

Two Centuries Of Training

with the U.S. Coast Guard

**Frank Greenwood
R.E. Ruhe
Robert Tuneski**

The quality of a company's executive corps is the critical factor in that company's performance. Yet, many organizations lack the executive talent they need, since management is deficient in experience, training, temperament or some other requirement.

The U.S. Coast Guard has two centuries of experience ensuring capable management. That there is a demanding managerial job to do is suggested by its \$1 billion plus annual budget, 40,000 employees and many obligations, such as law enforcement, lifesaving and environmental protection. For the last 100 years its management has been trained at the Coast Guard Academy.

The Coast Guard Academy selects high-school graduates and turns out executives who:

- Produce good results within the constraints of the work situation;
- Perform well under stress;
- Practice leadership;
- Operate honorably on a high ethical level; and
- Have a deep commitment to the Coast Guard.

Since the Academy supplies two-thirds of the officers up through the rank of captain and 90 per cent of the Coast Guard admirals, their aggregate impact is great (e.g., with a \$1 billion budget, every one per cent of improved effectiveness can be valued at \$10 million). Since the above executive attributes are important to any organization, and because of their leverage on overall performance, these qualities are of widespread interest.

The selection decision is critical; perhaps more important than subsequent training and education actions. Accordingly, the admissions staff works hard to locate the best possible prospects, attracting about 7,500 applicants for some 400 fourth-class (freshman) slots, including women for the first time in the fall.

What an individual has done in the past tends to be a reliable predictor of what he or she will do in the future. Therefore, the selection process produces a typical entering cadet who is 18 years old, was in the top quarter of his or her high-school class, participated significantly in community affairs, and earned a place in varsity sports. To paraphrase an old expression: "Quality In — Quality Out."

**Opportunities
Galore!
Over 150
positions now
available at all
levels throughout
the country—
and new openings
coming in every day.**

All this means that the economy seems to be realistically picking up, and that many companies are staffing up now in the personnel area. In fact, by the time this ad appears in print, we will have placed more business in the first half of 1976 than we did in all of 1975! And we're a pretty good barometer. So perhaps it's time that you tested the marketplace for yourself. We're eager to make contact with qualified personnel professionals, in all areas of specialty. If the job you seek is not available at present, we'll keep your resume in our file, and be in touch as new opportunities occur.

For immediate service, please contact our main headquarters office. Your request will be forwarded immediately to the ASA Representative most convenient to you.



**ABBOTT
SMITH
ASSOCIATES, INC.**

SPECIALISTS IN THE RECRUITMENT OF
PERSONNEL PROFESSIONALS

Headquarters:
P.O. Box 459, Millbrook, N.Y. 12545
Telephone: 914-677-5051

Representatives in: Atlanta, Chicago,
Dallas, Detroit, Houston, Los Angeles
and San Francisco.

Capable people are given the responsibility for training and educating these carefully chosen cadets. The captain who is assigned on a rotating basis to the Academy to administer the nonacademic areas — the Commandant of Cadets — is historically one of the Coast Guard's finest officers. Those assigned to this task have been promoted with regularity to the grade of rear admiral, suggesting that the training of the Coast Guard's managers is directed by the best persons available.

Leadership training assumes that you have to follow before you can lead. During "swab summer," analagous to "book camp," the fourth class (freshmen) experience withdrawal from civilian habits. Closely cropped hair for men, uniforms, intense physical training, and rapidly barked commands tend to change a collection of some 400 individuals into a unit. During the one-week sailing cruise on the three-masted bark, "Eagle," the "swabs" serve as enlistees under the guidance of upper-class "officers."

Keeping Time

Self-discipline is immediately induced. With limited time to accomplish much, swabs quickly perceive the benefits of budgeting time. Tough mental and physical demands create pressure, so the swab learns how to function under pressure as he lives under it. At the end of swab summer, individuals have the military training and orientation needed to join the Corps of Cadets. Further, they are acquiring the self-discipline needed to discipline others.

Fourth-class year is a continuation of swab summer's lessons with academic pressures added. The cadet adjusts to being a junior member of a military organization, the Corps of Cadets. A sense of teamwork develops within his or her class.

Bottom rung on the ladder, fourth class learns to take orders,

observe what are fair and unfair requests and learn how to handle pressure (swabs catch the brunt of others practicing leadership techniques). First class (seniors) rotate in and out of command positions, allowing many cadets to experience leading at various levels in the chain of command. Followers thereby observe a variety of leadership efforts and develop an understanding of leadership practices.

Barracks life makes cadets adjust to all sorts of human-relations situations. They have to live with people they might otherwise avoid. This forces practice in learning how to deal with a variety of personalities, and helps prepare them to lead.

Shipboard Training

The summer following fourth-class year involves shipboard training. The former swabs (now third class or sophomores) are put into the role of the enlisted persons, living, eating and working with them. The dirty, boring work of chipping paint, peeling onions, cleaning toilets, etc., goes on for eight or 10 weeks. Cadets thereby understand enlisted life and presumably become better supervisors later. During this cruise the former second class (now first class or seniors) practices its future officer roles.

Leadership

Third-class year is mostly an academic struggle. There is a required leadership course of 15 sessions with case studies, role-playing, and guidance from experienced officers. Actual leadership practice is confined to some military indoctrination of the swabs. In the spring, the third class begins taking over more indoctrination duties from the second class.

Second-class summer (right after the sophomore year) probably involves several assignments in addition to an important two

weeks with the swabs. Aircraft indoctrination, fire-fighting and damage-control school, and light-weapons training is a typical mix. The fortnight with the new fourth class requires each second classman to lead a group of swabs. It is a chance to practice what was learned in the leadership course, and requires the individual to perform in a supervisory role instead of as a subordinate, thereby developing leadership potential.

Second class, squad leaders or special officers in the Cadet Brigade, are responsible for the military training and orientation of the swabs. Counseling individual subordinates, teaching, and punishing (for failure to perform to prescribed standards) are some of the leadership situations second class routinely encounters. Ideally, the second class helps fourth classmen learn self-control and discipline, get used to operating efficiently under pressure, acquire the concept of teamwork and develop pride by meeting the challenges. The second class presumably thereby learns how to lead, to motivate and to accept responsibility.

Role Playing

The summer right after junior year, when cadets are new first class, calls for playing the role of shipboard officers. Taking responsibility for underclass and enlisted watch sections, taking charge as Officer-of-the-Deck, and helping juniors attain the required professional level are typical summer cruise duties.

First-class cadets largely manage the Corps, handling money and people in positions such as platoon leader. A company commander, for example, will guide how the second class trains the third class, will be responsible for the company's physical area, and will monitor the company's competitive position (in athletics, academics and drill). Constantly in touch with their subordinates, these first

classmen have frequent contact with the officers of the Commandant of Cadet's staff. Thus observing and practicing, they develop their leadership potential.

While there is a simulated, unreal facet to these leadership roles, incumbents often have to get persons to do jobs the others do not feel like doing. This is a common problem in the world of work and the cadets practice handling it.

Physical education has an important place in cadet life, since cadets must participate either in intramural competition or in varsity sports. The time and effort devoted to sports makes life even busier and more demanding, adding as it does to the academic and military burdens. The cadet thereby learns how to function under pressure by living under pressure.

A unique feature of cadet life is the Aptitude Poll . . . whereby all cadets are rated by their seniors and their peers within their company as to performance (e.g., leadership, composure under pressure, and ability to get along with others). Those who are rated poorly in the poll receive intensive counseling in an effort to improve their shortcomings. These evaluations prepare cadets for commissioned service where, as officers, they will be rated semiannually and be required to rate their subordinates.

Lab Work

The Cadet Brigade is a laboratory for leadership. Cadets learn leadership by practicing with real human beings. In such a learning situation there is clumsiness, mistakes happen, and there may be abuses. Nevertheless, very few academic institutions provide the opportunity to learn leadership by its practice under the guidance of experienced managers. The Coast Guard's most important resource is its people. Hence, people-leaders are needed. The Academy produces them by giving them the management experience they

DEVELOP YOUR PEOPLE TODAY WITH THE PROFESSIONALS



Invites You
To Preview
Quality Courses
Produced By

Professional Development, Inc.

YOU—THE SUPERVISOR

- Worker and Supervisor
- Work Planning and Scheduling
- Interviewing and Selecting
- Orientation and Training
- Building a Productive Climate
- Perf. Reviews That Get Results
- Counseling and Coaching
- Personal Growth & Prof. Dev.

ORGANIZATIONAL TRANSACTIONS

- Opportunity For Leadership
- Problem Solving Decision Making
- Competition and Conflict
- Time, the Most Precious Resource
- Planning and Control
- Customer Transactions

APPRAISALS IN ACTION

- What's In It For You?
- Preparing For The Review
- Conducting The Review
- Developmental Planning

PERFORMANCE REVIEWS

- Critical Role Performance Review
- Why Traditional Approach Fails
- Developing Performance Standards
- Writing Challenging Specific Object.
- Supportive Coaching
- Review That Builds Commitment

MANAGERIAL GAME PLAN

- The Name of The Game
- Developing The Plan - Part I
- Developing The Plan - Part II
- Gaining Commitment
- Maintaining a Winning Team

MEET SOME OF OUR PROS . . .



DR. JONES

DICK GUYON



BLANTON COLLIER

HERM SON

PACKAGED PROGRAM VALUES
COLOR 16 MM & VIDEO
WITH SUPPORT SERVICES
MEETING LEADING - CONSULTING
CUSTOMIZED PRODUCTIONS
PUT IT ALL TOGETHER
FOR DETAILS CALL PDI
(216) 781-0169

Circle No. 459 on Reader Service Card

need.

The Coast Guard can be regarded as a matrix of capital equipment (ships, aircraft, shore stations, etc.) and missions (maritime law enforcement, search and rescue, environmental protection, etc.). Their summer program exposes cadets to many elements of this

matrix. That is, cadets "learn the business" by working in a variety of its functions during their summers. This is another important part of the training for leadership.

Cadets keep very busy. The Coast Guard Academy is similar to a good, small engineering college, and the academic level is corres-

pondingly demanding. Military obligations include jobs in the Corps of Cadets, as well as daily efforts for personal grooming (e.g., pressing clothes, polishing shoes and shining buckles). Athletics soak up attention, since cadets must participate either in intramurals or in intercollegiate sports during two out of three seasons. In the aggregate, these academic, military and athletic requirements force a cadet to use time effectively.

Self-management is painful to learn. The benefits making it worthwhile include: a good education, a good job at graduation, and a professional career. Peer pressure plays a part, since no one wants to fail when others succeed. The management of time begins with the management of self, and cadets start on that during swab summer.

With experience, individuals learn that investing time to plan activities saves overall execution time. With so much to do, they must accurately evaluate what is important, and set priorities. In due course they perceive that the best way to tackle priorities is to do one job at a time, concentrating on it to completion, and only when it is done well do they move to the next task.

After four years, the cadet understands the importance of time and knows how to use it.

Integrity

Coast Guard officers are in a life of service to humanity. As law enforcement officers, they must be individuals in whom the public can repose their trust. Their actions have to be straightforward and above reproach and their signatures need to be verification of truth. Accordingly, Coast Guard Academy cadets are expected to accept the concept of honor. Held to high ethical standards, cadets are expected to resolve doubtful situations in favor of duty, integrity and public confidence — and not in their own favor.

LUXOR Videocassette Console



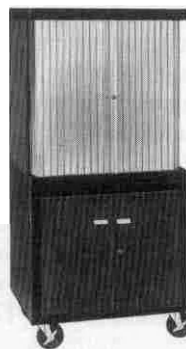
***Puts your video system all together
— and keeps it there.***

Now you can keep your videocassette recorder/playback, monitor and program tapes together for convenient operation—and protected against loss or damage. LUXOR's 701 Videocassette Console houses the entire system handily, provides for easy recording, easy monitor viewing and plenty of storage space for cassettes, tapes and other gear.

The sturdy steel console has charcoal finished housing with walnut woodgrained panels, burnished aluminum sliding doors on upper module and tamper-proof locks. It's ideal for training departments, classrooms, offices and conference rooms. Easily rolls anywhere for use.

Send for FREE Video Products catalog with full details.

**LUXOR**
LUXOR CORPORATION
104 Lakeview Ave. • Waukegan, Illinois 60085 (312) 244-1800



Sliding aluminum doors close console when not in use.

Circle No. 461 on Reader Service Card

Cadet rooms are unlocked and remain open all day. Individuals unable to conform to this environment of trust tend to eliminate themselves. Again, training and education are intense, demanding performance under adversity, and requiring cadets to depend on each other. People who do not care to do their part in an honest, worklike manner are poor fits and typically seek greener pastures. That is, the system tends to flush out people who are not basically honest.

The system reinforces itself, since an ethical organization attracts high-caliber people. Also an ethical organization develops better internal and external relationships. Operating honorably, on a high ethical level, produces important, long-term benefits.

Conclusion

During four years of academic work, military indoctrination and summer training, the cadets have moved toward an honorable goal with their friends. Adversity has taught them to rely on each other. They believe that they "belong," that the Coast Guard is worthwhile, and that their work is important to the total enterprise. Believing thus, they go out and meet their obligations with commitment. Perhaps overdramatic, it is nevertheless true that, in their lifesaving role, Coast Guardsmen have to go in any weather to help people in trouble — but, there is no regulation that says they have to come back. So, commitment is needed.

Within a couple of years after graduation, the new ensigns typically have significant jobs. They may be responsible for two dozen men at an isolated navigation station or for the crew of a 95-foot coastal rescue vessel. In general, therefore, their training helps graduates to "land running" in leadership jobs.

The relevance of this article is not the interesting story of how the Coast Guard's management is

trained — since few organizations can afford the Academy. Rather, its pertinence is in the principles observed. The principles tend to stand out when seen in the unfamiliar context of the Academy. These include:

- The quality of the organization's executives is the most critical factor in its performance.
- The selection decision — who gets a crack at being trained? — is more important than any subsequent training and education action (i.e., quality in — quality out).
- What an individual has done in the past is a good predictor of what that individual will do in the future.
- There is no free lunch! Being selected is not a free ride, but a ticket to hard work and serious obligations.
- It begins with you, because you cannot manage others until you can manage yourself. Hence, management training is largely "do-it-yourself."
- Managing your time is important, and it involves investing time in planning so as to save execution time; setting priorities; and concentrating on one priority until it is done properly before moving to the next.
- There is no substitute for management experience and it can be proved systematically under the guidance of experienced managers to produce high-quality junior executives.
- A high ethical level is essential for success, because people then know what to do and what to avoid; the organization thereby attracts and holds able people; and you thus attract and hold good clients.
- There is a world of difference between individuals who believe they "belong" in an organization and persons who are merely "employees."
- The people you have just trained should be given serious responsibilities right away.

Your Coast Guard has two centuries of experience choosing, training and developing managers. With the help of these "principles," your Coast Guard Academy produces junior executives who believe themselves to be members of an elite group of problem-solvers with a commitment for public service.

USE BEST

Frank Greenwood, formerly on the Coast Guard Academy's faculty, is now with the Corporate Information Systems Department of AMAX, Inc., a large, international mining firm.

Lieutenant Commander R.E. Ruhe graduated from the U.S. Coast Guard Academy in 1965, and from the University of New Haven in 1975 with an MBA. He has served in operational seagoing and aviation assignments. He is presently battalion advisor at USCG Academy.

Commander Robert S. Tuneski is a 1958 graduate of the U.S. Coast Guard Academy and a 1966 graduate of the U.S. Naval Postgraduate School with an MS in Management.

HELP AMERICA WORK.

Hire needy youth.

Give young people a chance, by giving them a future. If you have a job to give, call the National Alliance of Businessmen.

Get people off the welfare rolls, and on the payrolls.

 **The National
Alliance
of Businessmen**

 A Public Service of This Publication
& The Advertising Council