

**TOPIC SHEET 0-1  
COURSE INTRODUCTION**

**A. INTRODUCTION**

Congratulations on your appointment to the Leading Chief Petty Officer Leadership Course (LCPO). We are currently forging efforts to move toward the future state in this Revolution in Training. The Navy, as a learning organization, is steaming forward by providing Sailors with every opportunity to develop leadership skills through advancements in technology and training. You are part of that process.

As a leader you face many challenges but also many gratifications. What are some of the experiences you encounter? This course will include various scenarios and challenges to help you define and hone your leadership skills, so they can be shared with other LCPOs and applied to many situations. You will receive training in multiple delivery platforms covering various topics of leadership. You will be challenged physically as well as mentally. The courses that have been selected will present scenarios in industry, military, and fantasy; however, the concepts and principles presented are applicable in any leadership-driven environment.

**B. ENABLING OBJECTIVES**

£ None

**C. STUDENT PREPARATION PRIOR TO THIS TOPIC**

Read:

- |   |                          |                      |
|---|--------------------------|----------------------|
| £ | Topic Sheet 0-1:         | Course Introduction  |
| £ | Outline Sheet 0-1:       | Course Introduction  |
| £ | Information Sheet 0-1-1: | Division Personnel   |
| £ | Information Sheet 0-1-2: | 5 Vector Model (5VM) |

Complete:

- £ There are no assignments for completion prior to this lesson.

**D. STUDENT REFERENCES**

1. None

**E. SUPPLEMENTAL REFERENCES**

These readings are suggested as additional sources of information. Although not required, you are encouraged to review these readings to broaden your perspective of the lesson.

1. Navy Knowledge Online. <https://www.nko.navy.mil>

**F. STUDENT GUIDE MATERIALS**

- a. Topic Sheet 0-1: Course Introduction
- b. Outline Sheet 0-1: Course Introduction
- c. Information Sheet 0-1-1: Division Personnel
- d. Information Sheet 0-1-2: 5 Vector Model (5VM)

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**OUTLINE SHEET 0-1  
COURSE INTRODUCTION****1. Introduction**

The course introduction is an overview of the Leading Chief Petty Officer Leadership Course (LCPO). It discusses the Navy Leadership Continuum, as well as learning styles and class norms for the course. The instructors and students will introduce themselves.

***Course Introduction***

*Administrative matters*

*Personal Introductions*

*Class Norms*

*Course Materials*

*Mission*

*Course overview*

*Adult Learning Principles*

*Leading Chief Petty Officer*

*5 Vector Model*

*Topic Debrief*

**2. Administrative Matters**

Student concerns on administrative matters should be addressed prior to introducing any course material. This ensures there are no blocks to learning.

**3. Personal Introductions**

This activity is designed to break the ice. The objective is to help students feel relaxed and to get to know each other.

**4. Class Norms**

Class norms are a vital part of the instructional process. They provide guidance for the time instructors and students are together.

## 5. Course Materials

The purpose of the course materials is to provide course information and reading materials and to serve as a leadership and supervisory reference tool on the job.

### a. Student Guide

Your Student Guide will contain the reading material for each topic. It's organized in a logical manner to facilitate reference at anytime, during or following this training. You will receive a CD of its contents.

### b. Student Classroom Package

Your Student Classroom Package contains assignment sheets to be completed before class and exercise sheets to be completed during class.

### c. Reference Material

Reference material is provided in the classroom to give you ready access to information that is not in your Student Guide.

## 6. Mission

This course's mission supports the Navy's mission to "be organized, trained, and equipped primarily for prompt and sustained combat incident to operations at sea" by providing the leadership skills necessary to carry out that mission.

## 7. Course Overview

This course provides training in the areas of values, leadership, communications, subordinate development, managing systems and processes, command development, and mission execution.

### ***Course Overview:***

*Unit One: Communicating*

*Unit Two: Leading*

*Unit Three: Developing*

*Unit Four: Supporting*

*Unit Five: Mission & Vision*

## 8. Adult Learning Principles

Course materials are designed to incorporate principles that enhance adult learning.

### *Adult Learning Principles:*

*Focused in the immediate timeframe rather than future time*

*Focused on issues that concern you rather than abstract subject matter*

*Designed to enhance your self-image by placing value on what you have to contribute*

*Designed to be developmental by providing you with the ability to develop your skills as you progress through each unit*

- a. The course is focused in the immediate time frame rather than future time. What you learn in this course can be used immediately in this course and in your position as a Leading Chief Petty Officer.
- b. The course is focused on issues that concern you. Case analyses, exercises, role-plays, etc., are based on real situations you have faced, or you may face in the future.
- c. The course is designed to enhance your self-image by placing value on what you have to contribute. You should bring your expertise and what you have learned from it into the classroom. You should also apply it to your job. Exercises are designed to enable students to demonstrate knowledge and skills in a variety of ways. Some exercises, such as case study analyses, involve small-group work; others, such as critiquing videotapes, include full class discussion.
- d. The course is developmental, providing you with the ability to develop your skills as you progress through each unit. The challenges in the classroom will increase with each day.

People who excel using this experiential learning style prefer to jump in and see how it feels. They do not want to read about it; they want to experience it. These people learn best from simulations, exercises, and feedback from fellow students.

## 9. Leading Chief Petty Officer

LCPOs are defined as "Individuals designated to assist in the administration supervision and training of Divisional or Departmental personnel; to include their professional and personal growth."

## a. CPO Core Competencies

CPOs are enlisted warriors who lead and manage the Sailor resources of the Navy they serve. As such, CPOs are responsible for, have the authority to, and are held accountable for:

- (1) **Leading** Sailors and applying their skills to tasks that enable mission accomplishment for the U.S. Navy.
- (2) **Developing** enlisted and junior officer Sailors.
- (3) **Communicating** the core values, standards and information of our Navy that empower Sailors to be successful in all they attempt.
- (4) **Supporting**, with loyalty the endeavors of the Chain of Command (COC) they serve and their fellow Chief Petty Officers with whom they serve.

## 10. 5 Vector Model (5VM)




The 5 Vector Model is the primary tool for planning and executing your career. It lets you know where you are in your career and what requirements are needed to qualify for a particular assignment or for advancement. Used effectively, it will help you both professionally and personally.

**INFORMATION SHEET 0-1-1  
DIVISION PERSONNEL**

A. INTRODUCTION

The following Sailors are some of the personnel on PCU Dorie Miller. You will have an opportunity to interact with them through videos and activities throughout this week.

B. INFORMATION

DIVO	Chief	LPO	PO1
 <p>This is <i>Ensign Green's</i> first assignment as Division Officer. He has been on board for three months.</p>	<p><b>That's You!</b></p> <p>It is October; you were pinned last month and you were transferred to this command. As a First Class on your last ship you were the acting LCPO.</p>	 <p><i>Petty Officer Parker</i> is the LPO of your division. She is a top performing Petty Officer who did an excellent job running the division in the absence of a division chief before you arrived.</p>	 <p><i>Petty Officer Gould</i> is your protégé. He has been acting as the LCPO in another division, which currently does not have a chief.</p>

## INFORMATION SHEET 0-1-2 5 VECTOR MODEL (5VM)

### A. INTRODUCTION

The 5 Vector Model is a career roadmap that measures and plots an individual's career progress and identifies resources to achieve career milestones. Since it is individualized, it will look and work differently for everyone.

### B. INFORMATION

The 5 Vector Model consists of:

1. **Professional Development Vector** - The Professional Development vector involves your current status and future requirements in your primary rating or community. In particular it will list the training requirements for continued progress in a primary career field. This training, wherever appropriate, will be closely correlated to civilian and industry standards. The goal is to train our people for their current jobs in the Navy, but also make them more employable in the civilian community as well.
2. **Personal Development Vector** - Personal Development provides the means to identify and gain the valuable life skills an individual needs to be successful in their personal life. The skills are grouped into six areas. Lifelong learning includes both non-traditional education and college education. Health, wellness and recreation relates to lifelong physical fitness, nutrition and physical and mental well-being. Life skills are those necessary to manage, plan, and balance work and personal life. Financial management skills address finances from the first checking account through retirement planning and investing. Interpersonal skills are those concerning family relations, parenting, anger management, stress management, and emotional awareness. Values addresses development of good character traits, such as core values.
3. **Leadership Vector** - The Leadership vector is a continuum of leadership development based on your current assignment, not simply your rank.
4. **Certifications and Qualifications Vector** - The Certifications and Qualifications vector focuses on ensuring you receive unit level requirements and related industry certifications that directly relate to job proficiencies.
5. **Performance Vector** - The Performance vector assesses your overall performance taking into account all vectors. Currently the Naval Personnel Command is developing tools under the Sea Warrior program to enhance the performance assessment and promotion systems that will be accessed through the 5VM.



The career milestones plotted on your vector contains knowledge, skills, abilities, tools, and any other resources (e.g., classes) that will help you advance. Because the Skills use the same definition the Department of Labor developed, you can see the relationship between jobs in the Navy and civilian world.

Your first step in managing your 5 Vector Model is to determine what classes you need to meet your target job. Take those classes and work towards your qualifications.

You can find out more information about the 5 Vector Model on Navy Knowledge Online.

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**DO NOT WRITE IN STUDENT GUIDE**

## TOPIC SHEET 1-1 COMMUNICATING

### A. INTRODUCTION

The ability to convey your thoughts clearly, both orally and in writing, will help you as a Leading Chief Petty Officer (LCPO) to not only maintain professional interactions with the people you work with, but also help you develop your Sailors.

### B. ENABLING OBJECTIVES

- £ **Describe** how to improve interpersonal communication by the inclusion of individual personality differences.
- £ **Discuss** the importance of utilizing Proactive / Intrusive Leadership techniques.
- £ **Describe** various opportunities for people to communicate issues.
- £ **Discuss** the importance of maintaining open lines of communication.
- £ **Discuss** the importance of knowing about your personnel's family members.
- £ **Recognize** the importance of making recommendations to decision-making authority in proper format.
- £ **Identify** resources for use when editing written communications.
- £ **Discuss** the importance of conducting meetings to improve communication.
- £ **Discuss** the importance of maintaining protocol when communicating with seniors.
- £ **Recognize** the importance of providing fact-based information when communicating with seniors.
- £ **Discuss** ways to minimize the impact of destructive conflict on the organization.
- £ **Identify** potential conflict situations.
- £ **Demonstrate** conflict management strategies.

### C. STUDENT PREPARATION PRIOR TO THIS TOPIC

Read in the Student Guide:

- £ Topic Sheet 1-1: Communicating

- £ Outline Sheet 1-1: Know Your People
- £ Information Sheet 1-1-1: Keirsey Bates Personality Differences
- £ Outline Sheet 1-2: Written Communications
- £ Outline Sheet 1-3: Oral Communications
- £ Information Sheet 1-3-1: Oral Brief Types
- £ Information Sheet 1-3-2: Preparing to Speak
- £ Information Sheet 1-3-3: Visual Aids
- £ Information Sheet 1-3-4: Presentation Feedback Sheet
- £ Outline Sheet 1-4: Conflict Management
- £ Information Sheet 1-4-1: Five Conflict Management Approaches

Complete Assignments in Student Classroom Package:

- £ None

#### D. STUDENT REFERENCES

1. Keirsey, D. & Bates, M. (1984). Please understand me: Character & temperament types. Del Mar, CA: Prometheus Nemesis Book Company.
2. U.S. Navy, SECNAVINST 5216.5D. Department of the Navy Correspondence Manual.

#### E. SUPPLEMENTAL REFERENCES

1. Covey, S. R. (1989). The 7 habits of highly effective people. New York: Simon & Schuster.
2. Decker, B. (1988). The Art of Communicating. Menlo Park, CA: Crisp Publications.
3. Hersey, P., Blanchard, K. H., & Johnson, D. E. (1996). Management of organizational behavior: Utilizing human resources. Upper Saddle River, NJ: Prentice Hall.
4. <http://www.dictionary.com>
5. Locke, E. (1991). The essence of leadership: The four keys to leading successfully. New York: Lexington Books.

6. Montor, K., McNicolas, T. M., Ciotti, A. J., Hutchinson, T. H., & Wehmueller, J. E. (1987). Naval leadership: Voices of experience. Annapolis, MD: Naval Institute Press.
7. Naval Military Personnel Command. (1985). Command excellence: what it takes to be the best! Washington DC: Department of the Navy, Leadership Division.
8. *Online Netiquette* (2005). <http://www.onlinenetiquette.com>.
9. Shenk, R. (1997). Guide to Naval Writing (2<sup>nd</sup> Edition). Annapolis, MD: Naval Institute Press.

**F. STUDENT GUIDE MATERIALS**

1. Topic Sheet 1-1: Communicating
2. Outline Sheet 1-1: Know Your People
3. Information Sheet 1-1-1: Keirsey Bates Personality Differences
4. Outline Sheet 1-2: Written Communications
5. Outline Sheet 1-3: Oral Communications
6. Information Sheet 1-3-1: Oral Brief Types
7. Information Sheet 1-3-2: Preparing to Speak
8. Information Sheet 1-3-3: Visual Aids
9. Information Sheet 1-3-4: Presentation Feedback Sheet
10. Outline Sheet 1-4: Conflict Management
11. Information Sheet 1-4-1: Five Conflict Management Approaches

## **OUTLINE SHEET 1-1 KNOW YOUR PEOPLE**

### 1. Introduction

Knowing your people is one of the most important skills that you as a successful LCPO can have. It impacts your daily communications with seniors, peers, and juniors.

### 2. Proactive/Intrusive Leadership

The process of proactive/intrusive leadership involves leaders at all levels, including junior Sailors, engaged in communicating standards, expectations of behavior, and sound leadership practices. This also includes identification of those at risk and bringing them alongside, before an event occurs. Sailors who feel connected, who know they are contributing to the mission, and who are provided sound leadership, established goals and productive work environments, are the least likely to run afoul.

Each chief must bear the weight of each Sailor's successes and failures by getting to know their people, and by tailoring training and guidance to their exact needs. In addition to the normal interactions at Quarters, chiefs must address individual concerns such as personalized help with technical skills, direct help with respect and discipline, tailored financial help, personal anger management, and military bearing guidance.

Proactive leadership means asking the right question, getting the right answer, ensuring standards are being met, and nurturing and mentoring their Sailors. It means that chiefs are aware of their Sailors' hobbies, interests, concerns, what makes them tick, and what they do on and off duty. Although there may be a fine line between treating Sailors as adults and getting involved in their lives enough to help them make sound decisions, chiefs who know their people can judge the level and appropriateness of their interventions.

### 3. Effective Communication

What is communication? The dictionary defines communication as, "an intercourse by words, letters, or messages. It is an interchange of thoughts or opinions, by conference or other means." (<http://www.dictionary.com>)

Why is communication important? One reason, critical to your success as a leader, is the necessity to communicate your vision and obtain support of group members (Locke, 1991, p. 38).

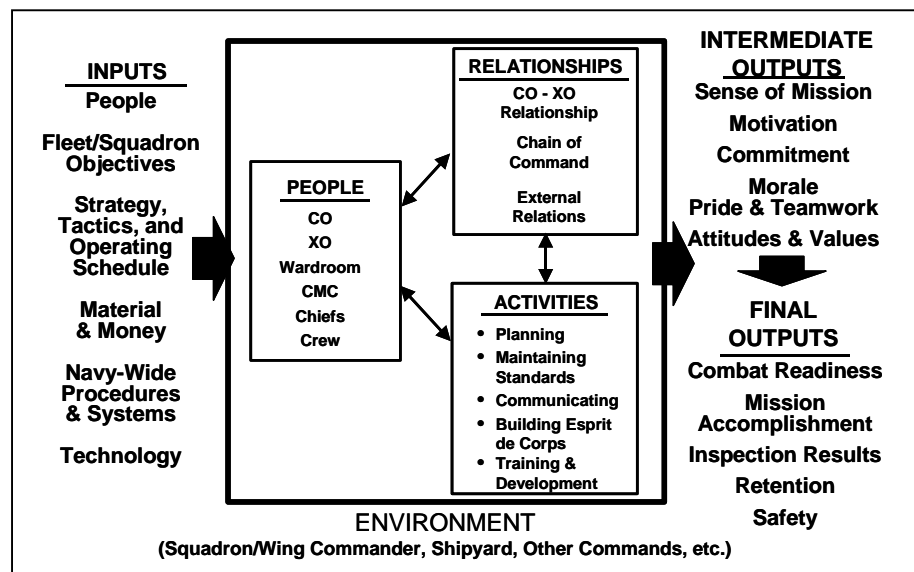
Another reason is because a leader spends more time communicating than doing any other single activity. However, studies show many people have not had a great deal of training in the four basic types of communication: reading, writing, speaking, and listening. Communicating effectively is absolutely critical to your success (Covey, 1989, p. 237). If advanced leaders cannot communicate in a way people can understand and

accept, how likely will they be to meet their goals? Goal accomplishment is just one component of leadership; another equally important component is influence. Interpersonal communication involves the day-to-day process of influencing one's peers, Sailors, and seniors by communicating vision, building trust, obtaining support, and accomplishing goals (Hersey, Blanchard, & Johnson, 1996, pp. 10; 399).

#### 4. Superior Commands' Communications

In 1976, the Navy commissioned research related to the factors that distinguished superior performers from average performers. This study formed the basis of the Navy's leadership curriculum. In 1982, the Navy broadened its research in an attempt to distinguish superior performance from average performance at the organizational level. This command effectiveness study, Command excellence: What it takes to be the best!, was published in 1985. One activity superior commands perform exceptionally well is communication.

### Command Excellence Model



Characteristics of communication in superior commands are:

#### a. Communication occurs frequently

Superior commands value communication more than average commands do. They realize that to plan well, people must communicate well, including conveying the big picture: deciding what needs to be done, when, and how; getting the necessary input from the right people; sending LOIs; writing memos, getting information from outside groups, like shipyard or contractors; counseling people for retention, resolving disagreements; letting one division know what the other is doing, etc.

Superior commands use a variety of means to make sure the right people get the right message at the right time. These include face-to-face conversations, meetings, the IMC, memos, quarters, captain's call, the POD, night orders, newsletters, and posters.

- b. People listen to each other.

In superior commands, people at all levels realize the importance of listening. They are not always telling people what to do or acting like they have all of the answers. They know that listening improves decision making and enhances morale. It produces more effective decisions because it provides a variety of perspectives. When people are listened to, they feel that they are valued and their level of commitment to a decision is high.

- c. Explanations are given often.

In superior commands, the people in charge give frequent explanations to those below them. Although giving a lot of explanation takes more time upfront, as opposed to just ordering someone to do something, superior commands realize that people will be able to work smarter, more efficiently, and with greater commitment if things are explained.

- d. Communication flows up, down, and across the Chain of Command (COC).

Each management level in a command can be seen as a message relay station. For communication to be successful throughout the command, each level must receive and transmit the message quickly and accurately. On superior commands, communication flows more freely and clearly up, down, and across the various management levels.

- e. Officers and chiefs get out and about.

Officers and chiefs in superior commands frequently walk about. For this to have a positive effect, however, the impression should not be that they are looking over people's shoulders and telling them how to do their jobs. For example, if an officer is walking about and sees a discrepancy, he usually does not step in and correct it himself. Instead, he notifies the proper person to take care of it (unless it constitutes a threat to someone's safety).

- f. Personal issues are addressed.

Superior commands realize the importance of learning about personal difficulties and helping people overcome them:

- (1) They believe that everyone has something to contribute, and that the command is a family where everyone's welfare is important.



- (2) They are aware that personal distress affects job performance. If people are continually worried about marital, financial, or health problems, these worries take away from their energy and ability to do the job.

## 5. Situational Communications

Interpersonal communication involves the day-to-day process of influencing one's peers, Sailors, and seniors by communicating vision, building trust, obtaining support, and accomplishing goals.

Simply stated, your entire naval career revolves around the relationships you form with your peers, seniors, and juniors. Communication between people is critical to building the relationships required for effective leadership. Since people and situations are all different, the right communication technique depends on the situation. The building of a trust relationship with peers, seniors, and Sailors will enhance communication, as well as your ability to influence them.

### a. Relationships with Peers

Your peers are the other CPOs in the command. It is important for CPOs to recognize the roles their departments play and to form a cross-functional team to accomplish the command's mission. Peer relationships that evolve from leadership positions provide opportunities for professional growth.

Peers assist fellow chiefs and LPOs with information sharing. "One of the most important elements of Navy organization is the chain of command. The chain is the pyramid structure of communications, authority, and responsibilities, which allows every individual in an organization to know what is going on with those below, and what those above expect. It is the conduit for an orderly direction of command activities, and provides a two-way communication flow. It is only as good as the people in it, all of whom are key links." (Montor, McNicolas, Ciotti, Hutchinson, & Wehmuller, 1987, pp. 117-118.)

### b. Relationships with Seniors

"A fundamental assumption every leader must make, regardless of his station in the chain of command, is that every leader above him is morally motivated to carry out the mission and, whenever and wherever possible, to carry it out in a manner that serves the best interests of the officers and enlisted who make up the Naval Service." (Montor, et al, 1987, pp. 119-120.)

No matter how good you are at building relationships with your peers and Sailors, your overall effectiveness will be greatly reduced if you cannot build a strong relationship with your Division Officer (DIVO), Department Head, the Executive Officer (XO), and the Commanding Officer (CO). Communication with your DIVO and Department Head occurs more frequently than with the XO and CO. Much of

your communication with the XO and CO will occur at meetings, briefings, progress reviews, and social events. In other situations, you will represent your CO in situations outside the organization and with the civilian community. It is critical you adhere to military protocol and the chain of command at all times.

Guidelines for establishing a good working relationship with your seniors:

☒ Clarify Your Relationship

Your goal should be to enter a partnership with the division officer that assists you in your division's development, fulfills the command's mission, and ultimately enhances combat readiness.

☒ Read Your Seniors

Each of us has predictable behavior patterns. Understanding how personality differences affect communication and motivation will build skills that allow you to "read" your seniors while observing them in their working environments. For example, their body language, office décor and personal space, their demeanor with others, and other outward signs of personality and communication style preferences can help you to determine when and how to approach your senior officers. There is a danger in "misreading" whenever we try to "read" someone. Avoid this danger by checking the validity of your perceptions whenever possible.

☒ Organize for Your Division Officer

Recommend to the division officer they make a list of items they need to accomplish the next day. Assist with recommendations for departmental needs: attend a meeting, make a phone call, sign maintenance reports, hold PQS interviews, etc. Be prepared to explain your decision-making strategies.

☒ Morning Meetings

Every morning, try to meet with your division officer to review the plan of the day; be prepared to go over your own prioritized list. The division officer will let you know of other things he or she must do during the day. In fact, the department head may have tasked the division officer with items you or one of your collateral-duty petty officers can accomplish. This is an excellent opportunity for delegation training. Hold an end-of-the-day meeting to check progress and schedule the next day; you can count on the department head holding a similar meeting with his or her division officers. Help your division officer to be prepared for such meetings.

☒ Offer Constructive Feedback

There will come a time when you disagree with current direction and wish to propose alternatives for the Chain of Command's consideration. Although this initially may be uncomfortable for you, it is necessary to establish a strong relationship. Schedule a time for your conversation, don't just "drop-in." Be direct and address issues that concern your team's success rather than personal preference; be specific and provide any available documentation; show the pay-off in terms of improved effectiveness, then you can confirm your mutual agreement.

☒ Determine the CO's Priorities

Take time to review memos and directives used to set policy prior to your arrival. At meetings, listen for themes that characterize the direction of the command.

c. Relationships with Juniors

Effectiveness as an advanced leader relies heavily on the relationships you establish with subordinate personnel. Situations vary from seeking information from an experienced subordinate, to encouraging and rewarding a solid performing subordinate, to coping with the difficult subordinate.

☒ To be successful, a leader must have the support of – and be able to use the knowledge of – experienced Sailors, especially senior petty officers.

☒ "Faith in subordinates is often found lacking in those who miss the mark of being a highly successful leader. Sailors want to succeed, they want to be winners, and they need leadership and sufficient resources to do so. Only an unsuccessful leader treats Sailors with disdain and a lack of trust or fails to create a climate in which they feel free to express their feelings and ideas." (Montor, et al, 1987, p. 366.)

☒ "Setting standards is an integral part of the naval leader's job. Standards of readiness, standards of appearance, standards of training, standards of safety — standards, standards, standards—that means effectively passing critical corrections to subordinates." (Montor, et al, 1987, p. 138.)

## INFORMATION SHEET 1-1-1 PERSONALITY DIFFERENCES

### A. INTRODUCTION

People are different. Their diversity springs from multiple sources, e.g., upbringing, religion, culture, etc., and is evident in behavior. An additional source of diversity, also evident in behavior, is personality type.

### B. INFORMATION

Personality typing assumes important personality features can be divided into four areas or scales: energizing, attending, deciding, and living. Within each scale, we prefer one of two opposites that define the scale. The different combinations define personality type.

Carl Jung developed his theory of personality types during the early 1920s. Myers and Briggs adjusted this theory to a system of 16 behavior patterns. They also developed a test referred to as the “Myers-Briggs Type Indicator” or MBTI (Keirsey & Bates, 1984, p. 3).

The value to a leader in using personality typing is threefold. It can assist in helping an individual understand him or herself, and thus relate better.

Secondly, it can assist in helping an individual understand others so he or she is better able to relate to them – not only for personal relationships such as friendships, but for other relationships as well (division, command, etc.).

The third value to a leader in using personality typing is it is a helpful aid when learning to work with others in an organization or on a team. When individuals within teams understand and learn to anticipate the actions of the other team members, the team becomes more effective. The more effective the team, the greater the value of the team and the greater the competitive advantage of the organization that contains the team.

#### Description of the Four Preferences

In each of the following four scales, people usually prefer one of the two choices. However, this does not mean that they do one to the exclusion of the other. Important note: the following scale descriptions are simplifications (and perilously close to oversimplification) of quite complex and rigorous descriptions presented by Jung.

## 1. Energizing - How a person is energized:

<b>Extraversion (E)</b>	<b>Introversion (I)</b>
The preference for drawing energy from the outside world of people, activities, or things.	The preference for drawing energy from one's internal world of ideas, emotions, or impressions.

In a deeper sense, energizing is only one facet of this scale – it is really a measure of a person's whole orientation towards either the inner world (I) or the outer world (E).

## 2. Attending - What a person pays attention to:

<b>Sensing (S)</b>	<b>Intuition (N)</b>
The preference for taking in information through the five senses and noticing what is actual.	The preference for taking in information through a "sixth sense" and noticing what might be. Jung calls this "unconscious perceiving."

## 3. Deciding - How a person decides:

<b>Thinking (T)</b>	<b>Feeling (F)</b>
The preference for organizing and structuring information to decide in a logical, objective way.	The preference for organizing and structuring information to decide in a personal, value-oriented way.

## 4. Living - Life-style a person adopts:

<b>Judgment (J)</b>	<b>Perception (P)</b>
The preference for living a planned and organized life.	The preference for living a spontaneous and flexible life.

An alternative definition of this scale is "Closure - whether or not a person likes an open-ended lifestyle."

An in-depth look at the four preference pairs is depicted in Table 1, Additional Information on the Four Preferences.

<b>How a person is energized</b>	
<b>Extravert</b>	<b>Introvert</b>
<p>Prefers to focus on the outer world of people and ideas</p> <p>Key Words: active, outward, sociable, people, many, expressive, breadth</p> <p>Energized by what goes on in the outside world</p> <p>Prefers to communicate by talking rather than by writing</p> <p>Needs to experience the world</p> <p>Tends to learn best by doing first, then reading about it</p>	<p>Prefers the inner world of ideas and impressions</p> <p>Key Words: reflective, inward, reserved, privacy, few, quiet, depth</p> <p>Likes quiet for concentration</p> <p>Is interested in the idea behind the job</p> <p>Is comfortable when work is to be done inside his/her head</p> <p>May prefer to learn by reading rather than talking or experiencing</p>
<b>What a person pays attention to</b>	
<b>Sensing</b>	<b>Intuitive</b>
<p>Focuses on the present and on concrete information</p> <p>Key Words: details, present, down-to-earth, no-nonsense, practical, facts, sequential, directions, repetition, and conserve</p> <p>Uses his/her eyes, ears, etc.</p> <p>Appreciates the realities of a situation</p> <p>Tends to accept and work with what is given</p> <p>Is good at remembering and inspiring</p> <p>Tends to be realistic and practical</p>	<p>Focuses on the future with a view toward patterns and possibilities</p> <p>Key Words: patterns, future, imaginative, innovative, random, hunches, variety, anticipation, and change</p> <p>Tends to look at the big picture</p> <p>Tries to grasp essential patterns</p> <p>Grows expert at seeing new possibilities</p> <p>Values imagination and working with facts</p>
<b>How a person decides</b>	
<b>Thinking</b>	<b>Feeling</b>
<p>Bases decisions on logic and objective analysis</p> <p>Key Words: head, objective, cool, justice, impersonal, criticize, analyze, precise, and principles</p> <p>Tends to decide objectively and logically</p> <p>Makes decisions by analyzing and weighing evidence</p> <p>Seeks an objective standard of truth</p> <p>Good at analyzing what is right and wrong with a situation</p>	<p>Bases decisions on values and subjective evaluation of person-centered concerns</p> <p>Key Words: heart, subjective, harmony, caring, appreciative, empathize, persuasion, and values</p> <p>Bases decisions on what is important to themselves or to other people</p> <p>Decides on the basis of principled-centered values</p> <p>Likes dealing with people</p> <p>Tends to be sympathetic, appreciative, and tactful</p>
<b>Lifestyle a person adopts</b>	
<b>Judging</b>	<b>Perceiving</b>
<p>Prefers a planned, organized approach and to have things settled</p> <p>Key Words: organized, structure, control, decisive, deliberate, plans, deadlines, productive, closure</p> <p>Tends to live in a planned, orderly way</p> <p>Likes to regulate life and control it</p> <p>Makes decisions, comes to closure, then carries on</p> <p>Tends to be structured and settled</p>	<p>Prefers a flexible, spontaneous approach to life</p> <p>Key Words: flexible, flow, experience, curious, spontaneous, openness, wait, discoveries, and receptive</p> <p>Likes to live in a flexible, spontaneous way</p> <p>Resists making decisions</p> <p>Seeks to understand rather than control a situation</p> <p>Prefers to stay open to experience</p>

Table 1: Additional Information on the Four Preferences

### Personality Combinations

ISTJ: “Doing what should be done.” Organizer, compulsive, private, trustworthy, follows rules and regulations, practical; most responsible.

ISFJ: “A high sense of duty.” Amiable, works behind the scene, ready to sacrifice, accountable, prefers “doing;” most loyal.

INFJ: “An inspiration to others.” Reflective, introspective, quietly caring, creative, linguistically gifted, psychic; most contemplative.

INTJs: “Everything has room for improvement.” Theory based, skeptical, “my way,” high need for competency, sees world as chessboard; most independent.

ISTP: “Ready to try anything once.” Very observant, cool and aloof, hands-on practicality, unpretentious, ready for what happens; most pragmatic.

ISFP: “Sees much but shares little.” Warm & sensitive, unassuming, short range planner, good team member, in touch with self & nature; most artistic.

INFP: “Performing noble service to aid society.” Strict personal values, seeks inner order/peace, creative, non-directive, reserved; most idealistic.

INTP: “A love of problem solving.” Challenges others to think, absent-minded professor, competency needs, socially cautious; most conceptual.

ESTP: “The ultimate realist.” Unconventional approach, fun, gregarious, lives for here & now, good at problem-solving; most spontaneous.

ESFP: “You only go around once in life.” Sociable, spontaneous, loves surprises, cuts red tape, juggles multiple projects/events, quip master; most generous.

ENFP: “Giving life an extra squeeze.” People oriented, creative, seeks harmony, life of party, more starts than finishes; most optimistic.

ENTP: “One exciting challenge after another.” Argues both sides of a point to learn, brinksmanship, tests the limits, enthusiastic, new ideas; most inventive.

ESTJ: “Life’s administrators.” Order & structure, sociable, opinionated, results driven, producer, traditional; most hard charging.

ESFJ: “Host & Hostesses of the world.” Gracious, good interpersonal skills, thoughtful, appropriate, eager to please; most harmonizing.

ENFJ: “Smooth talking persuader.” Charismatic, compassionate, possibilities for people, ignores the unpleasant, idealistic; most persuasive.

ENTJ: “Life’s natural leaders.”; visionary - gregarious – argumentative; system planners - take charge; low tolerance for incompetence; most commanding.



**OUTLINE SHEET 1-2  
WRITTEN COMMUNICATIONS**

1. Types of Naval Writing

(Dept. of the Navy Correspondence Manual, SECNAVINST 5216.5D)

a. Organized Writing

(1) Avoid Mystery Stories

Your writing should follow the newspaper pattern. Open with the most important information and taper off to the least important. Avoid mere chronology.

(2) Start Fast, Explain as Necessary, Then Stop

(a) Highlight the main point in a one-sentence paragraph at the very beginning.

(b) In cases where there are many key points, start with a general statement of purpose, and then progress to the key points in the first few paragraphs.

(c) Only delay your main point to soften bad news or to introduce a controversial proposal.

(d) To end most letters, just stop. When writing to persuade rather than just to inform, you may want to end strongly with a forecast, appeal, or implication. When feelings are involved, you may want to exit gracefully with an expression of good will.

(3) Avoid Unnecessary or Complicated References

When you respond to an earlier communication, subordinate it to your main point. Don't waste the opening, the strongest place in a letter, by merely summarizing a reference or saying you received or reviewed something.

(4) Use Short Paragraphs

(a) Keep paragraphs short, down to roughly four or five sentences. Cover one topic completely before starting another, and let a topic take several paragraphs if necessary.

(b) Short paragraphs are especially important at the start of letters. Long first paragraphs discourage reading.

(c) Call attention to lists of items or instructions by displaying them in subparagraphs.

(d) Now and then use a one-sentence paragraph to highlight an important idea.

(5) Take Advantage of Topic Sentences

(a) The topic sentence of a paragraph gives general statements that are developed later.

(b) A paragraph may or may not need a topic sentence. In some cases, the topic is obvious. In other cases, topic sentences help shape masses of information. The decision to use a topic sentence is among a writer's many judgment calls.

(6) Write Disciplined Sentences

(a) subordinate minor ideas. Besides clarifying the relationship between ideas, subordination prevents the overuse of and, the weakest of all conjunctions.

(b) Place ideas deliberately. Start end finish a sentence any way you like, but keep in mind that ideas gain emphasis when they appear at either end. To mute an idea, put it in the middle.

(c) Use more parallelism. Look for opportunities to arrange two or more equally important ideas so they look equal. Parallelism saves words, clarifies ideas, and provides balance.

(d) Try some mini-sentences. An occasional sentence of six words or less slows down readers and emphasizes ideas.

b. Natural Writing

(1) Speak on Paper

Make your writing as formal or informal as the situation requires, but do so with language you might use in speaking. Because readers hear writing, the most readable writing sounds like people talking to people.

(2) Use Personal Pronouns

(a) Speak of your activity, command, or office as we, us, our. These words are no more exact or inexact than the vague it. They are merely conventions of modern writing that prevent much roundabout language.

(b) Use you, stated or implied, to refer to the reader.

(c) Use I, me, my less often, usually in correspondence signed by the CO and then only to show special concern or warmth.

(3) Talk to One Reader When Writing to Many

- (a) Take special care when writing to many addressees but none of them in particular. Talk directly to a typical group of readers or, better, one typical reader.
- (b) Use *you* and *your*, stated or implied.
- (c) Only one person reads *your* writing at any one time, so the most readable writing speaks directly to one reader.

(4) Rely on Everyday Words

- (a) Don't use big words when little ones will do.
- (b) Prefer short, spoken transitions over long, bookish ones. Save long transitions for variety. By preferring short ones, you help set an ordinary tone for the rest of what you say
- (c) Avoid the needless complications of legalistic lingo. Let a letter's signature carry the authority.

(5) Use Some Contractions

Contractions link pronouns with verbs (*we'd*, *I'll*, *you're*) and make verbs negative (*don't*, *can't*, *won't*). They are appropriate in less formal writing situations.

(6) Keep Sentences Short

For variety mix long sentences and short ones, but average under 20 words. Though short sentences won't guarantee clarity, they are usually less confusing than long ones.

(7) Ask More Questions

- (a) A request gains emphasis when it ends with a question mark.
- (b) Look for opportunities to reach out to your reader

(8) Be Concrete

- (a) Don't use a general word if the context allows for a specific one.
- (b) Communication is never having to say, "Huh?"

## (9) Listen to Your Tone

Tone, a writer's attitude toward the subject or readers, causes relatively few problems in routine letters. The roles are straight forward. Sailors may suggest, request, or recommend, but only superiors may direct. And though pronouns are acceptable, we don't "get personal." Courtesy is required, warmth is not. Our tone is neutral.

## c. Compact Writing

- (a) Give your ideas no more words than they deserve.
- (b) Avoid "It Is" and "There Is." They stretch sentences, delay meaning, hide responsibility, and encourage passive verbs.
- (c) Prune wordy expressions. Wordy expressions clutter writing by getting in the way of the words that carry the meaning
- (d) Free smothered verbs. The most important word in a sentence is the verb, the action word, the only word that can do something.
- (e) Splice doublings. You may see some differences between advise and assist, interest and concern, or thanks and gratitude. But your readers won't. Repeating a general idea can't make it any more precise.
- (f) Shun "The -ion of" and "The -merit of"
  - 1) Words ending in -ion and -merit are verbs turned into nouns. Whenever the context permits, change these words to verb forms.
  - 2) By favoring verb forms, your sentences will be shorter and livelier.
- (g) Prevent Hut-2-3-4 Phrases
  - 1) Though you should cut needless words, sometimes you can go too far. Avoid hut-2-3-4 phrases, long clots of nouns and modifiers. Readers can't tell how the parts fit together or where they all will end.
  - 2) Avoid Excessive Abbreviating

## d. Active Writing

- (1) Avoid Dead Verbs
- (2) Learn how to spot passive verbs and make them active

Most of your sentences should use a who-does-what order. By leading with the doer, you automatically will avoid a passive verb.

(3) Learn the Symptoms of Passive Voice

A verb in the passive voice uses any form of to be plus the past participle of a main verb: am, is, are, was, were, be, being, been.

(4) Know the Three Cures

(a) Put A Doer Before The Verb:

The requests will be approved. (By whom?)  
(Supervisors?) will approve the requests.

(b) Drop Part of The Verb:

The results are listed in enclosure (2).  
The results are in enclosure (2).

(c) Change the Verb:

Letter formats are shown in this manual.  
Letter formats appear in this manual.  
PLUS  
a main verb usually ending in -en or -ed

(5) Write Passively Only for Good Reason

Write passively if you have good reason to avoid saying who or what has done the verb's action. This situation may occur when the doer is unknown, unimportant, obvious, or better left unsaid.

2. Netiquette (Online Netiquette, [www.onlinenetiquette.com](http://www.onlinenetiquette.com))

Netiquette is the etiquette governing communication on the Internet. E-mail, like any other type of communication should be courteous, concise, and professional. Your composition skills reflect your knowledge and abilities. Control the perception readers will have of you by choosing your words carefully and by following these e-mail guidelines:

(1) E-mail Do's

- Be concise.
- Use spell check and grammar check.
- Use natural writing.
- Use official salutations and closures.

- Use proper font, pitch, and color.
- Create a signature block with your title and contact information.
- Be aware of your language and tone.
- Know your audience.
- Write a descriptive subject line.
- Double-check attachments.
- Respond in a timely manner.
- Observe “Netiquette.”

(2) E-mail Don'ts

- Do not use contractions.
- Do not use ALL CAPS.
- Do not send to unnecessary personnel.
- Do not use background stationary.
- Avoid frivolous attachments.
- Do not use acronyms or abbreviations.
- Do not forward chain letters.
- Do not use emoticons :-)

Never assume your e-mails are private or secure. Your e-mails can be accessed (e.g. by system administrators) or read by others (e.g. your e-mails can be forwarded without your knowledge). All e-mails are filed and stored somewhere; never assume when you delete it that the e-mail will no longer exist. With this knowledge, and by following these basic guidelines, e-mail can be an effective communication tool.

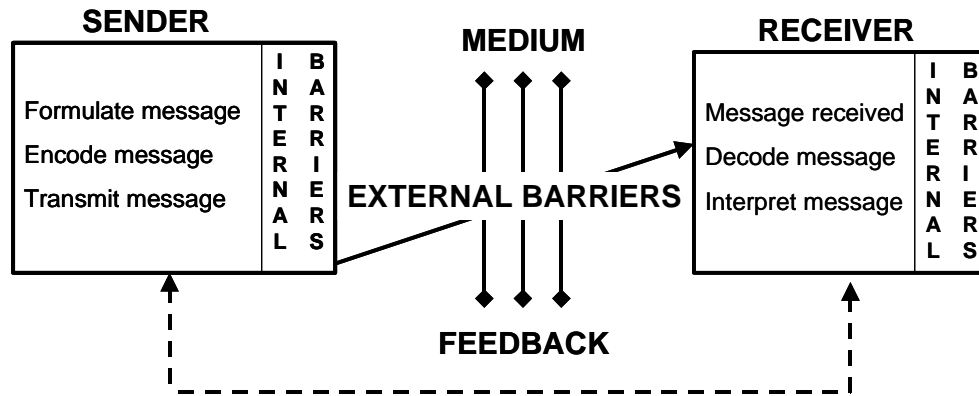
## OUTLINE SHEET 1-3 ORAL COMMUNICATIONS

### 1. Introduction

This Outline Sheet summarizes behavioral skills that form the key elements of interpersonal communication when speaking to an audience (Decker, 1996, pp. 19-98).

An effective communication for a sender will always take into account the known and assumed characteristics of the audience. An effective communication for a receiver will require “active” listening, and a careful interpretation of the message’s overt verbal content and all the covert, non-verbal “cues” surrounding it. The major elements of the act of transmitting and receiving information, commonly known as communicating, are:

#### INTERPERSONAL COMMUNICATION MODEL



- Sender - the person currently speaking
- Receiver - the person(s) currently listening
- Message - includes both the content and purpose of the communication
- Barriers - psychological and or physical obstacles
- Transmission medium - air, telephone, radio, Internet
- Feedback - confirmation that what was said was both heard *and* understood

### 2. Basic Communication Considerations

Certain considerations relate directly to the six major elements listed above.

- a. Sender: Who is my receiver, and how can I adapt my message to that receiver’s role, knowledge, experience, cultural background, and personality?
- b. Receiver: Who is the sender? Is there a difference between what I think I am hearing and what the sender intends that I hear? How can I close the gap?
- c. Message: Operational definitions must be shared by both sender and receiver in order for effective communications to take place *on the first attempt*. As with logical argument,

the conclusion cannot be valid if the premises are invalid. An operational definition is an observable, measurable term whose definition may have different meanings to different people.

d. Barriers

(a) Physical Barriers (External)

Several physical barriers to effective communications may be unique to your work center, such as loud machinery, distance, constantly ringing telephones, or the blowing wind. In addition, a constantly loud work environment may have compromised your ability to hear, especially in the high frequency ranges. This hearing problem will make it difficult to pick out someone's speech when there are competing noises. Alternatively, when you speak to someone else, the rattling of the keys in your pocket may become a barrier more significant than the content of what you say.

(b) Psychological Barriers (Internal)

Another type of barrier to effective communications may be the position or experience level of the speaker or listener: you may be so shocked and intimidated by being called before the CO that you cannot understand what is said. A subordinate may be "filtering" your current message by considering the former conversation you had together, thus leaving out something important or include something irrelevant. An operational definition of filtering can be found in the story of "The Boy Who Cried Wolf."

(c) Overcoming Barriers

☒ If you cannot be heard in a large room over competing noises, either increase your volume, or amplify your voice electronically. If the receipt of your message is in doubt, ask for confirmation. In the large room, ask a person on the back row if you can be heard, and adjust your delivery accordingly. Over the phone and radio, expect or provide a repetition of the message, or a "Message-received-and-understood" confirmation. Psychological barriers may be more difficult to overcome, but keep in mind that all leadership depends on information, and the mission itself may depend on your providing certain timely information, or on your subordinate providing it to you.

☒ Superior commands routinely communicate up, down, and across the chain. This free flow of information will minimize filtering, and enable maximum cooperation among all team members.



e. Transmission Medium

Every medium has the potential for “noise” that can act as a barrier to effective communications. This noise can be the wind on deck, static over a radio, or many other physical distractions. Try to identify the source of the noise and minimize it. Also, oral communications other than the face-to-face type do not have the supporting advantages of body language and intonation “cues.”

f. Feedback

Continuous feedback prevents the speaker from proceeding to Point B when Point A is not yet understood; check for understanding often by interpreting the listener’s non-verbal cues. Remember, however, that the *listener* also derives up to 90% of meaning (result of UCLA study) through these same “cues.” Feedback will take several forms for non face-to-face oral exchanges, e.g., the “roger” that is standard in radio communications, or the “aye-aye” in face-to-face communications.

3. Communication Modifiers

The communication process is complex, and part of that complexity is due to the wide range of possible interpretations of what is sent and why it is sent. In a face-to-face oral exchange, intonation, eye contact, and body language, called “modifiers,” all combine to aid the accuracy of our perceptions as they lead us down the road to accurate interpretations. Without the supporting cues of eye contact and body language, it is even more critical to focus on the content of the message itself, and on the intent of the sender as perceived through intonation. Intonation covers the set of voice qualities that remain separate from the explicit content. These voice qualities are collectively called “paralanguage,” and consist of seven separate elements, each of which can modify the meaning:

- Resonance – the vibratory quality of one’s voice that enables it to fill space
- Volume – the quality of loudness
- Inflection – the variations in pitch or volume that lend varying emphasis
- Clarity – the clear separation (enunciation) of one word from another
- Rhythm – modulation of the cadence to alter meaning
- Speed – speed of delivery can reinforce time criticality
- Pitch – a frequency range from soprano (high) to bass (low)

4. Non-Verbal Communication

Non-verbal communication includes a wide range of behaviors. Some of these behaviors are universal and performed unconsciously, and some are consciously intended and unique to a specific culture or organization. However, just as a single word can have several meanings, and the correct meaning derived only from its context, non-verbal communication can have more than one interpretation. This interpretation is similarly derived from other “cues” that surround the gesture in question. These contextual “cues” may be other non-verbal, supporting messages, explicit verbal expressions, or a combination thereof. Thus, it is

important to recognize the limitations inherent to correctly interpreting non-verbal messages. *Be very careful about interpreting non-verbal communication elements without sufficient corroborating evidence.*

Several specific “body language” gestures are listed below, along with *possible* interpretations. Be careful not to interpret non-verbal signs in isolation from other personality and communication factors.

Specific Non-Verbal Gesture	Possible Interpretation
Arms crossed	Resistant to other party’s message
Arms akimbo (on hips)	Impatient
Rolling eyes	Not taking other party’s message seriously
Looking at feet or floor	Humble, subservient, lacking confidence
Looking at wristwatch	Impatient; has more important things to do
Eyes glazing over	Has abandoned the conversation
Nodding head up & down	In agreement with what is said
Stroking chin	Engaged in thought; listening attentively
Saluting	Recognizing existence; showing respect
Cupping hand behind ear	Trouble receiving the messages—say again
Wringing hands	Nervousness or anxiety
Stabbing air with finger	Making an important point

Non-verbal communication often focuses on gestures, but it also includes the components of intonation that combine to influence hearing, understanding, and emotional content: resonance, rhythm, volume, and inflection. A discussion of these four factors requires the separation of *what* is said from *how* it is said. A fifth factor, filtering, is a function of the listener’s psychological background, current knowledge and skill level, and nature of the need to communicate in the first place. A listener will filter out, often subconsciously, whatever he or she perceives as irrelevant. Unfortunately, the speaker may consider this same filtered-out component as quite relevant. This potential disparity is the reason why a continual interpretation of the listener’s non-verbal physical cues is necessary for all effective face-to-face oral communications.

## 5. Effective Listening Skills

*“Listening, not imitation, may be the sincerest form of flattery.”*  
(Dr. Joyce Brothers)

An exhaustive survey of American businesses, conducted by Loyola University, concluded that the single most important attribute of an effective manager is the ability to listen to one’s Sailors (Hunsaker & Alessandra, 1980, p.120).

## a. Objective Listening

The listening process has many potential barriers, and predicting the message content before the message is even completed is one of the most serious barriers to active, effective listening. Maintaining objectivity will help us to examine the whole message, and keep us from acting on only the part we predicted we would hear. Listening, as an act separate from merely hearing, "...requires a conscious attempt to understand the speaker without letting personal opinions influence the intent of the speaker's words" (Hunsaker & Alessandra, 1980, p.121).

## b. Concentration

If we are distracted, the message's full content and intent will be lost, or misinterpreted. Consider that someone is taking the time and trouble to communicate with us. Respect that by taking the time and trouble to focus on what the sender is sending.

## ☒ Results of Failure to Listen

Expect a wide range of negative results from failing to listen. As a leader, perhaps the most serious result is the compromise to the trust bond between senior and subordinate. If you do not listen carefully to your Sailors, you cannot expect them to listen carefully to you. If you are trusted, Sailors will take your messages seriously; if not, Sailors will only appear to listen, and the worse-case results can be catastrophic damage to life and property. At the very least, you will unnecessarily have to repeat yourself long after you thought you were understood.

## 6. Elements of Effective Listening

## ☒ Attending

- (1) Imagine that your life (and the lives of all your shipmates) depends on hearing and understanding a message the first time. Do we have your attention now? In the Navy environment, especially during crisis or combat, this could very well be the case on a regular basis: the sender has no time to repeat.
- (2) If you are receiving a face-to-face message, *attend* to important cues such as body language and intonation. If communicating over a radio or telephone, focus on the words and the emphasis given to each, and tune out all distractions.

## ☒ Reflecting

When you *reflect* you interpret the message and respond to it by letting the speaker know that you understand it. Consider reflecting as a mini-teach back: you think you heard the message, and now you have a "public" opportunity to confirm your interpretation of its content, and the feeling behind it. Imagine that in the same life-threatening situation as suggested above, you have five seconds to respond, or all is lost. In this short time you

analyze the known details of the situation, your formal role in it, the characteristics of the sender, and the message itself. You don't have body language or other non-verbal cues to assist you, since this conversation is over the radio. You have not practiced for this situation because its variables are unique and constantly changing. However, you have received messages from this sender before, and you do have practice with this person in balancing what you think you heard against what was actually intended.

## ☒ Responding

Then, you *respond* further by issuing a directive to a subordinate, since you are but one link in a complex communications chain. Time is running out. Now you are the sender, trying to balance what you think you heard against the known and assumed characteristics of the new receiver. What will you say, and how will you say it? Will an emotionally charged message help to establish its significance, or will it frighten the subordinate into a mistake, or freeze that person into inaction? We practice our communications so that the most information gets through by using the fewest words, but can we afford jargon and acronyms now? Is the receiver familiar with them?

- Pseudo-listening

You suspect your subordinate is only half-listening! What makes you think that? You have precious few seconds to gain your receiver's attention! What will you say, and how will you say it? Consider the possibility that your subordinate is only half-listening to you now because in the past you only seemed to half-listen to them. In face-to-face communications, pseudo-listening is often demonstrated by an affirmative, seemingly automatic nod of the head, when in fact the message is heard but not understood. Other evidence of pseudo-listening is a loss of eye contact, or the eyes "glazing over" and losing focus.

Now, imagine whatever approach you just applied in order to save yourself and the ship were to be applied to your daily, routine communications. How would you balance the issue of sender-receiver comprehension, for instance, against time and the need for economy of language? The answer will highlight the relevance of *effective* communication, as opposed to its more casual forms.

## 7. Ten Commandments of Listening

The following are ten guidelines to improve your listening skills.

1. *Stop talking! You cannot listen if you are talking.*
2. *Put the talker at ease. Help the person feel that he or she is free to talk.*
3. *Show the talker that you want to listen. Look and act interested.*
4. *Remove distractions. Do not doodle, tap, or shuffle papers.*
5. *Empathize with the talker. Try to put yourself in the talker's place so you can see his or her point of view.*
6. *Be patient. Allow plenty of time. Do not interrupt.*

7. *Hold your temper. An angry listener usually does not understand what is being communicated.*
8. *Refrain from arguments and criticism. This puts the talker on the defensive.*
9. *Ask questions. This encourages the talker and shows you are listening.*
10. *Stop talking! This is the first and last commandment, because all the other commandments depend on it.*

## EFFECTIVE PRESENTATION ELEMENTS

### 1. Eye Communication

Your eyes are the only part of your central nervous system that directly connects with another person. For instance, staring at someone for more than 10 seconds suggests involvement, intimacy, or intimidation. In public speaking, we are interested only in involvement. To be more effective, hold eye contact with each of your audience members for five seconds. Also, beware of eye-dart and slow-blink. Eye dart conveys nervousness and makes the listener feel uncomfortable. Slow blink conveys the message, “I really do not want to be here.” Another eye contact aspect to consider is the angle of eye incidence. When addressing a group, such as your division at morning Quarters, hold your eye contact for five seconds with an individual because people around them will feel you are making contact with them.

### 2. Posture and Movement

Stand tall. Use the “Ready Position.” Lean forward with knees slightly flexed. When you are speaking, and you are confident and want to get your message across, you have your energy forward. This helps offset negative effects, e.g., rocking.

Proper movement projects confidence. Movement adds to your energy, reflects confidence, and adds variety to your communication. This is not to be confused with rocking and pacing. Come out and connect with the group you are addressing.

### 3. Gestures/Facial Expressions

To be effective at interpersonal communication, you should have your hands and arms relaxed and natural when at rest. You should gesture naturally when animated and enthusiastic. You should learn to smile under pressure.

- ☒ How do you look? Find out how you look to others when you are under pressure. You can get this through feedback from other people or videotaping yourself.
- ☒ Find your nervous gestures. What do you do with your hands when you are speaking and do not have anything to hold on to?
- ☒ You cannot over-exaggerate. Very few people exaggerate their gestures or facial expressions. Try to exaggerate your positive gestures. Do not worry about overdoing it.

- ☒ Smiling – which third describes you? One third of people have open, smiling faces; one third of people have neutral faces; and one third have serious and intense faces. Find out which one third you are in and work on developing a smiling face when you communicate. When it is appropriate, a smile conveys warmth and genuineness.
- ☒ Remember the personality factor. People will buy your ideas and be persuaded much more readily if they like you. Interpersonal communication means connecting with another person on an emotional level, not just an intellectual level. If you want friends, you have to be friendly.

#### 4. Dress and Appearance

We form immediate and vivid impressions of people during the first five seconds we see them. Experts estimate it takes another 5 minutes to add 50 percent more impressions (negative or positive) to the impression we made in the first 5 seconds. These first impressions are long lasting.

- ☒ Wear your uniform with pride and look sharp. Solicit feedback on your personal appearance, starting with your peers and friends.
- ☒ Dress appropriately at social functions. Your appearance should be appropriate to the company you are in, your position, and the social situation.
- ☒ Never underestimate the impact your appearance makes. The effect of your initial appearance on others is far greater than you think. Your personal appearance is an upward manifestation of your ability to set and maintain a standard.

#### 5. Voice and Vocal Variety

Your voice transmits energy. Use a tape recorder to record your voice to become aware of how much or how little energy you transmit to others.

- ☒ Your vocal tone and quality can count for the majority of your message. If people cannot see you (i.e., telephone, radio, IMC) the majority of believability comes from intonation and resonance.
- ☒ Do not read speeches. Use notes and outlines of main ideas when you speak. This will allow you to let your mind spontaneously select words and maintain contact with your audience.

#### 6. Language, Pauses, and Non-Words

- ☒ Direct language. Language is made up of both words and non-words. People communicate most effectively when they are able to select the right words.

- ☒ Pause. A pause is better than a non-word. Use this technique to solicit feedback. Practice pausing and getting feedback to learn how natural you appear when you pause.
- ☒ Non-words. Replace non-words with pauses. “Umm,” “O.K.,” “huh,” “you know,” “well,” “and,” etc., are not only sloppy, but also distracting when repeated as a habit. Pauses are an integral part of language. Do not be afraid to use a pause for emphasis. Replacing non-words with pauses makes your language stronger.

## 7. Listener Involvement

The more involved your listener is, the more you can convince and persuade that person of your message. Decker identifies nine techniques for involving listeners. These techniques are divided into three areas:

### a. Style

- ☒ Drama. Create a strong opening by announcing a serious problem or making a startling statement. Develop a sense of drama by telling a moving story. Bring it to life by being as descriptive as possible.
- ☒ Eye communication. Survey your listeners, constantly ensuring they are watching you. Try to gauge reactions of your audience by using proper eye contact.
- ☒ Movement. Purposeful movement transmits a sense of energy and keeps the audience focused on you.
- ☒ Visual aids. If possible, use visual aids. This adds to the stimulation and reinforces learning.

### b. Interaction

- ☒ Questions. There are three types of questions that help obtain a deeper level of involvement:
  1. *Rhetorical questions*. Use when you do not have time to actually discuss an issue but want to make them think.
  2. *Calling for a show of hands in response to a question (voting)*. This gets your listeners involved and gives you a quiet way to gauge reactions.
  3. *Asking volunteers to answer questions*. Although only one person gets up, the energy level of the group will increase.
- ☒ Demonstrations. A demonstration, by yourself or a volunteer, adds variety to the way information is presented. A good example of this is role-playing.

☒ Gimmicks. Have fun with your listeners. Get them involved, but you should always stay in control of the session. Keep things appropriate for your organization and your listeners as well. Use creativity while keeping things in good taste.

c. Content

☒ Interest. Be sensitive to short attention spans. Remember, we exist in the sound bite era. Before you speak, ask yourself, “How will I benefit my listeners?” Make sure your information is current, appropriate, and delivered in a dynamic fashion.

☒ Humor. Make your humor appropriate to your listeners and relevant to your point. Be professional.

8. Humor

Humor, when properly used, adds to the attraction of the content and helps hold interest.

☒ Using humor - humor is one of the most important skills for effective interpersonal communication. We can all learn to use this important tool more effectively.

☒ Do not tell jokes. Only a very few people tell jokes well, and you are taking a risk the jokes may not be politically correct.

☒ Do tell stories and anecdotes and remember to smile. There is much to be gained in telling humorous stories, anecdotes, or incidents. Everyone has a humorous story, and the fact it’s personal adds to the comfort level of delivery and the warmth of the talk. Remember, people prefer to look at a smiling face.

9. The Natural Self

Be authentic. Be yourself in all communication circumstances, understand and use your natural strengths, and build communication weaknesses into strengths. You must do a self-assessment.

☒ Acknowledge your strengths and your weaknesses. Once you have acknowledged your natural strengths and weaknesses, work on both of them.

☒ Convert your weaknesses into strengths. Establish a routine in which you polish and perfect your strengths, and turn your weaknesses into strengths.



## INFORMATION SHEET 1-3-1 ORAL BRIEF TYPES

### A. INTRODUCTION

As an LCPO, occasions for one to deliver oral briefs will increase. This Information Sheet examines the role and uses of four types of oral briefs commonly used within the military.

### B. INFORMATION

#### 1. Oral Briefing (Shenk, 1997, pp. 227-240)

Military briefings are distinctive from others in several ways. Typically:

- a. They are brief and to-the-point.
- b. They may be formal or informal.
- c. There is no need to explain all terms and concepts to a “command audience.”
- d. “Attention-getting devices” are not usually necessary.
- e. There may or may not be time to prepare visual aids.

#### 2. Types

##### a. Staff

You may be called upon to deliver a briefing to a member of the Admiral’s staff or to a visiting dignitary because you are the expert on a particular subject. This oral briefing would normally require you to first develop a formal point paper. However, a point paper does not always precede an oral brief. A *staff* briefing may be to inform or to persuade.

##### b. Informative

An LCPO will commonly perform an *informative* brief on a regular basis at the command’s leadership level to discuss major issues. The purpose of an informative brief is usually to announce decisions, issue directives, share information, and give out general guidance. It presents facts only, rather than presenting facts and then recommendations. However, your audience may make decisions based on your presentation of the facts. An informative brief contains three major parts:

- (1) The *introduction* which announces the topic and orients the audience.
- (2) The *body* which presents the facts in an orderly, objective, clear, and concise manner.

(3) The *conclusion* which reiterates the main points.

If it is an informative brief, identify it as such at the beginning. In addition:

- Anticipate likely questions and bring with you any relevant supporting data.
- Try to cover anticipated questions by incorporating the answers as one or more of your main points.
- Allow time for questions at the end.
- As with all formal briefs, and as time allows, practice your delivery in the presence of someone else, which includes using—but not reading from—overhead transparencies.

c. Decision

A *decision* brief has a specific objective—to get one or more members of the audience to make a decision, based both on what you have presented, and your manner of delivery. Although you will be advocating one particular course of action, most successful decision briefs maintain a balanced perspective by presenting conflicting points of view. Other important considerations are:

- Find out as much as possible about your audience in advance, in order to modify your appeals accordingly, and to prevent telling them what they already know.
- Assume certain members of the audience will be antagonistic to your point of view and be armed in advance against their likely objections.
- Limit yourself to no more than five main points.
- Try to use the place and time of the meeting to your greatest advantage.
- Practice a (formal) briefing beforehand, first by yourself and then with a person qualified to critique you. Did you cover all the points convincingly in the time allotted? Did you allow time for a question-and-answer session?

A decision brief usually contains the following components:

- A short greeting that establishes who you are, and acknowledges the decision maker and other key members of the audience.
- The *type*, *purpose*, and *classification* of the briefing, i.e., “This is an unclassified decision briefing.”
- A short statement of the *subject* and *problem* under consideration.

- Your *basic recommendation*—what you want the decision-maker(s) to agree to do.
- A *detailed statement of the problem* that supports your recommendation.
- The *assumptions* upon which your recommendation is based.
- The *facts* bearing on the problem, which cover the history of the problem and also address the opposing points of view.
- The *possible courses of action*, which include the advantages and disadvantages of each.
- The *analysis*, which briefly presents your conclusions.
- A *restatement of your recommendation*, so there can be no doubt as to what should be decided.
- An *opening for questions*, during which you further explain and defend your position.

d. Mission

A *mission* brief attempts to convey to the audience the best possible understanding of an impending operation. Most mission briefs will also require a post-mission debrief that defines “lessons learned,” which enables these important lessons to be incorporated before the subsequent mission. Within the limits of security, a mission brief includes the purpose of the mission, and how its accomplishment fits into the “big picture” of the command’s vision. It usually contains:

- An administrative aspect.
- A tactical, nuts-and-bolts aspect.
- A pre-planned time and place for the de-brief.

The post-mission *debrief* should answer the following questions:

- Were the mission objectives achieved?
- Were the related training objectives achieved?
- Were the mistakes made due to poor planning, briefing, or execution? (Address the problem rather than a specific person.)
- How can we improve our next performance?

**INFORMATION SHEET 1-3-2  
PREPARING TO SPEAK****A. INTRODUCTION**

The next step in the process is the preparation required to deliver the brief. This Information Sheet examines the steps to help you prepare and the details one needs to be aware of when delivering a briefing.

**B. INFORMATION****1. Preparation**

In preparing to brief others, you must analyze a mass of data, choose the significant facts, and organize them carefully. Explanations should be simple, precise, and factual. Jokes and anecdotes rarely have a place in a briefing. The listeners are ready for a serious talk. They want to hear the vital information on a specific subject presented as clearly as possible. Occasionally use humor to help make a point or clarify a problem. When you give a briefing, you are likely to face a captive audience. Analyze the rank and experience of the people you are to brief, and try to determine what your best approach will be. You cannot always say what your listeners want to hear, but you can try to speak in the manner they will most easily understand, which is necessary in a good briefing.

**2. Organization**

Clear, logical organization of your material will help your listeners understand it. Keep the presentation's purpose in mind when organizing. The introduction, body, and conclusion should give your listeners an understanding of a certain mission, operation, or concept. The purpose could be to enable them to perform a specific procedure. In either case, organize your material as you would for a speech. On the other hand, if the purpose is to provide your listeners with information on which to base decisions, a problem-solving plan to organization can be most effective. When you prepare and deliver briefings, remember their basic function is to convey information more rapidly and effectively than would be possible by any other means. It takes practice to become an excellent briefer. Experience in other types of public speaking and in writing also helps.

*Introduction*

Since your listeners need and want to know about your subject, you will not need time-consuming, attention-getting devices. If another speaker introduces you and your subject, you need only give a quick overview of the subject and proceed immediately to the main points. If you are not introduced, you might simply say, "Good morning. I'm Chief Jones; I'll be briefing you on \_\_\_\_\_."

You should state the point clearly and concisely at the beginning of your briefing so your audience knows what they are listening to and what they can expect from the rest of your briefing.

### *Body*

You must amplify the point you are trying to make or the area you are trying to cover. You should support that point. You must bring the audience enough information to inform them or to help them make a decision, whatever the purpose of your presentation happens to be.

The information for the body of your briefing requires careful consideration from the standpoint of content as well as delivery. If possible, present only the facts. Your facts should be provable, and you should have the proof with you in case your listeners ask for it. Because you must be brief, you may have to omit many details from your talk. This can cause you to oversimplify a difficult subject. One way to avoid over-simplification is to prepare a folder of “documentation” for your listeners to refer to after you finish the briefing. In your opening remarks, tell them it is available. You gain in several ways from letting your listeners know at the outset they will have access to complete information on your subject.

First, your listeners are more apt to accept the validity of your information because they know they can check your evidence. Second, they are less likely to ask needless questions or to interrupt for other reasons. Third, they will go along with very simple visual aids because they know they can get more detailed information if they need it. Another way is to prepare “backup” slides that present detailed information on specific issues. If questions are asked, you will be ready and will increase the confidence your audience has in you. If certain facts are not available and you must make an assumption, identify the assumption, say it is necessary, and continue. If your listeners wish to challenge the assumption, they can do so during the question-and-answer period, at which time you should be able to explain your rationale. Normally, you do not interpret the information in your briefing. Present the facts and let your listeners draw the conclusions. Such phrases as “In my opinion,” “I think,” and “I take this to mean” are generally signs the briefer is going beyond the mere presentation of information and is interpreting the meaning of the information. Emotional appeals have no place in a briefing. Your listeners will be justified in doubting your objectivity if your presentation is charged with emotion. This does not mean your delivery should be dry and lifeless—rather, quite the contrary. Because you must present pertinent information and nothing more, you should strive for an animated and interesting delivery.

### *Conclusion*

You must end your briefing appropriately. The conclusion should bring the briefing together in a concise manner, reviewing the topic but keeping it short.

This part of a briefing should be short but positive. Summarize your main points if you feel it is necessary. Since a question-and-answer period usually follows a briefing, one concluding sentence might be, “Ladies and gentlemen, are there any questions?”

If a question period is not to follow, you might simply say, “Ladies and gentlemen, this concludes my briefing.” Know your subject forward and backward. You will face challenges no matter how rational you are. As an experienced speechwriter commented, “Nothing is more embarrassing than to have some know-it-all in the back of the room raise a hand and ask a question that succeeds in wresting control of the subject matter from you.”

### 3. The Presentation Space

Regardless of whether the brief is formal or informal, the venue should not work against you. Ensure it is set up with the proper equipment in advance, and it is comfortable and free from distractions and interruptions.

### 4. Practiced Delivery

Before every presentation, practice! Give your presentation to another person and ask that person to check the following:

#### a. Voice qualities

- (1) If you are presenting in a large room, have someone go to the back and check the volume of the oral delivery in your practice session.
- (2) Vary your tone, inflection, and pitch, so as not to put your audience to sleep. A conversational tone is best—one that shows you know your subject so well you *present* rather than merely read. Let the visual aids do most of the work—your real job is establishing topical relationships, explaining key points, and supporting your conclusions or recommendations with conviction.
- (3) Speak clearly, and at a normal pace.

#### b. Projecting emotions verbally and visually

An emotional tone creates a strong impression in your listeners. It can help your audience to empathize with your point of view by making it seem your topic is a serious one, and you are sincerely concerned with its outcome. Enthusiasm for your topic or solution strategy can weigh heavily in your favor with decision-makers. The downside, however, is uncontrolled emotion may compromise the objectivity that is a requirement of logical arguments.

Practicing with an active listener will help you to achieve the level of emotion appropriate to the audience, subject, and purpose. For presenting to a military audience, the goal is to find a balance between style and substance. The following can help to project emotion:

- (1) Eye contact—extended eye contact (at least five seconds) is a sign of sincerity

- (2) Pauses
- (3) Hand gestures
- (4) Vocal inflection and tone
- (5) Body stance
- (6) Facial expressions

c. Distracting behaviors

Some actions call undue attention to themselves and prevent effective communication from occurring: a listener may be focused on the sound of the rattling keys in your pocket more than the point you are trying to make.

One or more practice sessions should highlight such distractions before “show time.” Several common distracting behaviors are:

- (1) Continually waving your hands in no particular relationship to your topic—use your hands for emphasis, but only when necessary
- (2) Holding the podium in a death grip, or leaning over it
- (3) Keeping your hands in your pockets and/or rattling their contents
- (4) Pacing the floor like a caged lion
- (5) Playing with a pen, pointer, or glasses
- (6) Speaking in an unnatural tone or speed
- (7) Wearing inappropriate clothes
- (8) Delivering information out-of-sync with the current visual aid

## INFORMATION SHEET 1-3-3 VISUAL AIDS

### A. INTRODUCTION

Visual aids can be an asset to your briefing and can help to reinforce your message. This Information Sheet examines the purpose, characteristics, types and design of visual aids.

### B. INFORMATION

#### 1. Purpose

There are several reasons why a speaker would use visual aids. Some of the reasons are to:

- Attract attention
- Generate emotion
- Illustrate, simplify, and explain material
- Increase information transfer

#### 2. Characteristics of Effective Aids

- Easy to read
- Relevant
- Variety
- Colorful
- To the point
- Duplicates/Reinforces information the speaker says

#### 3. Types of Visual Aids

- Chartpacks (especially useful for idea development “on-the-run”)
- Films (on specific equipment or processes)
- Wall charts (graphs showing past performance or diagrams of organizational structure)
- Schematic diagrams (piping, circuitry, emergency escape routes)
- Flowcharts (to indicate where you are now in a process, and where you want to go)
- Handouts (so the audience need not rely on memory alone)
- Navigation charts
- Visual Aid Panels (VAPs)/Chalkboards
- Presentation software/Transparencies

#### 4. Design Principles

##### a. Color

Use colors easy to read from a distance. Backgrounds and text coloring should contrast and facilitate reading. The best combinations are as follows:



- ☒ Yellow on black
- ☒ Black on white
- ☒ White on blue
- ☒ Green, red, or blue on white
- ☒ Black on yellow

Use color to contrast or highlight essential points, suggest moods, or to create an emotional response.

b. Text

The text must be large enough to read from the rear of the room. Two-inch high lettering for every 30 feet of viewer distance is a general rule. Other “rules of thumb” are as follows:

- ☒ Include only key words and phrases in bullet charts. Eliminate all unnecessary information.
- ☒ Do not use all capitals. Capitalize the words of text with standard rules of grammar.
- ☒ Use plain fonts and be consistent throughout the visual aid.
- ☒ Each aid should represent a single idea.
- ☒ Space lines 1 1/2 times the letter height.

c. Arrangement

Graphics, letters, and numbers should be arranged as to facilitate the audience reading and comprehension. Additional guidelines are as follows:

- ☒ Use geometric configurations such as circles, squares, or triangles to bullet categories.
- ☒ Place a grid of four intersecting lines on the page (“tic-tac-toe”) and place important items on the grid’s intersections.
- ☒ Draw all lines with a straightedge.

Table 1, Selection of Visual Aids, presents advantages and disadvantages of common visual aids.

## Selection of Visual Aids

Type	Advantages	Disadvantages	Guidelines for Use
<b>Chartpacks and Newsprints</b>	<ul style="list-style-type: none"> <li>• Easy to use and set up</li> <li>• Inexpensive</li> <li>• Easy to prepare before the brief</li> <li>• Multiple items can be revealed one at a time (page-by-page)</li> <li>• Can be used spontaneously to list audience responses</li> <li>• Can be used to cue the presenter</li> <li>• Room lights can remain on during its use</li> </ul>	<ul style="list-style-type: none"> <li>• Not typically reusable</li> <li>• Text and graphics must be legible</li> <li>• Information must be large enough to be visible from all areas of the room</li> </ul>	<ul style="list-style-type: none"> <li>• Position easel where all can see it</li> <li>• Check the audience's view</li> <li>• Write large (2" for every 30')</li> <li>• Keep the speaker's front to the audience</li> <li>• Write a little, talk a little</li> </ul>
<b>VAPs or Chalkboards</b>	<ul style="list-style-type: none"> <li>• Easy to use and set up</li> <li>• Inexpensive</li> <li>• Easy to prepare before the brief</li> <li>• Can be used spontaneously to list audience responses</li> <li>• Can be used to cue the presenter</li> <li>• Room lights can remain on during its use</li> </ul>	<ul style="list-style-type: none"> <li>• Not portable</li> <li>• Text and graphics must be legible</li> <li>• Information must be large enough to be visible from all areas of the room</li> <li>• Glare can hinder the audience's view</li> <li>• Speaker must turn back to audience while writing</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure all can see the panel/board</li> <li>• Write large (2" for every 30')</li> <li>• Write a little, talk a little</li> </ul>
<b>Presentation software/ Transparencies</b>	<ul style="list-style-type: none"> <li>• Easy to set up and operate and is reusable</li> <li>• Attention remains focused on the presenter</li> <li>• Easy to prepare before the brief</li> <li>• Can be used spontaneously to illustrate visual ideas for all to see</li> <li>• Can be used to cue the presenter</li> <li>• Room lights can remain on during its use</li> <li>• Presenter faces audiences at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Requires electricity and projector</li> <li>• Time preparation</li> </ul>	<ul style="list-style-type: none"> <li>• Practice use of the projector</li> <li>• Write large (2 to 3 times larger than typewriter size)</li> <li>• Turn the projector off when not in use</li> <li>• When changing transparencies, place the next one to be used over the current transparency on the projector, then remove the one you have covered. The white light is distracting to the audience.</li> <li>• Do not walk in front of the projection screen</li> <li>• Tape the electric cords to the floor to prevent tripping</li> </ul>

Table 1: Selection of Visual Aids

**INFORMATION SHEET 1-3-4  
PRESENTATION FEEDBACK SHEET**

A. INTRODUCTION      Name: \_\_\_\_\_      Topic: \_\_\_\_\_

The facilitator will critique your oral brief based on the following standards.

B. INFORMATION

	Effective	Needs Improvement	Not Effective	Comments
<b>Overall Impression</b>				
<i>Appearance</i>	—	—	—	_____
<i>Enthusiasm</i>	—	—	—	_____
<i>Posture</i>	—	—	—	_____
<i>Clear Message</i>	—	—	—	_____
<b>Content</b>				
<i>Opening</i>	—	—	—	_____
<i>Listener Involvement</i>	—	—	—	_____
<i>Word Pictures</i>	—	—	—	_____
<i>Examples/Quotes</i>	—	—	—	_____
<i>Language/Jargon</i>	—	—	—	_____
<i>Closing</i>	—	—	—	_____
<b>Delivery Skills</b>				
<i>Eye Contact</i>	—	—	—	_____
<i>Natural Gestures</i>	—	—	—	_____
<i>Pauses</i>	—	—	—	_____
<i>Voice/Vocal Variety</i>	—	—	—	_____
<i>Natural Movement</i>	—	—	—	_____
<i>Humor</i>	—	—	—	_____
<i>Visual Aids</i>	—	—	—	_____

## OUTLINE SHEET 1-4 CONFLICT MANAGEMENT

### 1. Introduction

Conflict in communications and interpersonal relationships is an everyday part of life. How you form and maintain your interpersonal relationships can cause or prevent conflict. At some time in your naval career, you have probably been the victim of conflict, the cause of conflict, or both. Conflict, in and of itself, is a natural occurrence. The goal is to manage it successfully.

### 2. Conflict

The dictionary provides synonyms for conflict that include “fight,” “struggle,” and “contention,” and defines it as a “sharp disagreement or opposition of interests, ideas, etc.” (<http://www.dictionary.com>). At the same time, the very nature of the LCPO’s position guarantees conflict will be a part of his or her work experience. In general, all organizations, including the Navy, are becoming much more interested in understanding the causes and impacts of workplace conflict. This lesson is designed to meet the needs of LCPOs who are expected to resolve their personal, immediate conflicts and train others to do so.

The objective is to assist each individual involved in conflict to address the situation, come to some better understanding of the other party’s concerns and perspectives, and then negotiate a winning solution for all parties. However, that type of solution may not always be the result. One of the responsibilities of the LCPO is to understand these situations and to identify appropriate matches between situations and their respective conflict resolution modes.

### 3. Causes of conflict

There can be many causes of interpersonal conflict, all of which can be managed with care and practice.

- Differences in values or beliefs
- Competition/power struggles
- Personality conflicts
- Status or role pressure
- Divergent goals
- Race or gender differences

#### 4. Effects of conflict

The effects of conflict can be either constructive or destructive.

##### a. Constructive

Some Results of Constructive Conflict:

- Clarifies issues of importance
- Solves problems
- Increases involvement of individuals
- Causes authentic communication to occur
- Serves as a positive release to pent up emotion, anxiety, or stress
- Opens up issues of importance, resulting in their clarification
- Results in the solution of problems
- Increases the involvement of individuals in issues important to them
- Helps build cohesiveness between people by sharing the conflict, celebrating in its settlement, and learning more about each other
- Helps individuals grow personally and apply what they've learned to future situations
- The process of finding resolutions from a richness of strongly held views can lead to the best in decision making and the ideas for process improvement

##### b. Destructive conflict

Some Results of Destructive Conflict:

- Diverts energy from more important activities and issues
- Destroys the morale of people or *reinforces* poor self-concepts
- Deepens differences in values
- Produces irresponsible and *regrettable* behavior (i.e., name calling, fighting)

#### 5. Conflict Settings

Conflict in organizations is inevitable. To achieve organizational efficiency, it is essential to manage conflict in ways that maximize the constructive elements and minimize the destructive elements. It is generally agreed, "...true conflict resolution can occur only when the underlying substantive and emotional reasons for the conflict are identified and that a solution that allows both conflicting parties to 'win' is developed (Schermerhorn, Hunt, & Osborn, 1994, p. 601)."

Understanding of conflict resolution is useful regardless of the type of conflict being mediated. There are four conflict settings:

- ☒ Two-party or interpersonal conflict occurs when individuals disagree.

*Example:* You have been told by your executive officer your promotion recommendation is promotable. You think you deserve higher than that.

- ☒ Group conflict occurs within groups or teams that share the same objectives.

*Example:* You are one of the CPOs planning for a major command task, which should last for six weeks. There is some possibility your team may recommend personnel reduction in your department.

- ☒ Intergroup conflict occurs when groups disagree. Disagreement is often over the availability of resources.

*Example:* The CPO is part of a group negotiating with another group to arrive at a decision regarding a problem or situation affecting both. One scenario could be your department's leading petty officers and you are negotiating with another department for space ownership.

- ☒ Constituency conflict represents disagreement between large groups composed of several distinct sub-groups.

*Example:* The CPO is involved in negotiation with another person, and each individual party represents a broad constituency. An example of this setting is you are the command's Fire Watch Division LCPO and are negotiating with the Shipyard's SUPSHIP representative to arrive at a new fire watch availability time for each shift.

## 6. A Four-Step Method of Conflict Management

This method ensures the interests of both parties are voiced in a non-threatening manner.

- a. Put yourself in the other person's shoes. Do you understand his or her concerns?
- b. What are his or her issues and concerns?
- c. What outcomes would be satisfactory to both of you?
- d. How can you achieve those results? What new methods are involved?

## 7. Conflict Management Tools

The best method to resolve a given conflict depends on the conflict setting and the people involved. There is no “one best” approach for every conflict.

Information Sheet 1-4-1, Five Conflict Management Approaches, provides a framework for understanding conflict management behaviors. The model is based on incremental levels of cooperation and competition.

## INFORMATION SHEET 1-4-1 FIVE CONFLICT MANAGEMENT APPROACHES

### A. INTRODUCTION

Conflict is largely a perceived phenomenon. It is our perception of the situation that determines if a conflict exists. It is useful to assess our predominant conflict management style(s) because we tend to be stuck in one or two styles and may apply them inappropriately. The emphasis is not on judging any style as right or wrong. Each person determines his or her predominate style, and then makes adjustments according to the situation.

### B. INFORMATION

The objective of conflict management is to develop an awareness of strategies used in each conflict management style and determine when each is appropriate.

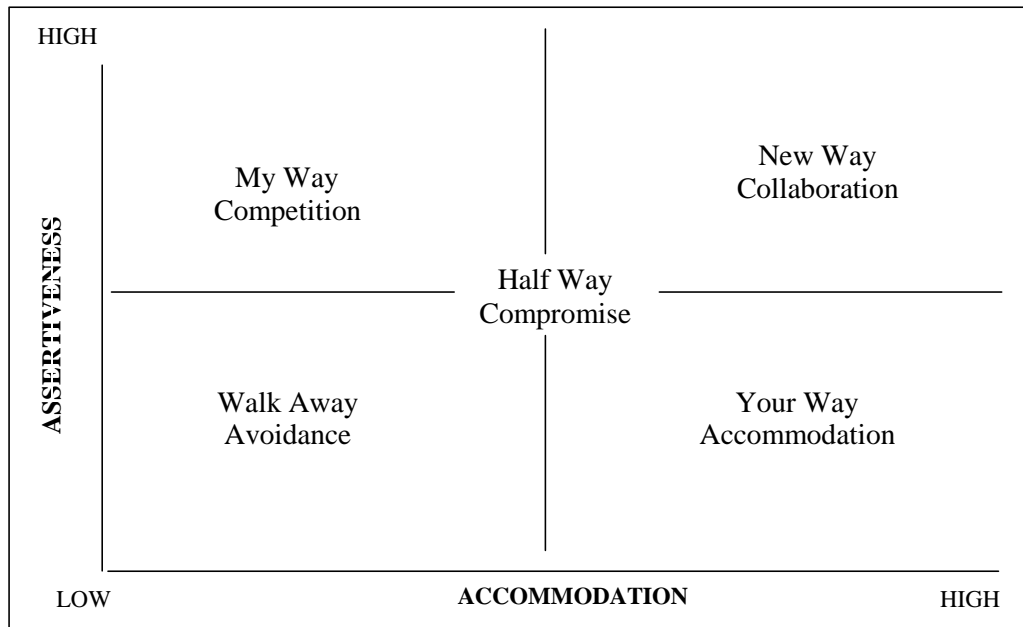


Figure 1: Using the Five Approaches

The basis for this conflict management model is the inter-relatedness of two approaches to conflict. The first approach is competition. Competition occurs when both individuals believe asserting their rights to the “win” is paramount. The alternate approach is cooperation. Cooperation occurs when accommodation to the other’s point of view is important. Most of us engage in varying degrees of competition (assertiveness) and cooperation (accommodation) based on the nature and structure of the conflict. The model identifies five approaches to conflict based on these inter-relationships.



**1. Walk Away/Avoidance**

Explanation: This conflict strategy involves supporting neither your point of view nor the other person's point of view. It involves avoiding the issue altogether. Improperly used, this would amount to "pouting." Properly used, it is a "tactical withdrawal."

Use this strategy when:

- The issue isn't important enough to argue over.
- You have no chance of winning anyway.
- Winning the battle would lead to losing the war.
- Even if you won, you would not be able to implement.
- A cooling off period is needed.

Avoid this strategy when:

- Your thoughts are important for group decision-making.
- Total group acceptance is necessary.
- You feel "beat up" and are tempted to pout.

**2. My Way/Competition**

Explanation: This strategy involves pushing your point of view and excluding the other point of view. When used improperly, it amounts to "bullying." Used properly, it provides clear, direct leadership regarding a particular issue.

Use this strategy when:

- You are absolutely sure you are right.
- Action must be taken immediately.
- Importance of the issue justifies this action.

Avoid this strategy when:

- People around you withhold their input.
- You are not sure you have all the facts.

☒ Full support of others is critical for implementation.

### 3. Your Way/Accommodation

Explanation: This strategy provides support for the other person's point of view. When used inappropriately it is "wimping out." Used properly, it enables the other person to implement their idea effectively because their idea is supported.

Use this strategy when:

☒ The other person's point of view is better than yours.

☒ The issue is more important to the other person.

☒ You are going to lose anyway.

Avoid this strategy when:

☒ The issue is more important to you than to the other person.

☒ The facts clearly support your position.

☒ You already have your "marching orders."

### 4. New Way/Collaboration

Explanation: This strategy requires the persons in conflict to create a new alternative that includes both of their positions. It takes time to create new alternatives because both sides must listen carefully and be willing to include the solutions of others in their solutions.

Use this strategy when:

☒ Parties must work together to implement the solution.

☒ Both positions in conflict have serious shortcomings.

☒ It is important to build long-term cooperative relationships.

Avoid this strategy when:

☒ An immediate solution is required.

☒ The issue is too trivial to justify time-consuming discussion.

☒ The issue affects only you.

**5. Half Way/Compromise**

Explanation: This strategy involves compromise that meets some, but not all, of the needs of both parties. When used inappropriately, it amounts to “cutting the baby in half.”

Use this strategy when:

- ☒ Power is balanced and opposing solutions can't be combined.
- ☒ A short-term, quick, and workable solution is needed.
- ☒ Other methods of resolving the conflict have failed.

Avoid this strategy when:

- ☒ Half the solution is no solution.
- ☒ Complete buy-in is needed for implementation.
- ☒ Long-term relationship building is important.

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**DO NOT WRITE IN STUDENT GUIDE**

## TOPIC SHEET 2-1 LEADING

### A. INTRODUCTION

The ability to convey your thoughts clearly, both orally and in writing, will help you as a Leading Chief Petty Officer (LCPO) to not only maintain professional interactions with the people you work with, but also help you develop your Sailors.

### B. ENABLING OBJECTIVES

- £ **Discuss** the responsibility Chief Petty Officers(CPOs) have to themselves.
- £ **Discuss** the responsibility CPO have to others.
- £ **Identify** the limitations of a CPO authority.
- £ **Discuss** Navy Core Values and their relationship to professionalism and ethics.
- £ **Discuss** how professionalism and ethics affect good order and discipline.
- £ **Discuss** methods to promote ethical treatment of others.
- £ **Discuss** methods for promoting service motivation.
- £ **Explain** the importance of Esprit de Corps.
- £ **Discuss** the relationship between service motivation and quality of life (QOL).
- £ **Discuss** techniques and resources for ensuring personnel's basic needs are met.
- £ **Discuss** possible impediments and resolutions to team performance.
- £ **Develop** team goals and objectives.
- £ **Discuss** techniques to monitor team performance.
- £ **Discuss** resources to provide to the team.
- £ **Discuss** the application of the proper leadership style to the developmental level of your team.
- £ **Demonstrate** the advantages and disadvantages of utilizing outside resources for training.
- £ **Analyze** the effectiveness of partnerships examples.

- £ **Discuss** how tasks can be coordinated across and beyond organizational boundaries to promote a culture of cooperation and collaboration.
- £ **Discuss** techniques to develop cooperative working relationships.
- £ **Discuss** ways to define roles and responsibilities within partnerships.
- £ **Describe** the characteristics of an environment that makes collaboration easy.

C. STUDENT PREPARATION PRIOR TO THIS TOPIC

Read:

- £ Topic Sheet 2-1: Leading
- £ Outline Sheet 2-1: Responsibility, Authority, and Accountability (RAA)
- £ Information Sheet 2-1-1: CPO Creed
- £ Outline Sheet 2-2: Professionalism and Ethics
- £ Outline Sheet 2-3: Service Motivation
- £ Information Sheet 2-3-1: Hazing
- £ Outline Sheet 2-4: Team Building
- £ Information Sheet 2-4-1: Team Dynamics
- £ Information Sheet 2-4-2: Effective Team Characteristics

Complete:

- £ None

D. STUDENT REFERENCES

None

E. SUPPLEMENTAL REFERENCES

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10. U.S. Navy, U.S. Navy Regulations. (1990).

**F. STUDENT GUIDE MATERIALS**

1. Topic Sheet 2-1:                      Leading
2. Outline Sheet 2-1:                      Responsibility, Accountability, and Authority (RAA)
3. Information Sheet 2-1-1:              CPO Creed
4. Outline Sheet 2-2:                      Professionalism and Ethics
5. Outline Sheet 2-3:                      Service Motivation
6. Information Sheet 2-3-1:              Hazing
7. Outline Sheet 2-4:                      Team Building
8. Information Sheet 2-4-1:              Team Dynamics
9. Information Sheet 2-4-2:              Effective Team Characteristics

## OUTLINE SHEET 2-1 RESPONSIBILITY, AUTHORITY, AND ACCOUNTABILITY (RAA)

1. Leadership is ineffective without a successful balance of Responsibility, Authority, and Accountability (RAA). As a LCPO you are faced with many challenges. You must respond within your scope of authority, and maintain accountability within your work environment.
2. The CPO's Role in RAA

“In the United States Navy, the title ‘Chief Petty Officer’ carries with it responsibilities and privileges no other armed force in the world grants its enlisted people. These responsibilities and privileges exist because for 100 years, chiefs have routinely sought out greater challenges and assumed more responsibility” (Kelso, 1993).

- CPOs are granted the authority necessary to perform their myriad duties, and are held accountable for their performance. The CPO's role can be divided into leadership responsibility, and personal responsibility.
- Leadership Responsibility. The responsibilities and authority of the LCPO are addressed in Article 364 of the SORM. The leader's responsibility is that for which one is accountable; it is a duty or trust, and includes the ability to meet obligations or act without senior authority or guidance.
- Personal Responsibility. Every member of the Navy has the personal responsibility to perform to the standards of the service. This includes the moral obligation to do what is right. One's own moral responsibility to do what is right cannot be relinquished.

### a. Scope of Authority

“Authority is granted to individuals within the Navy only in the fulfillment of assigned duties and commensurate with their responsibilities and accountability. Authority is subject to certain limitations and, in many cases, requires specific delegation within the command structure.” (SORM, Article 141.3). Specific positional authority (CO, XO, DH, CDO, OOD, LCPO, etc.) is discussed in OPNAVINST 3120.32 (series) (SORM).

“The command organizational structure is maintained by command, department, division, and other instruction manuals, which set forth the positions, duties, and responsibilities of all persons in the structure.” (Mack & Paulsen, The Naval Officer's Guide, pg. 162.)

“The delegation of authority and the issuance of orders and instructions by a person in the naval service shall not relieve such a person from any responsibility imposed upon him or her. He or she shall ensure that the delegated authority is properly exercised and that his or her orders and instructions are properly executed.” (U.S. Navy Regulations, Article 1022.)

- Good Order and Discipline



“All persons in the naval service are required to aid, to the utmost of their ability and extent of their authority, in maintaining good order and discipline in all matters concerned with the efficiency of command. All persons in the naval service have the right to exercise proper authority over those persons subordinate to them. Conversely, all persons in the naval service are charged to obey readily and strictly, and to execute promptly, all lawful orders of their superiors.” (SORM, Article 141.1)

- Limitations

“The exercise of authority is by the issuance of orders. Orders must be lawful, as subordinates are only charged to obey lawful orders.” (U.S. Navy Regulations, Article 1132.)

b. CPO Creed

The CPO Creed underlines the dedication and commitment necessary to be an outstanding chief. It details the unique responsibilities that CPOs have, many of which are based on the proud tradition of the chiefs who came before you. The Creed discusses the chief’s responsibility to be “...the fountain of knowledge, the ambassador of good will, the authority in personal relations as well as in technical applications.” It also addresses the chiefs’ responsibility to their comrades in the CPO Mess.

c. CPO Role in Maintaining Accountability

“Leadership must ensure equity for each member of the organization. Concerning actions in his or her area of responsibility, the leader should never allow a subordinate to be criticized or penalized except by himself or such other authority as the law prescribes.” (SORM, Article 141.2)

☒ Members of the Navy will be held accountable for the things they are responsible for. This includes military duties and responsibilities, but also entails accountability for personal actions.

☒ Each individual, regardless of rank or position, is fully accountable for his or her own actions, or failure to act when required. (SORM, Article 141.6)

☒ Leaders and supervisors have a duty to assign clear lines of authority and responsibility, reaching to the individual level, for all activity within their organization. (SORM, Article 141.1)

- ⊞ Leaders and supervisors have a duty to provide their subordinates the resources and supervision necessary to enable them to meet their prescribed responsibilities. (SORM, Article 141.1)
- ⊞ Leaders and supervisors have a duty to hold their subordinates accountable, and to initiate appropriate corrective, administrative, disciplinary, or judicial action when individuals fail to meet their responsibilities. (SORM, Article 141.1)
- ⊞ Being accountable means the individual has the obligation to volunteer information, even though it may be detrimental to self.

*"Chiefs can and do make the difference; it's our Navy, and it's our responsibility. Although our CPO Creed states that, in part, 'these responsibilities do not appear in print,' they should be indelibly stamped in our hearts." (MCPON Sanders)*

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**INFORMATION SHEET 2-1-1**  
**CPO CREED**

During the course of this day you have been caused to humbly accept challenge and face adversity. This you have accomplished with rare good grace. Pointless as some of these challenges may have seemed, there were valid, time-honored reasons behind each pointed barb. It was necessary to meet these hurdles with blind faith in the fellowship of CPOs. The goal was to instill in you that trust is inherent with the donning of the uniform of a chief.

It was our intent to impress upon you that challenge is good: a great and necessary reality which cannot mar you — which, in fact, strengthens you. In your future as a CPO, you will be forced to endure adversity far beyond that imposed upon you today. You must face each challenge and adversity with the same dignity and good grace you demonstrated today.

By experience, by performance, and by testing, you have been this day advanced to CPO. In the United States Navy—and only in the United States Navy—the rank of E7 carries with it unique responsibilities and privileges you are now bound to observe and expected to fulfill.

Your entire way of life is now changed. More will be expected of you; more will be demanded of you. Not because you are an E7 but because you are now a CPO. You have not merely been promoted one paygrade, you have joined an exclusive fellowship and, as in all fellowships, you have a special responsibility to your comrades, even as they have a special responsibility to you. This is why we in the United States Navy may maintain with pride our feelings of accomplishment once we have attained the position of CPO.

Your new responsibilities and privileges do not appear in print. They have no official standing; they cannot be referred to by name, number, nor file. They have existed for over 100 years. chiefs before you have freely accepted responsibility beyond the call of printed assignment. Their actions and their performance demanded the respect of their seniors as well as their juniors.

It is now required that you be the fountain of wisdom, the ambassador of good will, the authority in personal relations as well as in technical applications. “Ask the chief” is a household phrase in and out of the Navy. You are now the chief.

The exalted position you have now achieved—and the word exalted is used advisedly—exists because of the attitude and performance of the chiefs before you. It shall exist only as long as you and your fellow chiefs maintain these standards.

It was our intention that you never forget this day. It was our intention to test you, to try you, and to accept you. Your performance has assured us that you will wear “the hat” with the same pride as your comrades in arms before you. We take a deep and sincere pleasure in clasping your hand, and accepting you as a CPO in the United States Navy.

(OPOOA/Rev 92, United States Navy Chief Petty Officer Creed, Accessed from [www.goatlocker.org/creed1.htm](http://www.goatlocker.org/creed1.htm), September 22, 2005.)

## OUTLINE SHEET 2-2 PROFESSIONALISM AND ETHICS

### 1. Introduction

In this topic, the Navy's Core Values are covered with emphasis on the need for professionalism and ethics based on personal character and integrity. Also discussed are problems that can occur when the Core Values are not followed, such as hazing.

### 2. Navy Core Values

The Navy's Core Values of honor, courage, and commitment are instilled in the oath that every person who enters the service takes.

Honor – *“I will bear true faith and allegiance...”*

“Accordingly, we will: abide by an uncompromising code of integrity, taking responsibility for our actions and keeping our word; fulfill or exceed our legal and ethical responsibilities in our public and personal lives twenty four hours a day” (NAVOP 030/92, p.1).

Courage – *“I will support and defend...”*

“Courage is the value that gives us the moral and mental strength to do what is right even in the face of personal or professional adversity” (NAVOP 030/92, p.2).

Commitment – *“I will obey the orders...”*

“Accordingly, we will be committed to positive change and constant improvement. The day-to-day duty of every Navy man and woman is to work together as a team to improve the quality of our work, our people, and ourselves.” (NAVOP 030/92, p. 2). This commitment to positive change and constant improvement provides an important building block in the foundation of leadership-by-example, and is independent of rank, rate, and job assignment.

Each of the Navy's three Core Values has elements that make it the Navy's system of values.

#### a. Aligning Value Systems to Navy Core Values

##### (1) Values Alignment

- (a) Values alignment is important to leaders because of its potential to influence workplace attitudes, behaviors, and outputs. Without some degree of values alignment, the best we can hope for is compliance, not commitment.

- (b) Value congruence or alignment occurs when individuals express positive feelings upon encountering others who exhibit values similar to their own. When values differ, conflicts over goals and the means to achieve them may result.
- (c) As a leader, you must align your value system with the Navy's value system, and you must also work to align the values of your people.
- (d) Since leaders cannot directly observe others' values, they can work at values alignment without knowing what the other person's values are by practicing the behaviors listed below.
- (e) The cornerstone of our future will be the character of each service member, from the newest recruit or civilian employee to our senior leadership (NAVOP 030/92).

## (2) Personal Integrity

- (a) Personal integrity is about “walking-the-walk and talking-the-talk”—meaning, an individual lives consistently with their principles. Personal integrity for Navy personnel is about demonstrating the principles espoused by the Core Values.
- (b) Personal integrity involves weighing the balance of our personal convictions and values along with the charge before us as leaders and representatives of the United States Navy. Personal integrity often requires an individual to put aside personal preferences and natural tendencies and take the high road.
- (c) Personal integrity requires paying a price. It is often much easier to go along with the crowd, take the easy way out, turn your back, look the other way, or not rock the boat. But in the long run, standing for your personal integrity brings the personal satisfaction of knowing you stood for that which is more enduring.
- (d) An individual's personal integrity will be tested, often repeatedly. Anyone who chooses to be a leader will face more tests of personal integrity. This is why it is important to know what your guidelines are, to know what your values and principles are.

## b. Accountability for Unethical Behavior

Leaders and Sailors must understand members of the military are called to a higher standard. Every subordinate's apparent system of values must be compared to the Navy's Core Values. Where misalignments exist, leaders must take action to bring the subordinate's system of values into alignment with the Navy's Core Values. Leaders must ensure those who do not uphold the higher standards of ethical behavior are held accountable.

Because individuals come to the Navy with a variety of personal morals, values, beliefs, and principles, it is necessary to have some standard to hold everyone accountable. Within the parameters of Navy standards, there is room for widely differing individual values. However, a behavioral standard must be maintained in order for there to be order, fairness, and justice.

## OUTLINE SHEET 2-3 SERVICE MOTIVATION

### 1. Introduction

This topic addresses what service motivation is and whose service motivation the LCPO has the opportunity to impact, as well as who impacts the LCPO service motivation.

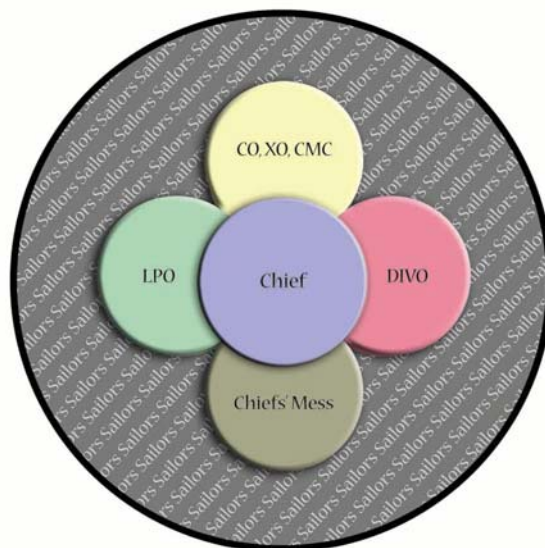
### 2. Service Motivation

Service motivation means:

- Creating and sustaining an organizational culture which permits others to provide the quality of service essential to high performance.
- Enabling others to acquire the tools and support they need to perform well.
- Showing a commitment to military service.
- Influencing others toward esprit de corps and meaningful contributions to mission accomplishment.

### 3. Circles of Influence

As a chief, not only do you impact those within your direct influence, but to some degree you have the opportunity to impact every Sailor in the Navy. You may not always realize you are doing so, but as chief, you are a role model, and everything you do has the potential to influence Sailors, either positively or negatively.



In turn, all of those within your circle of influence can affect *your* service motivation. However, it is your responsibility as a CPO to make sure that you do not pass on that negative influence. If someone or something within your circle of influence is negatively impacting your service motivation, you must do your best to protect your Sailors from that influence. CPOs should be role models to their fellow Sailors.



## INFORMATION SHEET 2-3-1 HAZING

### A. INTRODUCTION

Hazing is an issue every military member, regardless of their rank or position, shall not tolerate and must make every effort to stop. As an LCPO, you should address and correct, in your work center and in other environments, where an incident includes military members. Hazing not only contravenes Navy Core Values and service motivation, but it can do physical and psychological harm to the intended victims. Any members who were actively involved, or aware of a hazing incident will be subject to the appropriate administrative or punitive action as prescribed under the UCMJ. Awareness of the work center climate and the interactions of your personnel is one of the best resources you can use to ensure hazing is stopped before it's started.

### B. HAZING POLICY

The Department of the Navy's policy on hazing is specified in SECNAVINST 1610.2, which may be located at <http://neds.daps.dla.mil/Directives/table40.html> by selecting the "SECNAV 1610.2A" link from the table.

## OUTLINE SHEET 2-4 TEAM BUILDING

### 1. Introduction

A common vision, trust, support, and common goals are all elements involved in team development.

### 2. Stages of Team Development and Dynamics

A normal pattern for maturing groups as they become fully functioning teams is to evolve through the following sequence of stages:

#### Forming

In the *forming* stage the group members explore the parameters of what is acceptable, both to their coworkers and to the group's leader. During this stage excitement, optimism, and anticipation often mix with feelings of anxiety about the uncertainties ahead.

<p><b><u>Characteristics</u></b> Non-genuine, "Plastic" smiles Only a few talking or nervous chatter</p>	<p><b><u>Issues</u></b> Who's who in the room Why are we here How do I fit in</p>
<p><b><u>Task</u></b> Build group trust Establish group mission</p>	<p><b><u>How To Facilitate</u></b> Establish preliminary norms Introductions and backgrounds Define the group mission or purpose</p>

#### Storming

The *storming* stage includes a period of adjustment in which group members resist collaborating with each other due to differences in attitude, preferences, experience levels, and perceptions of what the problems and their solutions are.

<p><b><u>Characteristics</u></b> Members engage in selling rather than listening Ideology outweighs facts Tendency to premature voting Environment feels hostile</p>	<p><b><u>Issues</u></b> How can I protect my own area How can I get what I want/need How can I influence this group</p>
<p><b><u>Task</u></b> Develop methods for managing conflict Move focus from "me" to "we"</p>	<p><b><u>How To Facilitate</u></b> Revise and follow norms Observe and provide feedback on group process Focus on facts, not personalities</p>

Norming

The *norming* stage marks the end of the period of personal adjustment and conflict, and the beginning of a period of equilibrium in which group members begin to think in terms of team-centered task definition and accomplishment. They begin to reconcile competing loyalties and responsibilities, and to understand that no individual can accomplish the necessary goals alone. Overall, a growing sense of membership in a unique group overcomes petty personal differences.

<p><b><u>Characteristics</u></b>                  More active participation                  Hidden agendas being revealed                  Sub-groups forming                  Leaders emerging</p>	<p><b><u>Issues</u></b>                  What are we to accomplish                  How will we accomplish our work                  Who will be responsible for what</p>
<p><b><u>Task</u></b>                  Establish clear objectives                  Agree upon a problem-solving method                  Clarify individual and sub-group content roles</p>	<p><b><u>How To Facilitate</u></b>                  Use chartpack                  Use norms from forming stage                  Obtain clear direction from outside of group                  Negotiate individual group member responsibilities                  Facilitate development of problem-solving methods with high buy-in</p>

Performing

In the *performing* stage, the team members roll up their sleeves and get to work. They now define and solve problems as a cohesive group, and take proactive approaches which involve the abilities and experiences of each member. There is a sense of progress, and a mutually shared belief that all efforts are contributing to the larger organization’s mission.

<p><b><u>Characteristics</u></b>                  All group members share a common sense of purpose                  Information is shared openly and efficiently                  Members both challenge and support one another                  An accepted problem-solving method produces innovative decisions                  Decisions are implemented fully</p>	<p><b><u>Issues</u></b>                  How can we prevent rather than fix problems                  How can we do our jobs better, quicker, and more efficiently                  How can we put smiles on the faces of those depending on us</p>
<p><b><u>Task</u></b>                  Develop methods of continuous improvement                  Move focus from “we” to “the Command and the mission”                  Increase innovative and creative approaches</p>	<p><b><u>How To Facilitate</u></b>                  See “Team Effectiveness Assessment”</p>

### 3. Team Leadership

Teams are able, over time, to self manage their activities and conflicts. The developmental stage of a team is usually a good indicator of exactly how involved a team leader should be.

#### Phase 1 – Supervisor

In the initial phase, the team leader is in the center of the team's activities.

<p><b><u>Team Issues</u></b>          Team members          Learning roles          Tasks/procedures being learned          Crisis may occur as mistakes are made</p>	<p><b><u>Leader's roles</u></b>          Controls work of team members          Directs team members to tasks          Personally follows-up on each team member</p>
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#### Phase 2 – Coach

In the next phase, the team leader is part of the team circle.

<p><b><u>Team Issues</u></b>          Practicing procedures          Developing alternatives          Acquiring task competence          Learning to work together</p>	<p><b><u>Leader's roles</u></b>          Clarifies direction          Provides encouragement          Teaches methodology          Reinforces learning</p>
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#### Phase 3 – Monitor

In the third phase, the team leader is outside the team yet still on the fringe.

<p><b><u>Team Issues</u></b>          Team members are trying new methods          Problem-solving</p>	<p><b><u>Leader's roles</u></b>          Examines team performance          Checks progress and provides supportive feedback          Provides additional resources          Integrates team member's ideas into holistic framework</p>
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#### Phase 4 – Consultant

In the final phase, the team leader is distanced from the team.

<p><b><u>Team Issues</u></b>          Team members are performing together          The task and procedures have become second nature          The team is developing its own procedures          The team members are committed to something larger than themselves</p>	<p><b><u>Leader's roles</u></b>          Unaware of team's daily activities          Team feels fully empowered          If needed, communicates team's activities, desires, and progress throughout organization          Available to the team to provide assistance if needed</p>
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**INFORMATION SHEET 2-4-1  
TEAM DYNAMICS****A. INTRODUCTION**

This topic provides information that an LCPO can use to recognize team dynamics and improve them where deemed necessary.

**B. INFORMATION****1. Group Dynamics**

“Group dynamics are the forces operating in groups that affect group performance and member satisfaction” (Schermerhorn, Managing Organizational Behavior, pg. 296). The efficiency and effectiveness of a team are directly impacted by the interaction of the personalities of its team members. A team that fails to build relationships among its members will waste time on struggles for control and on endless discussions that lead nowhere.

The more that is known about what to expect as a group progresses, the better equipped the team leader is to handle the difficulties.

All newcomers to a team environment at some point think about how they will fit into the team. The new members will also wonder how relationships within the team evolve and possibly disrupt the team. The final area of concern for new team members is how their parent division or department will be affected by his or her new team membership (Scholtes, The Team Handbook, pg. 6-1 – 6-4).

These concerns usually appear during the various stages of team development shown above.

**2. Disruptive Behaviors in a Group  
(Schermerhorn, pg. 302-304)**

One aspect of group dynamics a team leader should be aware is disruptive behaviors. These are any behaviors that could harm the team development process. Good team members avoid the following behaviors and help other members do the same:

- a. Being aggressive toward other members.
- b. Withdrawing and refusing to cooperate with others.
- c. Horsing around when there is work to be done.
- d. Using the group as a forum for self-confession.
- e. Talking about irrelevant matters.

f. Trying to compete for attention and recognition.

3. Role and Role Dynamics  
(Schermerhorn, pg. 333-334)

Expectations of team members can create problems for any leader, member, or team. Team members wonder if the expectations of the group will be fulfilled and what others expect of them.

a. Role

The term role is used to describe a set of expectations for the behavior of a person. The team building process is designed to help overcome any anxieties before they become problems.

b. Role Ambiguity

Role ambiguity occurs when a team member is unsure about what other members expect of him or her. This uncertainty also raises anxieties and can create problems.

c. Role Conflict

Role conflict occurs when a person is unable to respond to the expectations of one or more group members. It may be due to overload or incompatibility.

d. Role Negotiation

Role negotiation is a team-building technique that can help teams accomplish the establishment and maintenance of healthy group agreements. It is a process through which individuals negotiate with one another to clarify expectations about what each should be giving and receiving as team members.

If a team decides they need a system to help negotiate individual group member responsibilities, or clarify expectations, the following eight steps can be used:

1. Individuals write lists of things he or she want other group members to do more or do better.
2. Individuals write lists of things he or she want other group members to do less or stop doing.
3. Individuals write lists of things they want other group members to keep doing.
4. Individuals share and discuss these lists with the group as a whole.
5. Members meet in pairs to discuss the lists they have for each other.

6. Members of these pairs negotiate action contracts that benefit both each other and the group.
7. These contracts are written and shared with the group as a whole.
8. The group “revisits” these contracts at regular intervals to monitor and update them.

Role negotiation may occur during the “norming” stage to prevent “storming” reoccurrence.

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**INFORMATION SHEET 2-4-2**  
**EFFECTIVE TEAM CHARACTERISTICS**

A. INTRODUCTION

This topic provides information that an LCPO can use to recognize team characteristics and improve them where deemed necessary.

B. INFORMATION

1. High Performing Teams

(Blanchard, The One Minute Manager Builds High Performing Teams, pg. 35-58)

Situational Leadership can be applied to individuals and groups. The behavior of a leader is fundamentally unchanged even if the number of followers is increased. In the High Performance Team Model, Blanchard refers to the follower development components as productivity and morale. He refers to these four developmental stages as orientation, dissatisfaction, production, and resolution.

2. Characteristics of Effective Teams

(Scholtes, The Team Handbook, pg. 6-10 – 6-22; Blanchard, pg.19-24)

Effective teams develop through discipline and hard work. There are certain attributes common to effective teams. Some of those are listed below.

a. Inspired leadership

An inspired leader will:

- (1) Ensure that each team member knows his or her specific role.
- (2) Sense trouble ahead of time and proactively curb it.
- (3) Keep the work flowing toward goal and mission accomplishment.
- (4) Ensure that all team members have an opportunity to contribute.
- (5) Listen before speaking, whenever possible.
- (6) Turn recognized problems into opportunities for growth.
- (7) Elicit trust in team members and in those outside the immediate team.



b. Specific, measurable goals

A team works best when its members understand the purpose of their efforts, especially when this purpose relates to clear, measurable objectives or goals that allow them to accurately assess their own proximity to those goals or objectives at any time. To the maximum possible extent, have team members develop the goals toward which they will aspire for the project's duration.

c. Commitment/loyalty

Effective teams are both committed and loyal. Loyalty refers to the tendency to place the needs of the team over narrow personal needs. Commitment refers to the unflinching desire to achieve the objectives of the team. Both the commitment and the loyalty are applied in two directions, at the same time. Team members are certainly loyal to other team members and to the team as a whole. They are also loyal to the organization of which the team is a part. Similarly, effective teams are committed to the goals of the team, but team goals are only important when they support the goals of the larger organization.

d. Effective communication

- Members express themselves openly, honestly and clearly.
- Members listen actively to each other and do not interrupt.
- Differences of opinion and perspective are valued by all group members.

e. Success oriented

Effective teams demand clear direction. They are impatient with indecisive approaches. They want the target clearly identified so that they can go forward and accomplish. Dictated mission requirements do not constitute their only goal: those requirements represent a minimum to be accomplished. Effective teams tend to tie their own success measures to the extent to which they have *surpassed* external requirements.

f. External environment awareness

Effective teams are aware of what each member is doing, the dynamics between each team member and, perhaps most importantly, the relationship between team performance and relevant factors outside of the team. There are several reasons why this external awareness is essential for team effectiveness. The reasons are:

- Team functioning must lead to organizational optimization and avoid sub-optimization.
- Team outputs must be refined to merge with other organizational outputs.

- External awareness will provide advanced warning of changes in organization direction.
- External awareness provides opportunities for collaboration and synergy.

g. Progressive thinking

Effective teams tend to be innovative in their approaches to problems. They know how problems have been solved in the past and they frequently make use of this knowledge to avoid constantly re-inventing the wheel. At the same time, they carefully avoid being held captive by old approaches that fail to provide lasting solutions. They want to apply permanent fixes and don't hesitate to seek new solutions to accomplish that end.

h. Recognition

Recognition is important because it reinforces what is important. In high performing teams:

- Individual contributions are recognized by the leader and other team members.
- Team accomplishments are recognized by team members.
- Team members feel respected.
- The organization or command recognizes and values team contributions (Blanchard, pg. 23).

### 3. Team Roles and Responsibilities

Each team member has clear responsibilities and expectations. Leaders must understand those responsibilities and expectations in order to lead a team effectively. Four team member responsibilities are as follows:

- a. The team leader plans and orchestrates the team's activities. This includes scheduling and conducting meetings, handling or assigning administrative details, and overseeing preparations for reports and presentations.
- b. The process advisor focuses on the process by which the team generates its product in order to see where specific improvements can be made to efficiency and effectiveness on the road to the team's destination.
- c. The recorder fills a rotating role of capturing the main ideas of a given meeting in whatever form is most appropriate. For instance, the recorder may capture a cause-and-effect diagram from a chartpak that is the best single record of what happened at that meeting, and publish this for all team members prior to the next meeting. This person also maintains accurate updated records and files, and coordinates team-related administrative activities.

- d. Team members share knowledge and expertise, attend all meetings, carry out assignments, participate in discussions, and adhere to the already-agreed-upon ground rules.

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## TOPIC SHEET 3-1 DEVELOPING

### A. INTRODUCTION

Developing covers information that will provide you with the tools to support the mission through the personal and professional development of your personnel. By creating a diverse work center, monitoring your manpower, recognizing and rewarding personnel, being a mentor, and utilizing proper counseling techniques to both correct deficiencies and acknowledge strengths, you will be better able to support those within your circle of influence and thus better support the mission.

### B. ENABLING OBJECTIVES

- £ **Apply** techniques for targeting the audience when preparing formal and informal briefings.
- £ **Research** your subject when preparing briefings for individuals or groups.
- £ **Utilize** oral communication techniques to prepare a presentation.
- £ **Discuss** how to best utilize the diversity of personnel's abilities.
- £ **Discuss** techniques to foster an open work center.
- £ **Discuss** techniques and resources to manage staffing requirements and shortfalls.
- £ **Discuss** techniques and resources to develop Sailors.
- £ **Identify** resources for personnel development.
- £ **Discuss** methods to ensure proper utilization of personnel.
- £ **Discuss** empowerment.
- £ **Identify** mentor qualities.
- £ **Discuss** ways to develop Junior Officers (JOs).
- £ **Discuss** techniques for recognizing personnel and rewarding performance.
- £ **Demonstrate** appropriate techniques when counseling personnel on performance.

### C. STUDENT PREPARATION PRIOR TO THIS TOPIC

Read:

- £ Topic Sheet 3-1, Developing

Complete:

f None

D. STUDENT REFERENCES

None

E. SUPPLEMENTAL REFERENCES

These readings are suggested as additional sources of information. Although not required, you are encouraged to review these readings to broaden your perspective of the lesson.

1. Covey, S. R. (1992). Principle-Centered Leadership. New York: Fireside Books.
2. Enlisted Distribution and Verification Report User's Manual (EDVRMAN)
3. Ivey, A. E. & Ivey, M. B. (1998). Intentional Interviewing And Counseling. Pacific Grove, CA: Brooks/Cole Publishing Company.
4. Levine, Terry. (1999). The Top 10 Ways to Empower Your Employees. CoachVille, LLC. Found 10/05/05 at <http://www.topten.org/public/AC/AC63.html>.
5. Lynch, R. & Vineyard, S. (1991). Secrets of Leadership. Downers Grove, IL: Heritage Arts Publishing.
6. Minor, M. (1989). Coaching and Counseling: A Practical Guide for Managers. Menlo Park, CA: Crisp Publications.
7. NAVADMIN 219/97. Enlisted Warfare Qualifications Policy Changes.
8. Naval Military Personnel Command. (1985). Command Excellence: What it Takes to be the Best! Washington, DC: Department of the Navy.
9. NAVEDTRA 135 (series). Navy School Management Manual.
10. NAVEDTRA 11121 (series). Educational Services Officer.
11. <http://www.navycollege.navy.mil/>
12. OPNAVINST 1500.19 (series). Authority and Responsibility of Fleet Commanders in Chief Atlantic and Pacific and the Chief of Naval Education and Training for Naval Education and Training Activities Ashore.
13. OPNAVINST 1550.8 (series). Development, Review and Approval of New or Modified Training Curricula.

14. OPNAVINST 1560.10B (series). United States Military Apprenticeship Program (USMAP)

**F. STUDENT GUIDE MATERIALS**

1. Topic Sheet 3-1: Developing
2. Outline Sheet 3-1: Leveraging Diversity
3. Outline Sheet 3-2: Human Resource Management
4. Outline Sheet 3-3: Developing People
5. Information Sheet 3-3-1: The Top Ten Ways to Empower Your Sailors
6. Information Sheet 3-3-2: Mentoring
7. Information Sheet 3-3-3: Rewards and Recognition
8. Information Sheet 3-3-4: Education and Training Opportunities
9. Information Sheet 3-3-5: Career Planning
10. Information Sheet 3-3-6: Selection Boards
11. Outline Sheet 3-4: Counseling

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## OUTLINE SHEET 3-1 LEVERAGING DIVERSITY

### 1. Introduction

A Chief Petty Officer (CPO) is responsible for facilitating and managing an inclusive workplace, where techniques that embody the principles of diversity are used to maximize the talents of each person.

### 2. Diversity Definition

On Navy Knowledge Online, diversity is defined as, “the creativity, culture, ethnicity, gender, race, religion, skills and talents of Sailors and civilians that enhance the mission readiness of the Navy.”

### 3. Diversity Concepts

The desired outcome of diversity is a workplace free of discrimination with equal opportunities for all. Every organization should view and accept differences as assets.

The Navy’s diversity *vision* is that of a Navy that continually invests in the strength of America’s diversity, where every Sailor and civilian can prosper and contribute to mission readiness.

The Navy’s diversity *mission* is to ensure success in an environment that encourages and enables all Sailors and civilians to reach their personal and professional potential.

### 4. Diversity Obstacles

Workplace diversity can be adversely affected by “isms.” An “ism” is any attitude or action, conscious or unconscious, of an individual or institution that Sailors a person or group because of:

- a. Race
- b. Color
- c. Sex
- d. Religion
- e. National origin
- f. Disability
- g. Age

### 5. Inclusive Environments

In an organization that values diversity, individuals work as cohesive teams, which take full advantage of various backgrounds, communities, education, and technical skills to successfully achieve mission readiness.



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**OUTLINE SHEET 3-2  
HUMAN RESOURCE MANAGEMENT**

1. Introduction

This Outline Sheet provides familiarization with the sections of the Enlisted Distribution Verification Report (EDVR) and key terms.

2. The EDVR consists of 12 sections:

Section 1 - Prospective Gains

Section 2 - Prospective Losses

Section 3 - Personnel Onboard for Temporary Duty, in a Deserter Status, or Administratively Dropped from Navy Strength Accounts

Section 4 - Total Personnel Onboard in Distribution Community Sequence

Section 5 - Personnel Status Summary

Section 6 – Distribution Navy Enlisted Classification Code (DNEC) Management

Section 7 - NEC Billet and Personnel Inventory

Section 8 - NEC Inventory Section

Section 9 - Officer and Enlisted Diary Message Summary

Section 10 - Duty Preference Listing

Section 11 - Security and Data Validation Section (distributed separately)

Section 12 - TAD and Embarked Personnel

a. Key EDVR terms:

- NMP - The Navy Manning Plan. It is the fair-sharing of available personnel assets after fully manning CNO Pri 1 and 2 projects.
- NMP Rule - Refers to the NMP priority for each billet.
- CUR BA - Current Billets Authorized. This is the current month's organizational manning.
- P-9 BA - Projected Billets Authorized nine months from the current month.

- P-9 NMP - Projected Navy Manning Plan nine months from the current month. This is the anticipated manpower authorization.
- COB - Current on Board. Reflects the number of personnel assigned in the month indicated.
- POB1 through 9 - Projected on Board month by month for the next nine months.
- P-9 NMP minus POB9 determines how many additional personnel will be required to bring the activity's onboard strength to the NMP level. These requirements are known as requisitions and are generated by the Enlisted Personnel Requisition System (EPRES).
- N RQN - The quality and quantity of personnel required to bring a distribution rating from TOTAL POB9 to TOTAL P-9 NMP.
- P RQN - The quality and quantity of personnel required to bring the rating's strength by pay grade to within plus or minus one pay grade of the NMP (a rating may be manned at total NMP but not have the proper strength by pay grade).
- A RQN - The quality and quantity of personnel required to bring a rating from TOTAL NMP to TOTAL BA.
- CUR M+1 - Delineates mobilization (or wartime) billets that are currently effective one month after mobilization.
- P-9 M+1 - The current activity mobilization billets projected nine months in the future.

### 3. AMD (Activity Manning Document)

- a. The AMD is a single source document that provides the quantitative and qualitative manpower requirements (military, civilian and contractor) and manpower authorizations (military) allocated to a naval activity to perform its assigned MFTs or ROC/POE. The AMD contains current and future peacetime and mobilization manpower requirements and authorizations. It is used for personnel strength planning, recruiting, training, promotion, and personnel distribution.

#### b. AMD Description

##### (1) Current Manpower Requirement and Authorization Total by Paygrade or Category Page

- (a) A general overall manpower summary of the current total manpower requirements and authorizations for all activities under a parent organization and/or individual activity is found at the end of an AMD. This information is divided into three

categories: (1) officer (designation category and paygrade), (2) enlisted (paygrade), and (3) civilian (pay plan and paygrade).

(2) Activity, Manpower Requirement, and Manpower Authorization Information Pages

- (a) These pages contain descriptive information on a specific activity and its approved manpower requirements and authorizations.

(3) Activity Descriptive Information

- (a) This section provides essential information pertaining to the activity, including the Chain of Command (COC), for both manpower and personnel issues. The manpower claimant submits changes to this section to NAVMAC, then NAVMAC forwards this information to CNO (N12). If the affected activity is listed in the Standard Navy Distribution List (SNDL), manpower claimants must reference the approved OPNAVNOTE 3111 or OPNAVNOTE 5450 from CNO (N09B22).

(4) Manpower Retirement Information

- (a) This section provides statements of military and/or civilian manpower and associated skills determined by an approved manpower study based on the activity's MFTs or ROC/POE. Submit change(s) to this section to NAVMAC via the manpower claimant using the AMD Change Request.

(5) Manpower Authorization Information

- (a) This section provides statements of military and/or civilian manpower and associated skills determined by the available resources to fund the manpower requirement. Submit change(s) to this section to NAVMAC via the manpower claimant, using the AMD Change Request.

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### OUTLINE SHEET 3-3 DEVELOPING PEOPLE

#### 1. Introduction

This Outline Sheet, Developing People, provides you with the tools you need to advance the personal and professional development of personnel within your circle of influence through the use of rewards and recognition, mentor programs, career development plans, education and training, and proper counseling techniques.

#### 2. Subordinate Development

The goal of subordinate development is multi-faceted. Several of the positive outcomes of developing Sailors are:

- a. Individual's knowledge and skills increased
- b. Organization's total knowledge and skills increased
- c. Synergy created within and between departments for a positive impact on mission effectiveness
- d. Increased availability of cross-trained personnel for enhanced mission effectiveness

One way superior commands promote training and development is "...All levels participate in training and development (Naval Military Personnel Command, 1985)," including the CPO Mess and Petty Officer First Class Mess. In addition, "They (superior commands) realize that the more proficient each person is, the better the overall performance of the command will be."

#### 3. Individual Responsibility For Personal and Subordinate Development

"The common denominator of success is a strong, empowering, guiding, inspiring, uplifting purpose (Covey, 1992)." Your responsibility for personal and professional development centers on your goals, or your *purpose*. Consider career development from recruit to retirement. You, as an Advanced Enlisted Leader, may feel you have reached your pinnacle; yet, in this continuum, you may be just beyond the halfway point. There is more you can do to improve both personally and professionally. Continuing your personal development as well as your professional development is important because, as an Advanced Enlisted Leader, your guidance to your Sailors is vital to their career success. An important part of guidance is the example you set; or "walking the talk."

#### 4. Education and Training

Education and training are vital aspects of personal and professional development. They provide knowledge and skills, which in turn help build confidence and self-esteem. The major difference between education and training is education is considered knowledge-based,

and training is considered skill-based. The Navy’s education and training system supports that difference.

a. Education

The Navy’s formal system of enlisted education is the Navy College Program, described in Information Sheet 3-3-4, Education and Training Opportunities.

b. Training

Training is organized into two types, general skill training and fleet training. Both general and fleet training have a single purpose, and that is to “...provide the Fleet trained personnel capable of maintaining, operating, and employing effectively the ships, aircraft, and weapons systems with which the fleets have been equipped, and also to provide trained personnel for logistic and other essential support.”

Table 1 is a summary of the courses providing general skill and fleet training offered within the Navy Education and Training Command. The courses are defined according to the type of training provided.

<p><b>Class “A”.</b> Provides basic knowledge and skills required to prepare for rating entry-level performance. This includes initial skill training (i.e., Apprentice Training “A” Schools), rating conversion training (i.e., Master of Arms Training), initial skill Remedial Training, and entry-level officer training. An NEC will not normally be awarded. May award an MOS. (Primary funding source: NAVPERSCOM.)</p>	<p>AA Apprenticeship Training                  AO Officer Prep Schools not associated with professional development programs                  AP Enlisted Preparatory Courses                  AR Initial Skill Training - Enlisted Remedial Training                  A1 Initial Skill Training - Enlisted “A” School                  A2 Initial Skill Training - Officer                  A3 Initial Skill Training - Enlisted “A” School and/or “A” School Pipeline courses that award an NEC                  A4 Initial Skill Training - Enlisted Non-Accession “A” School                  A5 Initial Skill Training - Enlisted Medical “A” School                  A6 Initial Skill Training - Officer Medical</p>
<p><b>Class “C”.</b> Provides advanced specialized skill/knowledge/aptitude/ qualification training required to fill a particular billet (one which requires a specific skill code is NEC/officer billet specialty training (BST) coded). Course completion awards an NEC or officer BST. May also award an MOS. (Primary funding source: NAVPERSCOM.)</p>	<p>C1 Skill Progression Training - Enlisted NEC                  C2 Skill Progression Training - Officer Billet Specialty Training                  C5 Skill Progression Training - Enlisted Medical NEC                  C6 Skill Progression Training - Officer Medical Billet Specialty                  CX Skill Progression Training - Officer Medical (Resident Only)</p>
<p><b>Class “D”.</b> Provides individual, not rating-specific training/education such as LTC, CIAC, non-pipeline refresher training specified by NAVPERSCOM/OPNAV directives. (Primary funding source: NAVPERSCOM.)</p>	<p>D1 Professional Development Functional Skill Training - Enlisted                  D2 Professional Development Functional Skill Training – Officer</p>

<p><b>Class “E”.</b> Designed to provide formal professional educational instruction in a general or particular field of study, which may lead to an academic degree.</p>	<p>E1 Professional Development Education - Senior Service College  E2 Professional Development Education - Immediate Service School  E3 Graduate Education for sub-specialty, full-time, funded-Degree Program  E4 Undergraduate Education - Degree Program  E5 Postgraduate Education - Degree Program  E6 Non-degree Education Program  E7 Health Education Programs  E8 Other Education Programs</p>
<p><b>Class “F”.</b> Provides <b>individual</b> functional skill or rating-specific training as required by Fleet or Type Commander. No NEC is awarded. (Primary funding source: Fleet. Alternate funding: NAVPERSCOM on CNP approved case-by-case basis.)</p>	<p>F1 Functional Training - Enlisted  F2 Functional Training - Officer  F3 Functional Training - Enlisted PCS (CNP-approved)  F4 Functional Training - Officer PCS (CNP-approved)</p>
<p><b>Class “G”.</b> Provides prerequisite knowledge/skills/techniques in a segment course of an NEC-awarding pipeline and is not a rating-wide requirement. By itself, it does not award an NEC/officer BST. (Primary funding source: NAVPERSCOM). NAVPERSCOM funds will not normally be designated for personnel attending these courses outside the NEC-awarding pipeline unless a valid need is demonstrated (e.g., emergent operational requirements) and the funding exception has been approved by CNP.</p>	<p>G1 Pipeline Skill Progression Training - Enlisted  G2 Pipeline Skill Progression Training - Officer  G5 Pipeline Skill Progression Training - Enlisted Medical  G6 Pipeline Skill Progression Training - Officer Medical</p>
<p><b>Class “M”.</b> Training courses provided for USMC personnel only. These may have been “C” courses, but since they do not award an NEC and could award an MOS, they are now “M” courses.</p>	<p>M1 Initial Skill Training - USMC Enlisted  M2 Initial Skill Training - USMC Officer  M3 Specialized Skill Training - USMC Enlisted  M4 Specialized Skill Training - USMC Officer</p>
<p><b>Class “P”.</b> Officer acquisition programs designed to provide undergraduate education and/or indoctrination and basic training in fundamentals, preliminaries or principles to midshipmen, officer candidates, and other newly commissioned officers (except those acquired through Class “V” programs).</p>	<p>PB Health Profession Acquisition Military Programs  PC Other Programs  PD PD Preparatory School  P1 Officer Acquisition Training (Academy)  P2 NROTC (Naval Reserve Officer Training Corps)  P3 NJROTC (Naval Junior Reserve Officer Training Corps)  P4 AVROC II (Aviation Reserve Officer Candidate Program)  P5 ROC (Reserve Officer Candidate)  P6 OCS (Officer Candidate School)  P7 AOC (Pre-Commissioning Aviation Officer Candidate)  P8 NFO (Pre-Commissioning Naval Flight Officer)  P9 NUPOCS-S (Nuclear Propulsion Officer Candidate) Surface</p>

<b>Class “R”.</b> Training upon initial enlistment or induction, which provides the general indoctrination and prepares the recruit for early adjustment to military life by providing skills and knowledge in basic military subjects.	R1 Recruit Training R2 OVSET Training (Other Service Veteran) R3 NAVET Training R4 ARTS/FAST
<b>Class “T”.</b> Provides team functional skill or rate-specific team refresher training as required by Fleet or Type Commander. (Primary funding source: Fleet. Alternate funding: NAVPERSCOM on a CNP approved case-by-case basis.) An NEC will not be awarded.	T1 Team Functional Skill Training - Enlisted T2 Team Functional Skill Training - Officer T3 Team Functional Skill Training - Enlisted PCS (CNP approved) T4 Team Functional Skill Training - Officer PCS (CNP approved)
<b>Class “V”.</b> Provides the skills that lead to the designation of Naval Aviator or Naval Flight Officer (NFO). Use is restricted to CNATRA.	V1 Undergraduate NASC/PRIM Flight Training V2 Undergraduate Flight Training - PROP V3 Undergraduate Flight Training - JET V4 Undergraduate Flight Training - HELO V5 Undergraduate NFO Training V6 Undergraduate Flight Surgeon/Test Pilot V7 Transition Pilot/NFO V8 Instructor Under Training Pilot/NFO

Table 1: Navy Training

## 5. Career Planning

Career planning refers to all aspects of one’s career and the way they relate to each other. Your education and training, the Navy’s advancement and assignment system, and the choice of a mentor all constitute aspects of career planning. Much of this information is covered in Information Sheet 3-3-5, Career Planning.

## 6. Assignment System

The Navy’s process for manning its ships, aircraft, and weapons systems with skilled operators is a complex process. An overview of that process is depicted in Figure 1. Table 2 is a brief glossary of terms used in the assignment system.

- **BA - Billets Authorized.** This is the ideal number of Sailors in each rating and paygrade needed by each command to accomplish its mission. It represents 100 percent manning.
- **NMP - Navy Manning Plan.** This gives each command its fair share of the number of personnel available. NMP may be larger, smaller, or equal to BA. NMP is computed for the Manning Control Authorities (MCA) by Enlisted Placement Management Center (EPMAC), which compares each command's BA with projections of Sailors due for transfer nine months in the future.
- **REQ - The requisition.** This is a computerized listing of billets requiring relief. It's prepared by EPMAC. Billets are listed by commands, paygrade, rating, and NEC, in the MCA order of priority. This is the order the detailer must follow to fill them.
- **MCA - Manning Control Authority.** The four MCAs (NAVPERSCOM, COMPACFLT, COMLANTFLT, COMNAVRESFOR) exercise responsibility for manning all the Navy's enlisted billets. The MCAs decide the priority assigned to billets on the REQs.
- **PRD - Projected Rotation Date.** This is the month and year in which you should expect to transfer. It is also used in the REQ to determine when your relief is due. The REQ for your relief will show up in the detailer's office nine months before your PRD.
- **EAOS - Expiration of Active Obligated Service.** This is the date on which you separate from active duty. It does not generate a requisition for your replacement. If at the last minute you decide to re-enlist, a PRD will be established and a REQ will be generated for nine months in the future.
- **MAT - Minimum Activity Tour.** This is the minimum tour length you have to complete before you can be transferred. Most commands have a 24-month minimum activity tour. This assures each command gets stability from your assignment.
- **MST - Maximum Sea Tour.** This is the maximum amount of time you should expect to serve in a seagoing command.

Table 2: Glossary of Terms



Figure 1 is a graphical representation of some of the entities involved in the assignment system. The process begins with a billet, to which a Sailor will eventually be assigned.

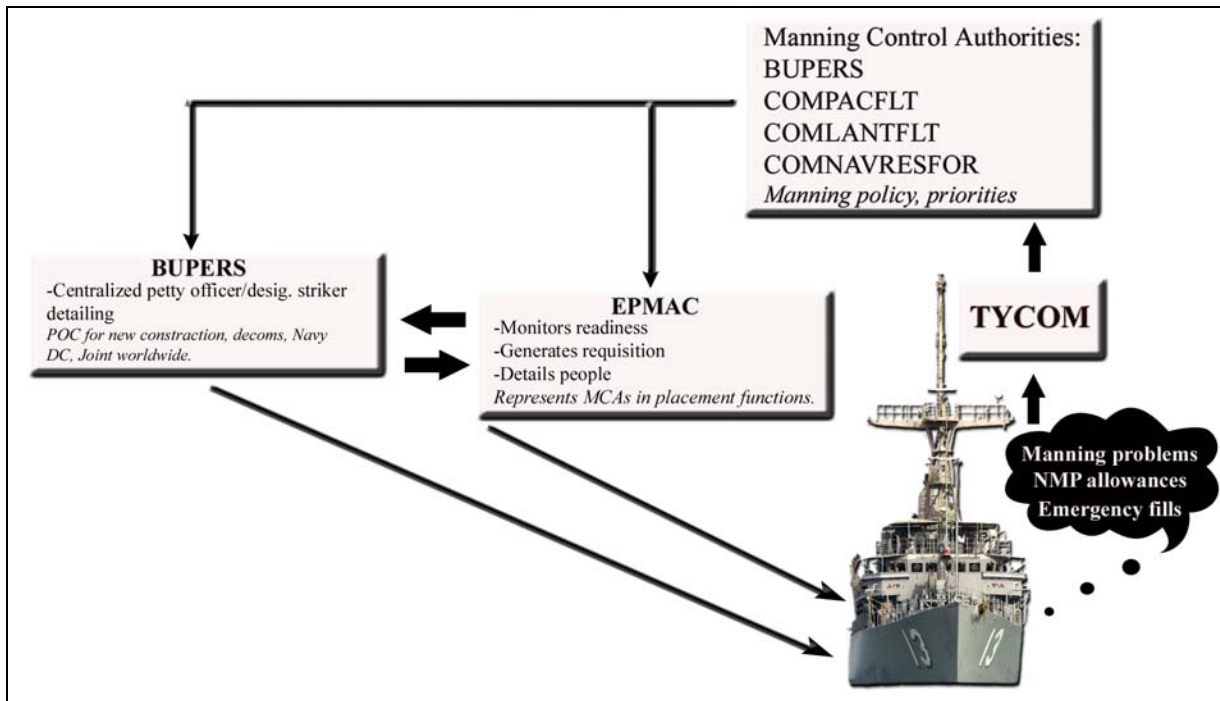


Figure 1: Assignment System

To support the requirement for these billets, each activity has documents that explain its mission and how many of each type of Sailor is required for that mission.

The Type Commander (TYCOM) monitors unit readiness and forwards unit personnel requirements, both short-term and long-term, to the respective Manning Control Authorities (MCA).

The MCAs are responsible for developing the manning and prioritization policies that determine the quality, quantity, and priority for assignment of personnel to all billets within a command. They communicate those prioritized requirements to the Enlisted Personnel Management Center (EPMAC), which tracks personnel readiness levels for all naval units. They also act as an agent to all the MCAs in the placement function by generating the requisition as well as detailing all seamen, airmen, and firemen. The requisition is used by the detailers at the Naval Personnel Command (NAVPERSCOM) as the competent authority for all petty officers and designated strikers.

The NAVPERSCOM detailers are the vital link between Sailors and the distribution system. They convey the Fleet's requirements via the requisition and match these requirements with Sailors who have existing qualifications (or schedule en route training when required) in order to ensure the Fleet unit receives a qualified Sailor to perform the mission. The NAVPERSCOM detailers also process all 1306 requests, coordinate spouse co-locations, duty swaps, split tours, Guard commitments, special program assignments, and provide valid career guidance.

Additionally, NAVPERSCOM is also the single point of contact for all questions concerning new construction, decommissioning, assignments to Navy billets in Washington D.C., and all joint billets, worldwide.

The distribution machine involves everyone in the Navy in some way. Be it the Sailor on the deck plates, the Commanding Officer at Sea, or the CNO -- all are involved in the billeting decisions that take place to ensure the right person goes to the right assignment so our Navy can perform its mission. Be an active participant by keeping your command and NAVPERSCOM apprised of your needs and desires, and the Navy will make every effort to meet them.

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**INFORMATION SHEET 3-3-1**  
**THE TOP TEN WAYS TO EMPOWER YOUR SAILORS**

A. INTRODUCTION

The word empower is often overused. Many leaders talk about empowering their Sailors but often Sailors feel disempowered. Here's a list of the top 10 things you can do that will really empower your Sailors, according to Sailors, not leaders!

B. INTRODUCTION

1. Allow Sailors to actively participate in team goals.

Look for every opportunity to include Sailors at every level of the organization, in being active participants. Sailors often report getting one-way directives instead.

2. Allow Sailors to suggest better ways of getting their jobs done.

Ask for Sailors' suggestions for other ways of getting the task or project accomplished. Listen and be willing to really hear the Sailors' comments. Sailors often report that they have no input and are told exactly how to perform their jobs, leaving no creativity.

3. Provide positive reinforcement.

Always listen and acknowledge your Sailors. Sailors often report that their decisions and actions are second-guessed and that most, if not all, feedback given is negative.

4. Clearly delegate responsibility and appropriate level of authority to accomplish the task.

Do you give inconsistent messages? Do you ask the Sailors to handle a problem or project and then give them negative feedback or give them an assignment and then say "never-mind"? Sailors often report that they are given tasks and then told they did it wrong.

5. Be clear in your communication.

When you express goals or explain projects, be sure the Sailors really understand what you are asking for. Sailors often report that the goals are unclear and that they are not sure what they are being asked to do.

6. Show you have trust in your Sailors.

Allow them to make mistakes as a form of learning. Show that it is really ok to make mistakes. Let them know you really support their decisions. Sailors often report that someone is always looking over their shoulder to make sure they do things right.

7. Listen. Listen. Listen.

Do you do most of the talking? Sailors often report that conversations are one way, comprised mostly of their ideas being criticized. They don't feel they are heard.

8. Be interested in the Sailors' career development.

Meet with Sailors and discover their goals and their wants. Sailors often report that their goals are not viewed as important in the organization.

9. Let the Sailors help you achieve success.

Are you doing it all yourself? Sailors often report that their leaders do all the tasks and that they have no way to make contributions outside their job descriptions. Look for opportunities to delegate and enhance the Sailors' career development at the same time.

10. Be a coach/mentor.

The best way to empower Sailors is not to manage them. Coach them to success. This is a process of developing their skills and providing them specific feedback to meet high standards. Sailors often report feeling like children rather than being on the same team with their leaders. Be their coach and lead the team to success! (Levine, 1999)

## INFORMATION SHEET 3-3-2 MENTORING

### A. INTRODUCTION

The mentoring process links an experienced person (mentor) with a less experienced person (protégé) to help foster the career development and professional growth of the protégé. Though not specifically required by a directive, some units have established a formal mentoring program. This Information Sheet explains the roles, qualifications, responsibilities, and benefits of a mentoring program.

### B. INFORMATION

<b>Mentor</b>	<b>Protégé</b>	<b>Command Mentoring Program</b>
<p>A mentor is someone who offers leadership, guidance, wisdom, experience, and encouragement. A mentor asks the tough questions and communicates:</p> <ul style="list-style-type: none"> <li>• Command culture and values</li> <li>• Advancement targets</li> <li>• Principle-based decision-making</li> <li>• By example, up and down the Chain of Command</li> </ul>	<p>A protégé is someone who has the desire, commitment, and initiative to expand and develop their career goals. A Sailor does this by listening and learning from a mentor.</p>	<p>The mentoring process links an experienced person (mentor) with a less experienced person (protégé) to help foster the career development and professional growth of the protégé. Though not specifically required by a directive, some units have established a formal mentoring program.</p>
<b>Qualifications</b>	<b>Qualifications</b>	<b>Essentials</b>
<p>A mentor must have:</p> <ul style="list-style-type: none"> <li>• Ability to influence and persuade others</li> <li>• Credibility, not only with peers, but with the entire command</li> <li>• Respect from peers and seniors</li> <li>• Technical expertise</li> <li>• Desire to help the protégé as well as the command</li> <li>• Commitment of both time and energy</li> <li>• Active-listening skills</li> </ul>	<p>A protégé must have:</p> <ul style="list-style-type: none"> <li>• Ambition to advance</li> <li>• Ability to accept risk</li> <li>• Loyalty to the command and the Navy</li> <li>• Intelligence and common sense</li> <li>• Personal responsibility</li> <li>• Ability to listen and follow through on directions</li> </ul>	<p>Formal, or planned, mentoring concentrates on the goals of the organization. Typical command goals are:</p> <ul style="list-style-type: none"> <li>• Provide for the welfare and safety of the crew</li> <li>• Reduce administrative actions such as Captain's Mast</li> <li>• Increase morale</li> <li>• Increase each individual's advancement</li> </ul>

Responsibilities	Responsibilities	Elements
<p>The mentor must give the protégé:</p> <ul style="list-style-type: none"> <li>• Insight, advice, and counsel</li> <li>• Support and encouragement</li> <li>• Upward mobility</li> <li>• Self-confidence and stronger self-esteem</li> <li>• A safe haven for testing out ideas and contingency plans and taking risks</li> <li>• A solid role model</li> <li>• Constructive feedback and critical analysis</li> </ul>	<p>Besides being totally dedicated, the protégé must be responsible for:</p> <ul style="list-style-type: none"> <li>• Assessing his or her individual needs</li> <li>• Constructing a career development plan</li> <li>• Taking initiative in skill development</li> <li>• Being proactive in the relationship</li> <li>• Willing to accept and follow through on the mentor’s advice</li> </ul>	<p>Formal, or planned, mentoring concentrates on the needs of the organization. A typical program should have procedures in place to:</p> <ul style="list-style-type: none"> <li>• Evaluate characteristics of a mentor</li> <li>• Identify the protégé</li> <li>• Establish guidelines</li> <li>• Perform roles</li> <li>• Evaluate the mentoring relationship</li> <li>• Deal with interpersonal relationship issues such as gender and culture</li> </ul>
Benefits of being a mentor	Benefits of being a protégé	Command benefits
<ul style="list-style-type: none"> <li>• Personal satisfaction of giving back to the Navy</li> <li>• Leaving a legacy of personal knowledge, insight, and experience</li> <li>• Career enhancement</li> <li>• Increased visibility within the command</li> <li>• Increased power and prestige with peers, especially Senior and Master Chief Petty Officers</li> </ul>	<ul style="list-style-type: none"> <li>• Assistance with career goals, strategies, and options</li> <li>• Help in building self-confidence to grow beyond a level initially expected</li> <li>• Personalized education</li> <li>• Increased organizational and technical knowledge</li> <li>• Increased leadership skills</li> <li>• Increased political savvy</li> <li>• Broadened ideas</li> <li>• A safe environment for risk-taking</li> </ul>	<ul style="list-style-type: none"> <li>• Increased productivity</li> <li>• Cost-effective and one-on-one training</li> <li>• Increased organizational communications</li> <li>• Motivated Sailors</li> <li>• Allows for strategic succession planning</li> <li>• Provides Sailors with a sense of stability during organizational change</li> <li>• Effective method of indoctrinating new Sailors into the command</li> <li>• A method of providing career guidance and role models who support the Navy’s retention efforts</li> </ul>

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### INFORMATION SHEET 3-3-3 REWARDS AND RECOGNITION

#### A. INTRODUCTION

The following Information Sheet focuses on the need for superior commands to recognize and reward as a form of motivation as well as the rules Advanced Enlisted Leaders should follow to effectively recognize Sailors.

#### B. INFORMATION

##### 1. Recognition

“Superior commands realize that one of the best ways to motivate their men (and women) is to recognize and reward success. So, in these commands there is a continual attempt to do this by formal and informal means and at all levels. Recognition and rewards include informally praising a person in a one-on-one conversation, mentioning people in the POD, giving recognition at Captain’s Call, letters of achievement and commendation, and Navy medals. Average commands reward and recognize people less frequently than superior commands (Naval Military Personnel Command, 1985).”

##### a. Purpose of Recognition

Recognition, both formal and informal, provides an opportunity to highlight positive contributions to the command. Positive contributions include superior performance, personal initiative, problem solving and positive attitudes.

##### b. Effects of Recognition

Recognition is active motivation. By taking the time to reward performance that is above and beyond, you identify and reward the contributions to the command that improves effectiveness and command climate and increases the likelihood personnel will choose to do superior work.

##### 2. Rules for Effective Recognition

Recognition should be:

##### a. Given Often

Recognition has a short life span. Informal recognition is cost free and can be distributed frequently. However, if it is overused it can be taken for granted and not have the desired motivational impact.

## b. Varied

Be creative in recognition. The same “attaboy” over and over reduces its effectiveness. When recognition becomes routine or common, it no longer serves as a motivational tool.

## c. Given To The Person, Not The Work

Recognize the person who did the great job, not just the great job. The whole point of recognition is to generate personal pride and satisfaction in Sailors.

## d. Honest

The leader who hands out praise or recognition without underlying merit reduces his or her credibility and removes the motivational aspect of being recognized for a truly outstanding performance.

## e. Consistent

To avoid being perceived as playing favorites you should recognize outstanding behavior in all Sailors and reward all equally for the same accomplishment.

## f. Timely

To reinforce the positive aspects of behavior, recognition must occur close to the action.

## g. Appropriate To The Achievement

Overdoing recognition for small deeds trivializes the recognition process. Likewise, a mere handshake for an outstanding contribution shows a lack of thought and effort on the part of the leader.

## h. Perceived As Recognition And Individualized As Much As Possible

Individuals differ in the value they give rewards. The reward must match the achievement *and* the individual.

## i. A Reward For Positive, Productive Accomplishment

Behaviors that are recognized and rewarded are more likely to occur again--so make certain that recognition supports and enhances the command's mission.



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**INFORMATION SHEET 3-3-4  
EDUCATION AND TRAINING OPPORTUNITIES**

**A. INTRODUCTION**

You can access your training requirements, electronic records, development opportunities and much more at Navy Knowledge Online at <https://www.nko.navy.mil>.

**B. INFORMATION**

**NAVY COLLEGE PROGRAM**

1. The Navy College Program (NCP) supports professional excellence by enhancing the opportunity for personal development through voluntary education. This message describes the current NCP as well as future improvements.
2. The NCP integrates all components of voluntary education into a single system. While the program is geared towards enlisted Sailors, NCP components are also available to officers (Table 1).
3. What does NCP do for Sailors? It simplifies the process and enhances the opportunity for all Sailors to earn a college degree from any place their Navy career takes them and reminds them they are earning college credit while they continue to serve. All Sailors are automatically eligible to enroll in NCP. Those wishing to earn a college degree will still have to pursue that degree during off-duty hours. What doesn't NCP do? NCP does not require Sailors to earn a college degree, dictate a specific time period in which a college degree should be earned, or limit the Sailor to a degree related to his/her rating. Sailors choose to participate, pursue the degree of their choice, and progress according to their individual initiative.
4. Under the Navy College Program, the following are now available:
  - a. *Education transcript*: the Sailor/Marine American Council on Education Registry Transcript (SMART) displays recommended college credits earned for Navy training and past work experience. SMART replaces the need to attend a Navy campus workshop and the requirement to transfer Navy training course data to a form DD-295. Sailors may request an unofficial individual copy of their transcript or have an official copy sent to an education institution by contacting their local Navy College Office (formerly named Navy Campus Education Centers), or through the Navy College Center Web site or toll-free phone number (provided below). As part of NCP, Sailors will automatically receive a summary of recommended college credits upon graduation from recruit training, and "A" and "C" schools that have been evaluated for recommended college credit.
  - b. *Rating roadmaps*: highlight recommended college credit that can be earned within individual ratings through Navy training, qualifications, and work experience during a Navy career.

- c. *Navy College Center*: one-stop shopping for information on NCP and its components. Visit its Web site at [www.navycollege.navy.mil](http://www.navycollege.navy.mil) or call DSN: 922-1828, or toll-free: 1-877-253-7122. The Website offers extensive information, answers frequently asked questions, provides the opportunity to e-mail questions and receive direct responses, and provides rating roadmaps. The toll-free number provides NCP information and assistance 7 days a week, 15 hours a day, 0700 to 2200 EST.
  - d. *Navy College Offices*: visit any of 59 Navy College Offices located at Navy facilities around the world. Offices provide counseling on college degree programs, high school completion, academic skills, tuition assistance, and other programs for both officer and enlisted members.
5. The enhancements listed above are just the beginning of what you will see. Future steps include:
- a. Expanding the American Council on Education (ACE) evaluations of Navy training.
  - b. *New education partnerships*: in addition to the current network of 85 colleges and university partners who support our education programs under the Service members Opportunity Colleges - Navy (SOCNAV), NCP will be building new partnerships with colleges and universities willing to offer degrees that maximize credit for Navy training and on-the-job experience. These additional SOCNAV partnerships will improve the enrollment process, credit transfer, and a Sailor's opportunity to obtain a degree while on active duty. Many degree programs will be offered through distributed learning systems to facilitate access and increase availability allowing Navy Sailors stationed around the world and at sea the opportunity to pursue a college degree.
  - c. *Degree roadmaps*: the new education partners will develop degree roadmaps to allow Sailors to easily see how their credits earned from Navy training and work experience, off-duty education, and credit by examination apply to a specific degree.
  - d. *Online transcript access*: expanding the Navy College Center website to provide online access for Sailors to view and print unofficial individual copies of their SMART transcript.

**Navy College Offices** form a network of professional Education Services Specialists, Education Technicians, and Guidance Counselors located at 59 installations around the world. These professionals counsel and advise Navy members on all matters relating to academic programs, authorize tuition assistance, and administer all on-base education programs. Each major shore installation has a Navy College Office (NCO), which forms the backbone of the Navy College Program organization. Visit a NCO and find out how to:

- Complete a high school diploma.
- Work on a technical or occupational certificate.
- Improve your academic skills in reading, math, and English.
- Earn a college degree.

Navy College Offices can assist you in reaching your educational goals while on active duty, by helping to:

- Analyze and define your education goals and capabilities.
- Review your previous college work and plan your future education and training.
- Select courses and programs you will need to succeed.
- Enter a suitable college, university, or technical training school, either off-base or aboard ship.
- Receive financial aid.
- Obtain college credit for Navy training and experience.
- Earn credit-by-examination.
- Obtain and review your transcript (SMART).
- Review and discuss your rating roadmap.

<b>College Preparation</b>	<b>College Programs</b>
<p><b>High School Completion Program.</b> Through Navy Campus, a non-high school graduate can earn a diploma or high school equivalency certificate while on active duty. High school completion courses are available both on-base and off-base during off-duty hours, with the Navy paying 100 percent of tuition costs.</p>	<p><b>On-Base Programs.</b> Colleges and universities teach classes on base at times (evenings, weekends) most convenient for service members. Courses are offered, often in accelerated terms, at the vocational/technical, associate, bachelors, and graduate level. Completed courses count for credit toward a college degree or vocational/technical certificate.</p>
<p><b>Academic Skills Program.</b> An enhancement program that provides no-cost courses allowing Sailors to acquire the skill levels necessary to complete job-training, function acceptably in a work environment, and qualify for advancement. Academic skills courses are designed to increase a Sailor’s knowledge of writing, computation, and comprehension with the ultimate goal of improving military training, readiness, and retention. Educational instruction is provided in English, math, and reading from the 2nd through the 12th grade level using instructors or computers. The subject of science may be included in any of the English, math, or reading subjects. Courses may be taken on- or off -duty.</p>	<p><b>Service members Opportunity Colleges Navy (SOCNAV).</b> A worldwide consortium of colleges and universities that offer degree programs on, or accessible to, many Navy installations around the world. This national consortium of 2-year (Associate degree) and 4-year (Bachelor’s degree) accredited colleges provides degree programs that focus around the Service member’s military occupation or any other area of interest. Each SOCNAV College has agreed to accept credit from all the others, and the colleges grant credit for military training and experience to the maximum extent possible.</p>

<p><b>College Entrance Testing</b>  Defense Activity For Non-Traditional Education Support (DANTES). A DOD activity supporting all military services. It publishes several independent study/distance learning catalogs and distributes the ACE Guide, which is used by schools to determine college credit for military training and experience. The Examination Program administers:</p> <ol style="list-style-type: none"> <li><b>1. Credit-by-Examination:</b>  College Level Examination Program (CLEP)  DANTES Subject Standardized Tests (DSST)</li> <li><b>2. College Admission Examinations:</b>  Scholastic Assessment Test (SAT)  American College Testing Assessment Program (ACT)  Graduate Record Examination (GRE)  Law School Admissions Test (LSAT)  Graduate Management Admissions Test (GMAT)  PRAXIS (formerly known as National Teachers Examination)</li> <li><b>3. High School Level Exams and General Education Development (GED)</b></li> <li><b>4. Aptitude Tests/Interest Inventories</b></li> <li><b>5. National Certification Examinations</b> including:  Automotive Service Excellence (ASE)  Electronic Technicians Association (ETA)</li> </ol>	<p><b>College-At-Sea</b>  Navy College Program for Afloat College Education (NCPACE) is an integral part of the Navy College Program. As personnel rotate to complete Navy assignments, NCPACE permits the initiation and continuation of progress towards an academic degree while at sea or stationed at remote sites. Under NCPACE, both academic skills and college courses are available. All college courses are provided from accredited institutions using onboard instructors and/or technology (computer/internet/video teleconferencing). Tuition is fully funded, but students must buy their own books.</p>
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Table 1: Navy College Program Opportunities

### INFORMATION SHEET 3-3-5 CAREER PLANNING

#### A. INTRODUCTION

This Information Sheet provides an overview of a Sailor's career planning from E-1 to E-9.

#### B. INFORMATION

Rate	Target Advancement* and Time-in-rate Requirement	Advancement Prerequisites	Assignments	Duties
E1 SR/AR/FR/ DR/HR/ CR	*This is the minimum target advancement. Time-in-service averages may differ for your rating.	N/A	Apprenticeship at initial assignment.	Being an operator, repair and maintain equipment and machinery.  Initial watch-standing qualifications.  <b>Collateral Duties and Community Involvement</b>
E2 SA/AA/ FA/ DA/HA/ CA	9 months/9 months	BMR, SN/AN/FN Course Verify rating entry requirements for "A" School or OJT	Sailor is learning rating skills.	At this stage of the career, collateral duties should support divisional and department responsibilities. A PO3 may be ready for collateral duties described for PO2.
E3 SN/AN/ FN/ DN/HN/ CN	18 months/6 months	MR PO3 Rate Training Course (as required) Navy-wide Exam	May begin warfare qualification.	<u>Advanced Education</u> Navy College Program enrollment. The Sailor's focus should be on high school completion, academic skill enhancement, and/or ASVAB score improvement. Also, this level should be helping Sailors to improve their chances at commissioning programs, rating changes, etc.
E4 PO3	2 years/12 months	MR PO2 Rate Training Course Navy-wide Exam  <u>Commissioning Programs</u> Sailor may be eligible or desire information on: BOOST Naval Academy Seaman to Admiral NROTC		Some Sailors will be prepared and interested in Associate Degree work.

Rate	Target Advancement and Time-in-rate Requirement	Advancement Prerequisites	Assignments	Duties
E5 PO2	3 years/36 months	MR PO1 Rate Training Course Navy-wide Exam PO2LTC/FLLDP/WCSLC  <u>Commissioning Programs</u> Sailor may be eligible or desire information on Seaman to Admiral, NROTC ECP/MECP	Continuing first sea assignment or a follow-on assignment as Journeyman.  Becoming more technically proficient.  First duty assignment as W/C Supervisor.  Complete warfare qualification.  <u>Shore Duty</u> Initial shore duty assignment. Recommend the Sailor seek challenging assignments such as: Recruiting, Recruit Company Commander, and Instructor.	Senior watch-standers.  Should now be "Trainers."  May be Watch Section/Team Leaders.  <u>Collateral Duties and Community Involvement</u> Div MWR Rep, Div. Training PO Div. Repair Parts/Supply PO, Div PRT Rep. Collateral duties should be varied in scope and responsibilities in leadership skill development. The Sailor should support and be involved in the command's community service projects such as, Personnel Excellence Partnerships, Campaign Drug-Free, etc.  <u>Advanced Education</u> Enrollment in the college preparation programs as well as on-base, SOCNAV, and College-at-Sea programs.
E6 PO1	6 years/36 months	MR CPO Rate Training Course Navy-wide Exam PO1LTC/PLDP/LPO  <u>Commissioning Programs</u> The Sailor may be eligible for: Seaman to Admiral NROTC ECP/MECP LDO (Serve in grade 1 year and at least 8 years time-in-service)	May be a second sea duty assignment.  Billeted as a Dept/Div LPO.  May recommend to the Sailor that each successive tour increase his or her scope and responsibilities.  <u>Shore duty assignment</u> Oversea duty, Joint tour, and those listed in PO2	Senior watch-standers.  May be Watch Section/Team Leaders  <u>Collateral Duties and Community Involvement</u> Collateral duties should be at departmental and command levels, especially those with high visibility and the leadership responsibilities that prepare the Sailor for senior enlisted ranks, such as Command Career Counselor, or Training Team member (DCTT, CSST, etc.).  The Sailor should be leading the department/division efforts (depending on the size of the command and other variables) to support the command's community service projects and CMEO.  <u>Advanced Education</u> Enrollment in college programs and working toward Bachelor's Degree requirements, if desired.

Rate	Target Advancement and Time-in-rate Requirement	Advancement Prerequisites	Assignments	Duties
E7 CPO	9 years/36 months	MR SCPO Validation SCPO CPOLTC/ALDP/LCPO  <u>Commissioning Programs</u> The chief may be eligible for: NROTC ECP/MECP LDO/CWO	Technical expert.  Dept/Div LCPO CPOIC  Primary duty assignment as an Executive Assistant, such as 3M Coordinator, CMAA, Command Career Counselor, DAPA, etc.	Qualified at the top of the watch organization.  Certain rates may be afforded the opportunity to qualify at officer watch stations such as OOD Underway, and EOOW. This experience would help prepare the chief for senior enlisted as well as officer leadership opportunities.  <u>Collateral Duties and Community Involvement</u> Command-level collateral duties.  Active in, or leading the command's community service efforts. The CMC may have various CPOs assisting the coordination of programs such as warfare qualification and indoctrination.  <u>Advanced Education</u> Navy College Program
E8 SCPO	12 years/36 months	MR MCPO Validation MCPO  Senior Enlisted Academy Eligible  <u>Commissioning Programs</u> LDO/CWO	Dept/Div LCPO.  May have collateral duty assignment as Command Senior Chief for small commands.	See those listed for CPO.
E9 MCPO	15 years	Senior Enlisted Academy  <u>Commissioning Programs</u> LDO/CWO	Dept/Div LCPO Division Officer Command Master Chief	See those listed for CPO.

### INFORMATION SHEET 3-3-6 SELECTION BOARDS

#### A. INTRODUCTION

Selection boards, convened by the Chief of Naval Personnel, meet annually to select Chief, Senior Chief, and Master Chief Petty Officers. The board's composition is explained in this Information Sheet. Table 1 is a diagram of the various components in the selection board process.

#### B. INFORMATION

Various Factors About the Sailor	Documents Provided The Selection Board	Performance Evaluation	Navy-wide Exam	Selection Board
Sustained superior performance	PSR Evaluations	Recommended Performance	NAVADMIN message Study!	NAVADMIN message Exam results
Professional expertise	Service record pages	Ranking	3rd Thursday in January	Board members
Special tours	Candidate-provided letters to the board president		Results	Convening and Precept
Education				Panels and record review
Duty assignments				Slating
Weight standards				Board briefed and votes
Behavior				Written report
Exam score				NAVADMIN message

Table 1: Components of Selection Board Process

#### Factors Considered by the E-7/8/9 Boards

The considerations change slightly from year to year and in no way should these factors be considered the ONLY factors influencing selection:

1. *Sustained superior performance*. This is the single-most important factor influencing selection.



2. *Professional expertise.* Significant emphasis is placed on professional performance at sea. Although it is not necessary that a candidate presently be serving in a sea duty billet, it is a positive factor when a candidate's record reflects demonstrated evidence of professional and managerial excellence at sea or in isolated duty assignments. It is recognized some ratings do not offer a broad opportunity for sea duty, particularly at the senior levels, and that is taken into account. Additionally, while a variety of duty assignments, especially sea duty, is highly desired, individuals having less variety but equally demanding tours may be equally qualified. In that respect, Navy members may be assured their careers will not be unfavorably affected by service over extended periods in important assignments to which they have been ordered to meet the needs of the Navy.
3. *Special tours.* Candidates presented to the board compete within their rating. It is recognized, however, they are frequently detailed to duty outside their rating specialties. Many such types of duty require selectivity in assignment and special qualifications. Therefore, due consideration is given to those candidates who serve in the demanding tours of duty as instructor, recruiter, career counselor, recruit company commander, duty in the Human Goals Programs, and all other tours requiring special qualifications.
4. *Education.* Consideration is given to improving education level. That includes both academic and vocational training, whether such education is gained as a result of the individual's initiative during off-duty hours or as a participant in a Navy-sponsored program.
5. *Evaluations/fitness reports* and the total-person concept. Evaluations and fitness reports are closely reviewed for both marks and narrative. Trends are identified. The marks and narrative must correspond on the evaluation/fitness report. Peer group ranking also gives the board members an indication of how candidates compare with their peers. Personal decorations, letters of commendation/community involvement also reflect a well-rounded individual. The "total concept" is important.
6. *Duty assignments.* Duty assignments and history of duties performed are determined from the service record transfers and receipts page and the job description on the evaluations. Using this data, the board members determine whether or not individuals are performing duties commensurate with their rate and whether professional growth expectancies are being met.
7. *Weight standards.* Failure to meet the Navy's weight/Physical Readiness Test (PRT) standards may render candidates ineligible. Refer to OPNAVINST 6110.1 (series).
8. *Alcohol-related misconduct or poor performance.* Advancement will not be denied solely based on prior alcoholism or alcohol abuse provided the member has participated in successful treatment and recovery. Any misconduct or reduction in performance resulting from alcoholism or alcohol abuse, however, must be considered in determining fitness for advancement.

9. *Behavior problems.* Individuals who have had disciplinary problems, have received letters of indebtedness, or have other record entries relevant to behavioral difficulties, such as drug abuse, demonstrated racial, sexual, or religious discrimination, will find the path to E-7/8/9 more difficult than those with clear records. Once those problems are overcome, however, the single most important selection factor is still sustained superior performance.
10. *Test scores (E-7 only).* Test scores are also taken into account since they provide an individual's standing on the examination relative to the other candidates.

### **Records Pertaining to the Selection Board**

Candidates should ensure their COMNAVPERSCOM official service records and Performance Summary Record (PSR), formerly known as Enlisted Summary Record, are current, complete, and in proper order.

Candidates should order copies of their record (on CD) and PSR from PERS-313C at least six months before the board convenes. They should then review their records carefully to ensure all pertinent information is included.

Candidates are responsible for ensuring their evaluations/fitness reports are typed properly, with no misspellings or other typographical errors. They should also ensure the evaluation covers the correct period.

### **Performance Evaluations**

Performance evaluations are extremely important to the advancement process because the final multiple computation is based on three factors: performance + experience + knowledge. Performance is shown in the person's day-to-day performance, work ethic, achievements, and so forth, and is documented in his or her performance evaluations. For the CPO Candidate, evaluations compose 60 percent of the final multiple.

Before evaluations/fitness reports are written, candidates should submit all pertinent information. Pertinent information should include special qualifications earned during the reporting period, awards received, and all significant professional achievements. Candidates should list educational achievements, including Navy schools, correspondence courses, and civilian-sponsored courses completed during the reporting period. They should also list collateral duties, command and community involvement, and any other information that candidates feel is noteworthy.

An evaluation/fitness report should emphasize the person's ability, potential, and willingness to accept positions of leadership and management. It should specifically indicate why the person should be advanced.

Commanding Officers should ensure marks are assigned properly. That enables selection boards to distinguish the top runners from the average candidates. The top performers in a command should be ranked against their peers.

Command Master Chiefs, Senior Chiefs, or Command Chiefs should take part in the evaluation/fitness report process. A reliable evaluation system requires the coordination and cooperation of the entire Chain of Command (COC). A good evaluation system, in turn, ensures a good promotion and selection process.

Commands should ensure all evaluations are proofread for accuracy. Evaluations are often incomplete, which creates problems for selection boards. Reconstruction of a member's career and performance is difficult enough without requiring the board to guess about areas left incomplete. Since evaluation comments must be limited to the space provided (no continuation sheets are authorized), commands should use clear and concise language. They should not use unusual abbreviations or acronyms, particularly those developed locally or of a transitory nature.

### **Navy-wide Exam**

A NAVADMIN message announcing the E7 Navy-wide examination cycle and other important information is usually released in the first week of December.

CPO candidates should have been studying for this examination well in advance of the message announcement. For selection to CPO, 60 percent of the examination's final multiple is the examination's standard score. The remaining 40 percent is based on performance as previously mentioned.

### **Composition of the E-7/8/9 Selection Boards**

Each selection board consists of a captain, who serves as president, a junior officer, who serves as recorder, and officers and Master Chief Petty Officers, who serve as board members. Additionally, a sufficient number of assistant recorders ensure the smooth handling and accounting of records.

The board is divided into panels responsible for reviewing the records of individuals in one general professional area, such as deck, engineering, and medical/dental. Each panel consists of at least one officer and one Master Chief.

The Enlisted Community Manager (ECM) establishes a maximum advancement quota for each rating. Commander, Naval Reserve Force (COMNAVRESFOR) establishes quotas for drilling Naval Reserve personnel. The quotas are to be filled by the "best" qualified candidates competing for advancement. Although the quota may not be exceeded--should a panel determine there are an insufficient number of "qualified" candidates in a rating--the panel may recommend leaving part of the quota unfilled.

The Department of Defense has established the Total Active Federal Military Service (TAFMS) requirement, which personnel must normally meet before they can advance to any paygrade. No more than 10 percent of the total number of members in any paygrade may have less than the prescribed TAFMS. This quota is provided to the board on an "allowable early paygrade quota" for each rate. Some panels will select fewer than others because the average time-in-service of candidates varies from rating to rating.

The Chief of Naval Personnel (CHNAVPERS) convenes the selection board. Each year, a precept is prepared which outlines the selection process and gives guidance and general information, such as general selection criteria and equal opportunity, to the board.

During the first day of convening, the board establishes internal ground rules and minimum selection criteria, which each member uses when screening the records and candidates. The rules/criteria are applied equally to each candidate within a rating. Application may vary slightly from rating to rating for many reasons, such as sea duty or lack of it, supervisory opportunities, schooling available, and rotation patterns. The board is given the freedom within the guidelines of the precept to establish its own internal working, therefore ensuring the dynamic nature of the selection process.

Orientation briefings that cover a wide range of subjects, such as how to read a PSR, a review of guidance on the preparation of evaluations, and TAFMS, are given to the board. During the first two days, the panel members acquaint themselves with the various materials they will be using and practice evaluating test records. Contained in the precept is the oath to be administered to the board members and recorders on convening. The precept also outlines the expected conduct and performance of individuals serving with the board. The proceedings and recommendations of the board may not be divulged, except as authorized and approved by CHNAVPERS.

### **Record Review**

For each board member, a computer workstation is used to electronically evaluate personnel for promotion. EMPRS is the acronym for the Electronic Military Personnel Records Management System, which amounts to your electronic personnel record. The Navy Personnel Command maintains the system. The part of EMPRS that selection board members use for record review is called the Selection Board Module. It is a closed, local area network with absolutely no outside connectivity whatsoever. The selection board member is provided the same information organized exactly as the microfiche but on a computer screen. The previous method selection boards used were folders that contained the microfiche record (1E and 2E fiche only), member's correspondence to the board, and a Performance Summary Record. Now that same information is in electronic format. Even a service member's correspondence to the selection board is electronically scanned. For more information on the EMPRS, contact Navy Personnel Command (PERS 32).

The panel uses the PSR to note the candidate's test score (E-7 board only), rate, and Unit Identification Code (UIC). A panel member then reviews each record.

At least five years of evaluations are reviewed. Depending on the keenness of competition, panel members may go further back to establish trends and break ties.

Each candidate receives two reviews from two different panel members. If there is a significant difference between the two panel members' scores, a third member reviews the record.

Until the established deadline is published in the applicable NAVADMIN message, all correspondence received on a candidate is electronically scanned into the Selection Board Module and forwarded to the panel. Awards and qualifications earned after this deadline date may be submitted via message to COMNAVPERSCOM (PERS-852 [Active] or PERS-862 [Reserve]).

### **Slating**

Once review of the entire rating is complete, the panel arranges all of the candidates from top to bottom based on the members' averaged scores. This is called *slating*.

Once slating is completed, the entire board is briefed as to the number of candidates and the background of individuals recommended or not recommended for selection. During the briefing, no names are used. At the completion of the briefing, the entire board votes on the slate, which must be accepted by a board majority.

Once the board approves all of the slatings, all members and the president sign a written report of the board's recommendations for selectees. The report is then submitted to CHNAVPERS for approval. The content of the report must certify the board complied with all instructions and directions contained in the precept and the board carefully considered the case of every candidate whose name was furnished for review.

### **Selection Board Results**

Upon CHNAVPERS approval of the selectees, a NAVADMIN message is prepared and released to announce the selectees. During the board's deliberations, records may be encountered that clearly indicate substandard performance or, in the board's judgment, questionable advancement recommendations. In such cases, the board is directed to identify and list those candidates. This list includes the candidate's name, activity, reporting senior, and concise summary of circumstances. Depending on the circumstances, such candidates will either be referred to the Quality Control Review Board, or the command will be identified to senior echelon commanders for action deemed appropriate.

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## OUTLINE SHEET 3-4 COUNSELING

### 1. Counseling

Counseling is a two-way communication between a senior and a junior intended to help the junior achieve or maintain the highest possible level of performance. Counseling is conducted for many reasons; the most common are job-related counseling, evaluation counseling, and personal counseling. Regardless of the objective, good counseling techniques can improve the outcome of a counseling session.

### 2. Counseling methods:

The *direct* method is the one in which the senior takes the lead in analyzing the junior's performance in order to proactively solve performance problems.

The *indirect* method is the one in which seniors use the techniques of questions, active listening, and conversation to draw the junior into a discussion with the goal of having the junior reach conclusions by himself or herself.

#### a. Counseling Concepts/Skills/Principles

##### (1) Active Listening

Active listening is a two-way exchange between individuals who alternately hear, observe, decode, store, and correlate information, and then respond to their perceptions. Since we can listen much more quickly than we can speak, listeners have "dead space" in their brains. Good listeners use that space to find additional clues about what the speaker is trying to communicate; poor listeners leap to conclusions, tune out, or plan a rebuttal. Listening consumes more of our workday than talking; we should train ourselves to be effective listeners.

##### (2) Confirming/Repeating

Confirming what has been intended and repeating the speaker's words back to him or her are two commonly used techniques for a special kind of listening--active listening --used by counselors.

### (3) Open-ended Questions

Counselors ask open-ended questions, listen, and draw the counselee into the discussion to reach personal conclusions. Ask questions that the counselee cannot answer with a yes, no, or another one-word response.

### (4) Being Objective/Nonjudgmental

Regardless of a counselor's initial personal reaction to information from counsees, it is imperative to be objective and nonjudgmental. "A non-judgmental [sic] attitude is difficult to describe. Closely related to positive regard and respect, a nonjudgmental attitude requires that you suspend your own opinions and attitudes and assume value-neutrality in relation to your client (counselee). People who are working through difficulties and issues do not need to have their values or life-styles judged or evaluated; they need acceptance for themselves and their actions as they are."

### (5) Summarizing

Summarizing is the restatement of the key aspects of the problem and discussion. You bring the discussion to an end by focusing on the next step of planning for the future.

### (6) Observing Confidentiality

Set the boundaries for confidentiality. While you have a responsibility to respect personal information, Sailors need to be aware details divulged during counseling sessions are not privileged information. In the event of a rules violation, the information divulged during the counseling session can be used against the Sailor.

### (7) Promoting Decision Making

The ultimate goal of counseling is for the counselee to clarify problem issues and then formulate solutions. To assist in this, counselors should state realistic expectations, identify blocks to problem resolution, and outline options for action steps. During this decision making, it is important the counselee agrees with the decision and accepts personal responsibility for change.

### (8) Offering Support

Offering support for moving toward the identified goal can take several forms. It can involve ongoing consultation and monitoring by the Advanced Enlisted Leader, or it can involve referrals to appropriate sources of help outside the scope of the CPO's abilities.

(9) Initiating Action

By suggesting, you draw from the counselee's description of options. You are offering ideas without forcing your personal opinion.

b. Common Counseling Mistakes

Counseling is intended to help a junior achieve and maintain a high level of performance. If improperly performed, counseling can impede performance. Some common counseling mistakes include:

- ☒ Offering advice outside your area of expertise
- ☒ Prying inappropriately into a Sailor's personal life
- ☒ Exploiting the counseling relationship to your advantage
- ☒ Making decisions for those being counseled
- ☒ Over talking or under listening
- ☒ Being unaware of legalities occurring during counseling sessions

c. Counseling Categories

(1) Personal

Personal counseling is called for when the Sailor has difficulty coping with situations either on or off the job. Problems could be financial, legal, educational, moral, religious, etc.

(2) Career

Career counseling is an important component of subordinate development. Career counseling is called for when a Sailor is making a significant decision concerning career change, seeking options or ideas to plan career paths, or considering further education or training.

(3) Performance

Performance counseling is needed when the individual is not performing at a level consistent with unit or command standards. Performance counseling can also be positive and involve setting goals for personal and professional development.

(4) Disciplinary

Disciplinary counseling is used when an individual has violated a specific regulation.

d. Help Beyond Your Expertise



Be acutely aware of the limitations of partially trained counselors. The Navy has many support services that provide help for problems outside of an Advanced Enlisted Leader's area of expertise. For example, The Navy Family Services Program offers professional services for a variety of problems your personnel may face. The Chaplain's Office can provide counseling, and psychiatric counseling is available through medical services. The role of the CPO is to identify the nature of the problems and refer Sailors to the appropriate support service.

e. Develop a Plan

Preparation is the key to successful counseling. Sometimes planning is not possible, for instance, when we give spontaneous counseling for an "on the spot" observation.

If time permits, gather as much information as possible about the situation and the counselee. This will help you to provide the best counseling possible. Talk to peers, other persons in the COC, and check any available records, including counseling records.

Initiate the session by notifying the counselee and selecting a time and place to meet. Create a suitable counseling environment with comfortable seating and other amenities to provide a relaxing beginning. Take steps to reduce or eliminate interruptions.

Begin by stating the reason for the meeting and then describe your concerns. Elicit relevant information, discuss the situation fully, and then determine realistic problem resolutions or goals. Make certain the counselee verbalizes the goal to ensure personal responsibility is accepted. Finish by restating the goal, outlining action steps, and setting timelines.

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**DO NOT WRITE IN STUDENT GUIDE**