the Privacy Act of 1974.
 - The OMPF is managed by Navy Personnel Command, PERS-31.
 - References pertaining to your OMPF include the Military Personnel Manual (MILPERSMAN) 1070 series, and BUPERS Instruction 1070.27C.

OMPF Use and Contents

- OMPF documents are used to manage service member assignments, training, advancement, and separation. After separation, OMPF documents are primarily used to protect the legal and financial rights of veterans, their families, and survivors.
 - The U.S. Government has classified OMPF documents as permanent records (when you separate or retire from the Navy, your OMPF is maintained indefinitely.)
 - OMPF documents reflect your fitness for military service, performance of duties, and entitlements.

- OMPF documents affect or influence your Navy career and benefits.
- Some OMPF documents are used in the Selection Board process.
- Per BUPERS Instruction 1070.27C, the primary documents submitted to the OMPF

include:

- NAVPER 1070/601 – Immediate Reenlistment Contract
- NAVPER 1070/602 – Dependency Application/Record of Emergency Data
- NAVPER 1070/604 – Enlisted Qualifications History (replaced by 1070/880 and 1070/881)
- NAVPER 1070/605 – History of Assignments
- NAVPER 1070/606 – Record of Unauthorized Absence
- NAVPER 1070/607 – Court Memorandum
- NAVPER 1070/613 – Administrative Remarks (Permanent Page 13s)
- NAVPER 1070/615 – Record of Discharge from the U.S. Naval Reserve (Inactive)
- NAVPER 1070/622 – Agreement to Recall or Extend Active Duty
- NAVPER 1070/621 – Agreement to Extend Enlistment
- NAVPER 1070/880 – Award Record
- NAVPER 1070/881 – Training Education and Qualifications History
- NAVPER 1070/886 – Member Data Summary
- NAVPER 1616/26 – Evaluation Report and Counseling Records (E1-E6)
- NAVPER 1616/27 – Evaluation Report and Counseling Records (E7-E9)
- DD 4 – Enlistment/Reenlistment Documents
- DD 214 – Certificate of Release or Discharge from Active Duty
- DD 215 – Correction to DD 214

• Most of the documents above are submitted to the OMPF when created, but the following documents are submitted only at the end of your enlistment/reenlistment:

- NAVPER 1070/605 – History of Assignments
- NAVPER 1070/880 – Award Record
- NAVPER 1070/881 – Training Education and Qualifications History
- NAVPER 1070/886 – Member Data Summary

View OMPF Documents

1. Go to BUPERS Online (BOL) at <https://www.bol.navy.mil>. When asked to verify your PKI, choose the DoD CA-XX certificate, not the email certificate.
2. Select OMPF - My Record.

NOTE: CAC is required for access to view service record documents in the Internet environment.

If you are not on an NMCI workstation, you must have a Common Access Card Reader and ActivIdentity/ActivClient software installed on your computer. Contact your Local Registration Authority (LRA) or Communications Officer for more information.

Action Required:

- Once a year, review your OMPF documents.
- If you discover a duplicate document or a document that belongs to someone other than

you, you may contact NPC directly to have the error corrected. Send documents via digitally signed and encrypted email to mill_ompf-chg@navy.mil.

- If you discover errors on documents or information missing, contact your command Personnel representative or servicing PSD, via your Command PASS Coordinator (CPC).
- For additional information about correcting your OMPF, go to the NPC website at <https://www.npc.navy.mil>. Click Career Info > Records Management > Military Personnel Records and then view Document Correction and/or Document Submission.
- View and verify documents at least six months prior to Career Development Board and Selection Board review to ensure documents are up to date.
- Once a year, order a CD copy of your OMPF and place it in a safe and secure place. Order through BUPERS Online.

IMPORTANT: Actions taken to update OMPF will not automatically change other personnel records, such as ESR, Navy Awards, JST/SMART, or Electronic Training Jacket (ETJ). Each record must be corrected individually.

ELECTRONIC SERVICE RECORD (ESR)

Background

- The ESR allows you to view information contained within the Navy Standard Integrated Personnel System (NSIPS), which contains pay and personnel information entered by your command and/or servicing PSD.
- Periodically, usually at specific career milestones such as reenlistment, separation, or retirement, ESR information is printed and electronically submitted to your OMPF.
- You have the ability to update some personal information displayed in your ESR. (See ESR Quick Start located on the NPC Career Toolbox page.)

View ESR Data

INTERNET - Via Navy Standard Integrated Personnel System (NSIPS)

1. Go to <https://nsips.nmci.navy.mil> when asked to verify your PKI, choose the DoD CA-XX certificate, not the email certificate.
2. Read the security disclaimer, check the box provided, then select Agree.
3. Click Logon. When asked to verify your PKI, choose the DoD CA-XX certificate.
4. Click next to your User ID (your name).
5. Read the security disclaimer, check the box provided, then select Agree.
6. Click Logon.

NOTE: CAC is required for access to view service record data in the Internet environment. If you are not on an NMCI workstation, you must have a Common Access Card Reader and ActivIdentity/ActivClient software installed on your computer. Contact your Local Registration Authority (LRA) or Communications Officer for more information.

AFLOAT - Via Navy Standard Integrated Personnel System (NSIPS) shipboard server

1. Go to <https://nsipswebafloat> .
 2. Under Navy Standard Integrated Personnel System, click ESR Self-Service Access.
- NOTE: CAC is not required to access the afloat ESR via the shipboard Navy Standard

Integrated Personnel System (NSIPS) server.

Action Required

- Every six months, view and verify your ESR for currency and accuracy. If you discover errors or missing information, contact your command Personnel representative or servicing PSD, via your CPC.

NOTE: Actions taken to update this record will not automatically change other records. Each record should be corrected individually.

SUPPORTING INFORMATION AND SERVICES

OBTAIN SUPPORT AND INFORMATION FROM YOUR COMMAND, PSD AND NPC

• Your command Personnel representatives and servicing Personnel Support Detachment (PSD) are responsible for helping you update your records.

IMPORTANT: Keep copies of all personnel documents prepared by your command or servicing personnel office. Your copies may be required to support advancement and career development activities, or required to recreate your OMPF should your electronic records inadvertently be damaged or destroyed.

• The Navy Personnel Command (NPC) Records Support Division (PERS 31) provides Navy service record support services. The Records Management Policy Branch (PERS 313) is responsible for policy and maintenance of the OMPF.

- The NPC website provides information regarding how your records are maintained.
- Go to NPC > Career Info > Records Management > Military Personnel Records.
- Review Document Correction, Document Submission, Frequently Asked Questions, Ordering and Reviewing Your OMPF, and Your OMPF on CD-ROM.

Action Required

• Submit corrections to your service record (OMPF and ESR) via your command or servicing PSD in accordance with the MILPERSMAN, or in accordance with the regulation governing the original document.

• Use information provided on the NPC website to submit corrections. Be sure to read the FAQ section and the Contact Us page before submitting requests.

IMPORTANT: A common misconception is that when one personnel record is updated the others are updated automatically. This is not true and you may need to correct each record individually. Your command Personnel representative or servicing PSD, Command PASS Coordinator (CPC), and Command Career Counselor (CCC) can provide information and assistance.

SAFEGUARD YOUR PERSONAL AND PRIVATE INFORMATION

IMPORTANT: You must retain your copies of service record documents in a safe, secure place. Remember, these documents contain personal and private information that can be misused for a variety of purposes, including identity theft.

What is Personally Identifiable Information (PII)?

- Personally Identifiable Information (PII) is any information that can be used to

distinguish or trace an individual’s identity. Examples include, but are not limited to: name, Social Security number (SSN), date of birth, home address, home phone number, personal email address, family data, religion, race, national origin, fingerprints, photographs, performance ratings, security clearance level, leave balances, types of leave used, financial information, and medical information.

- Full and partial SSNs associated with a name are especially sensitive and commonly found on many of your service record documents. Take special care to safeguard these sensitive personal elements and all medical and financial information from persons without a need to know.

Action Required

- Share PII only with those who have a need to know.
- Store all PII in a locked container, in a locked space, or on an encrypted hard drive.
- Mark all documents and email containing PII with “For Official Use Only, Privacy Sensitive

Information. Any misuse of this information could result in criminal or civil penalty.” (Department of the Navy policy)

- Destroy the document or electronic file containing PII if you don’t need it. Keep only what is absolutely required.

- **ALWAYS** digitally sign and encrypt any email that contains PII within body of the email, or within any attached file(s).

OBTAIN HELP WHEN YOU NEED IT

- Your Command
- Command Personnel representative, CPC, CCC
- Your servicing Personnel Support Detachment (PSD)
- NSIPS help desk
- Call 877-589-5991, Option 2; DSN 647-5442, Option 2; email nsipshelpdesk@navy.mil.
- Navy 311
- Call 855-628-9311; DSN 510-628-9311; email navy311@navy.mil.

Guidance: Ensure the FCPO/Selectee understands all aspects of record management and corrective actions in relation to the Military Human Resource Record.

SEL/Qualifier	Signature	Date
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CASE STUDY 1***All in a Day's Work***

Charge: Thoroughly read the case study and fill out the rubric provided. Make copies of the rubric if additional pages are required. Participate in facilitated group sessions as promulgated by the SEL.

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this case study.

Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Case Study: All in a Day's Work

It has been a busy Friday and you just completed the review of your tasker list to ensure that you have completed all that was due this week. You decide to go to the NEX to take a break and get a snack, as you exit your vehicle and make your way to the entrance you see a young man exit the passenger side of a vehicle with an open beer bottle in his hand. He and his friends continue to converse near the car, he appears to be under age. What actions do you take?

You decide on your items and wait in line to purchase your snacks. While waiting in line, you overhear three junior Sailor's having a conversation, two are male, and one is female. The female is talking very loudly stating she was not happy because she was recently talked to by a Chief in regards to her joking with her LPO about him not having any "balls". She stated that she felt that it was due to her being a female. She then continued to make several inappropriate statements referencing the male anatomy. What action do you take?

You finally leave the NEX and return to work. As soon as you enter your office one of your junior Sailor's approaches you and tells you she has an earache and wants to go to medical. When you ask her if the task she was assigned earlier was complete, she tells you that she could not complete it due to her not feeling well. This Sailor has a history of visiting medical very frequently. This particular week, she has accomplished very little work and other personnel are beginning to complain to you about her lack of contribution to the workload. What actions do you take?

As you begin to depart for the weekend, a First Class asks if you have a moment to speak with her. She tells you that a Chief (who you know) has asked her out on more than one occasion, despite declining the invites. She is feeling very uncomfortable and avoids going to locations where she knows she will be. What actions do you take?

Case Study: All in a Day's Work

Issues	Concerns	Actions	Unintended Consequences	References

Guidance: Ensure the FCPO/Selectee decides his/her course of action with this task and is prepared to share it during the group discussion. Remember this is a group task to share ideas and provide different perspectives on leadership. The FCPO/Selectee should provide personal input and then work with the group as outlined in the Case Study General Guidance section. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the case study scenario.

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Charge: Thoroughly read the case study and fill out the rubric provided. Make copies of the rubric if additional pages are required. Participate in a facilitated group session as directed by the SEL.

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this case study.

Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Case Study: DIVO Performance

You just left the CMC's office. The XO discussed with the CMC that your division officer is brand new to Navy leadership and is performing poorly against the other division officers.

The CMC made it a point to remind you that the Chiefs are responsible for training junior officers and that you have been handed a special case. Your division officer is always late for meetings and is unprepared to brief the Command Element/Department Head on pertinent matters within the division.

During the meeting, your division officer is singled out as being one of the worst with regards to timely submission of several items. To your surprise you discover that he has missed every deadline in the last 30 days. He has 15 CDB's pending review in NSIPS, the quarterly report is 30 days late to the Department Head, and he has been counselled by both the Department Head and the XO.

As you approach his office the door is shut, and it sounds as if they are talking on the phone with someone. You knock and stick your head in to ensure you're not interrupting anything. You realize that this is really the first time you've been down in your DIVO's office and are shocked to see mountains of folders and paper work scattered about the office. The DIVO smiles and gestures for you to come in. He covers the mouthpiece of the phone and mouths the words, 'Department Head, one sec'. You push folders aside and take a seat on the couch. The DIVO hangs up the phone and sighs, "Sorry Chief, that was the Department Head and he was not happy, again! I feel like I can never do anything right with that guy." The XO hates me and I feel like I cannot do anything right here in the Navy.

You suggest that you and the DIVO change clothes and get off the ship and meet for a working lunch/dinner to discuss what is going on in the Division.

How would you approach the Division Officer to discuss the issues at hand?

- Never on time to meetings
- Late on all work related projects and correspondence

- And his feelings of isolation from the DH and XO

Explain how the Steak and a Beer meeting could benefit the development of your Junior Officer and how this can be used to increase the understanding and working relationship between the two of you.

Case Study: DIVO Performance

Issues	Concerns	Actions	Unintended Consequences	References

Guidance: Ensure the FCPO/Selectee decides the course of action with this task. Remember this is a group task to share ideas and provide different prospective on leadership. The FCPO/Selectee should provide personal input and then work with the group as outlined above. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the case study scenario.

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CASE STUDY 3***Teach, Educate, Attack, and Measure (TEAM)***

Charge: Thoroughly read the case study and fill out the rubric provided. Make copies of the rubric if additional pages are required. Participate in facilitated group sessions as promulgated by the SEL.

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this case study.

Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Case Study: Teach, Educate, Attack, and Measure (TEAM)

After recently arriving on island you have been placed on barracks inspection and roving duties. The following week is your first time conducting such an inspection and you want to do it right. During planning you sought advice from fellow CPOs on expectations and procedures. In addition, you read up on base and command instructions barracks inspections and have all the checklists ready to go.

On your way to the barracks you are stopped by the CMC who wants to speak to you about some concerns regarding the division you recently took over. CMC goes on to say the last Chief did a great job and the division was running smoothly but since his departure things just have not been the same and the billet has been gapped for some time. She tells you some of the Sailor's barracks rooms you'll be inspecting are in your division and can paint a picture when it comes to the morale of a division. She then tells you to come by the office when you're done to discuss your new job and give guidance on how to get started in your new leadership role. You thank the CMC for the opportunity and get in your car and head to the barracks.

When you arrive at the barracks you already begin to take note of issues. When you approach the front desk to notify the Barracks Petty Officer you'll be starting an inspection, you notice the BPO reading a magazine and listening to music with headphones. His blouse is unbuttoned and his trousers are unbloused. He looks up and then pops to attention, apologizes, and states he was not expecting inspections that day. Upon further probing, you find out there has not been an inspection in this particular barracks in over six months. You take note and move on.

You open the door to the first room. Fail. You move to the second room, and again not impressed. Room after room, you notice glaring issues including unmade beds, gear adrift, unclean common areas, no lock on lockers. One of the rooms had drug paraphernalia stickers. You take a look and see that most of the stickers appear to be new and there is a magazine article cut out which talks about an herb called Salvia Divinorum. There are several photos that show a group of individuals who are standing around what appears to be a smoking pipe and a flag behind them with a large marijuana leaf symbol on it. You recognize two of the

Sailors, one enlisted and one officer in the same photo. You double check the room and check your list to see which Sailor owns this room. Disappointed at the state of the barracks, you make your notes and head back to the command.

Being new you call an impromptu quarters that afternoon to inspect your new division, introduce yourself, and take a moment to get to know your division. You also let them know you'll be coming around to sit down with them one-on-one. Quarters seemingly went well, although everyone seemed overly quiet. As you walk the deckplates, to get to know your Sailors you begin to piece together subtle statements that leads you to believe there may be issues with the First Classes in the division. One Sailor stated that since their Chief transferred things haven't been the same.

Later that evening, while on roving patrol you witness five Sailors, one is your Sailor and another two you have seen at your command, drinking at the picnic table near the barracks. Just to make sure everyone is maintaining the straight and narrow, you decide to engage the Sailors in conversation. You have a check of their IDs, and notice one is under age.

Case Study: Teach, Educate, Attack, and Measurement (TEAM)

Issues	Concerns	Actions	Unintended Consequences	References

Guidance: Ensure the FCPO/Selectee decides their course of action with this task. Remember this is a group task to share ideas and provide different perspectives on leadership. The FCPO/Selectee should provide their personal input and then work with the group as outlined above. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the charged task.

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Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Case Study: Welcome to the Mess.

Today is your first day as a genuine Chief Petty Officer. You are ecstatic about your new leadership role and can't wait to take over as the new Leading Chief Petty Officer of your division. Your induction process went extremely well and you feel you have much of the knowledge necessary to be successful. Your new role as Chief Petty Officer is so much different than that as a First Class Petty Officer. You know you have greater responsibilities and are now the person that everyone is going to go to for answers.

As you walk up to the hangar a First Class stationed with you, who was not selected for Chief, approaches and congratulates you. The First Class extends his hand out to you and says, 'Congratulations! I wish it could have been me but there is always next year. Sorry that we didn't make it together but to be honest I wouldn't want to be in this Chief's Mess anyway. You know how it is? Nothing gets done and the CMC is always running up to the CO crying and whining. Anyway, let me get going. The wife is waiting on me. I'll talk to you later and let's have a beer this weekend at O'Connors, my treat.'

The First Class runs off toward his vehicle and doesn't give you time to reply. You know you need to address some of his comments but need to think about how to approach it. You know that it's important but what is more important to you right now is an upcoming maintenance inspection that the squadron needs to prepare for.

As you make your way to the Maintenance desk you notice LTJG Brian Mills and Senior Chief Ricky Handsome talking to each other in the hall. It appears that their conversation is not professional but more personal in nature. The two are standing very close together and LTJG Mills appears to be giggling a lot. You see Senior Chief look around and smack the LTJG on the buttocks and wink. Both walk off and head in separate directions. As you approach the maintenance desk you ask for the First Class behind the desk if the maintenance Master Chief is in yet. The First Class looks at you and smirks and says, 'How should I know?' The First Class was not selected for Chief and has been taking it very badly.

As you approach him, Senior Chief Handsome grabs you and yells, 'There you are Slug!' How do those nice shiny anchors feel? New world now brother and the world is yours'. You notice the First Class shakes his head and rolls his eyes. The Senior Chief pulls you aside and says he wants to talk to you. 'Look, that was a pretty good final night and I know you were the only Slug who didn't partake in our private 'egg-eating right of passage' but no hard feelings, alright? Besides we wouldn't want to bring it up and get your fellow new Chiefs in trouble right? Remember the hazing instruction states that soliciting hazing makes you just as guilty. Your buddies are the ones who came to me and said they wanted to be initiated like the old days. I just obliged their personal request. Anyway, that's all in the past now and no one was hurt.'

The Senior Chief taps your new anchors and tells you that he'll see you in the Mess later. Just then the CMC appears, Senior Chief looks at you and winks, 'Have fun, here comes Mrs. 51 percent!' Senior Chief walks off in a different direction.

The CMC approaches you, 'Looking great Chief!' she says, "How is the family doing and did you get enough rest?' You tell her you feel great and that you are very excited. The CMC laughs and tells you how she was excited too when she first put on her anchors. She asks that you meet her in the Mess later and states that she has a command collateral duty she wants you to assume rather quickly. She tells you that Chief Mitchell is leaving in three weeks and the command needs a new CMEO. She says she feels you're the right person for the job and wants to discuss it with you sometime before the end of the day. She pats your shoulder and congratulates you again. As she walks away she turns to you and says, 'Time to earn our paychecks and get to work, oh and by the way, Welcome to the Mess!'

Case Study: Welcome to the Mess

Issues	Concerns	Actions	Unintended Consequences	References

Guidance: Ensure the FCPO/Selectee decides the course of action with this task. Remember this is a group task to share ideas and provide different perspectives on leadership. The FCPO/Selectee should provide personal input and then work with the group as outlined above. If warranted add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the case study scenario.

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Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Case Study: Can Do!

Your command is getting ready for an Inspect and Survey (INSURV). In preparation for the inspection the CMC has scheduled an all-Chiefs call for the afternoon to discuss some action items for the Mess. Before your CPO attends the meeting he asks you to work on a plan to ensure all Damage Control equipment is ready for the inspection.

As you sit collecting your thoughts a Sailor walks in and asks if you have a minute. You really don't but from the sound in the Sailor's voice you feel her issue may be more important than your plan at this moment. The Sailor looks concerned and you tell her to take a seat to discuss what's on her mind. She starts to tell you that her car is in the shop and she cannot afford to pay for the repairs. Additionally she doesn't have enough money for food and gas till next pay day. You ask the Sailor if she has ever talked to the Command Financial Specialist and or heard of the Navy Marine Corp Relief Society. She states that she has never heard about the Command Financial Specialist or the Navy Marine Corp Relief Society and wants to know if this will get her in trouble.

She states that she wants to be able to pay her bills and create/ maintain a budget but doesn't know how to do it. She starts asking questions about the Navy Marine Corp Relief Society and stated the fact that she is an E-3 with a secret clearance. You know that this is going to take more time than you have at this moment. In addition, you need to do more research on the Navy Marine Corp Relief Society program so in turn you can provide the best recommendations and advice to the Sailor. You advise the Sailor you understand her concerns and set up a time to meet with the Command Financial Specialist to discuss this further. You reassure her and let her know that you will conduct more research to ensure you provide him with all the options available and details of the program requirements. The Sailor thanks you and leaves.

You log onto your computer to review the Navy Marine Corp Relief Society program when the phone rings. It is one of your PO2 maintenance person, and he asks if you have a minute to help him with something for the upcoming 3M Spot-check with the Commanding Officer. In your mind you know you don't but you make the time. He states that he has not been given any direction on when or where the Spot-check will take place. Your Workcenter Supervisor is on leave and he did not give a good pass down to the Assistant Workcenter Supervisor. You log

into SKED to verify that we have a spot-check with the Commanding Officer. SKED was not properly working and you advise the Sailor to contact the Departmental 3M Assistant (D3MA) for further guidance. Sailor copies, acknowledges, and leaves the office.

You rub your head and write down all your pending taskers. As you turn back to your computer there is another knock at the door. You drop your head down but remain cool. As you turn, you see a fellow FCPO walking in. He asks if you have a minute. You smile and ask what is it? The FCPO states that berthing failed inspection. The Executive Officer wants to talk to all berthing FCPO's and will re-inspect at 1600. He tells you he is really not sure what to do and asks if you can help. You look at him and say, 'Can do!'

Case Study: Can Do!

Issues	Concerns	Actions	Unintended Consequences	References

Guidance: Ensure the FCPO/Selectee decides his/her course of action with this task. Remember this is a group task to share ideas and provide different perspectives on leadership. The FCPO/Selectee should provide personal input and then work with the group as outlined in the case study general guidance section. If warranted, add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the case study scenario.

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Charge: Thoroughly read the case study and fill out the rubric provided. Make copies of the rubric if additional pages are required. Participate in facilitated group sessions as promulgated by the SEL.

References: See reference section for a detailed listing to aid in determining what resources are available to assist with this case study.

Guidance: Refer to the Case Study General Guidance for details on how to complete the case study and how to conduct case study working groups.

Additional tasking: In addition to outlining Issues/Concerns/Actions/Consequences provide the following items with regards to this case study.

- A. Outline all Policies/Directives that pertain to the retirement ceremony procedures.
- B. Outline the roles and responsibilities of the retiree sponsor.
- C. Be prepared to discuss the relevance and history of the enlisted retirement ceremony as it pertains to our naval heritage and junior sailors.

Case Study: Heritage Challenge

You finally received your hard orders! Immediately, you call your sponsor to find out where you will be going and what your assignment will be within the division.....

After numerous attempts to make contact your sponsor finally calls back. PO1 Greenlaw informs you that you are to be the Leading Petty Officer of 48 motivated sailors to include three FCPOs! Humbled by the assignment as you have only been recently advanced, you cautiously inquire as to why you were given the lead. As resounding chuckle comes back across the line “don’t worry shipmate everything is going to be ok”.

Welcome Aboard! First day on the job and your sponsor is there to greet you. “Alright PO1 Martin let’s get you checked in”. As you start your rounds you inquire about the division and its leadership. You quickly realize why you are being appointed the LPO for the division. PO1 Greenlaw is the current LPO and is transferring in one month; the other two PO1s are retiring in two months. He further explains that the division is relatively new and most a very junior sailors. You have accomplished the bulk of the check in and the next stop is the LCPO. You introduce yourself and Chief delivers his expectations, one thing stands out immediately “Chief is very adamant about conveying a sense of pride and heritage with in the division”. As you are introduced to your peers, there is an immediate sense of detached interest by PO1 Hillbrand as to the on goings of the division “bro two more months and I am out! Just going to pass into the night and that’s that!” He reads the discouraged look on your face and says “hey I know you’re new, I am just done with it. Been bounced around form here to there and I am ready to just retire”. While touring the spaces you meet PO1 Jackson. Seems to be very upbeat and involved, he brags on the command and although the division has been established a short time says they seem to be moving along ok. He does admit to there being a bad vibe

beginning and disenchantment amongst the juniors about the divisions' cohesiveness. You ask about his retirement plans and he immediately is visually alarmed. "Chief has been on me about my ceremony, I had a sponsor in my last division, but everything got lost in transition from my last division to here". He further explains that it is very important to him and his family and wants to make sure that he sets the right example for the juniors. He has participated in quite a few and thinks they bring the unit together. You ask PO1 Greenlaw what the deal was with their retirements and he replies "PO1 Hillbrand is a waste of time and although a great LPO in his last division, has done nothing for me, he does not want one so I am not worried about it" "PO1 Jackson just got here, and to be honest I have never coordinated one and did not think there was time to put it together."

Next stop is Chief's office; with as much tact as possible you voice your concern about both PO1's impending retirements. He is displeased and was under the impression that the ceremonies were being planned and was very much looking forward to the division working as a group to send their shipmates ashore. He calls in all the FCPOs and reiterates his intent and expresses the importance and significance the ceremony has not only for the individual but for the family and division as a whole. As you leave the office PO1 Hillbrand turns to you and says "you know what, Chief is spot on, and I owe it to my family". In the same fashion PO1 Jackson asks that you be his sponsor and to help him get the ball rolling again. All four of you sit down in the lounge and begin to talk it out; it is very evident that no one really has a clue where to start. All are in agreement that it would be a great opportunity to tie the division together, BUT WHAT NEXT.....

Case Study: Heritage Challenge

Issues	Concerns	Actions	Unintended Consequences	References

Case Study: Heritage Challenge

<i>Navy Policies/Directives:</i>
<i>Committee Members' Roles:</i>
<i>Expectations:</i>
<i>ORM Issues:</i>

Guidance: Ensure the FCPO/Selectee decides his/her own course of action with this task. Remember this is a group task to share ideas and provide different perspectives on leadership. The FCPO/Selectee should provide personal input and then work with the group as outlined in the case study general guidance section of the charge book. If warranted, add any additional tasks to make the scenario more realistic. If there are any items that are unclear it is recommended that you provide the guidance necessary for the FCPO/Selectee to complete the case study scenario.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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**CPO 365 DEVELOPMENT GUIDE
FINAL QUALIFICATION CARD**

NAME _____ RATE/RANK _____

This page is to be used as a record of satisfactory completion of the CPO 365 Development Guide (CPODG). Only those individuals specified in the introduction portion of the CPODG may signify completion of applicable section either by written or oral examination, or by observation of performance.

The Sailor has completed all CPODG requirements

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

The Sailor has completed all requirements as outlined in the CPODG.

NOTE: Completion of CPO Indoc/Leadership Course will be documented in FLTMS.

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