



CHIEF PETTY OFFICER

365

DEVELOPMENT GUIDE



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REFERENCES

1. OPNAVINST 1740.3 (Series) Command Sponsor and Indoctrination Program
2. OPNAVINST 1750.1 (Series) Navy Family Ombudsman Program Manual
3. OPNAVINST 1040.11 (Series) Navy Enlisted Retention and Career Development Program
4. NAVPERS 15878(Series) Bureau of Naval Personnel Career Counselor Handbook
5. Chief of Naval Operation Policy and Guidance
6. SECNAVINST 1650.1 (Series) Navy and Marine Corps Awards Manual
7. MILPERSMAN 1440-060 Perform To Serve (PTS)
8. MILPERSMAN 1306-618 Class 'A' School and Rating Entry Requirements
9. Career Information Management System (CIMS) Users Guide
10. MILPERSMAN 1160-120 High Year Tenure
13. MILPERSMAN 1920-030 Involuntary Separation Pay (Non-Disability) – Definitions and Policy
12. BUPERSINST 1080.53 Enlisted Distribution Verification Report (EDVR) Users Manual
13. OPNAVINST 6110.1 (Series) Physical Readiness Program
14. OPNAVINST 5350.4 (Series) Navy Alcohol and Drug Abuse Prevention and Control
15. OPNAVINST 5354.1 (Series) Navy Equal Opportunity Policy
16. OPNAVINST 5370.2 (Series) Navy Fraternalization Policy
17. SECNAVINST 1752.4 Sexual Assault Prevention and Response Program
18. OPNAVINST 1752.1 (Series) Sexual Assault Victim Intervention (SAVI) Program
19. SECNAVINST 1740.4 Department of the Navy (DON) Personal Financial Management (PFM), Education, Training, and Counseling Program
20. OPNAVINST 1754.2 (Series) Exceptional Family Member (EFM) Program
21. MILPERSMAN 1300-700 Exceptional Family Member Program
22. SECNAVINST 1752.3 (Series) Family Advocacy Program (FAP)
23. OPNAVINST 1752.2 Family Advocacy Program
24. OPNAVINST 1720.4 (Series) Suicide Prevention Program
25. MILPERSMAN 1770-090 Reporting Requirements for Suicide Related Behaviors
26. SECNAVINST 1610.2 (Series) Department of the Navy (DON) policy on Hazing
27. OPNAVINST 1770.1 (Series) Casualty Assistance Calls and Funeral Honors Support Program Coordination (CAC/FS)
28. MILPERSMAN 1770-160 Casualty Assistance Calls Program (CACP)
29. MILPERSMAN 1770-280 Death Gratuity
30. OPNAVINST 3500.39 (Series) Operational Risk Management (ORM)
31. OPNAVINST 5100.12 (Series) Navy Traffic Safety Program
32. OPNAVINST 6000.1 (Series) Navy Guidelines Concerning Pregnancy and Parenthood
33. SECNAVINST 1850.4 (Series) Department of the Navy (DON) Disabilities Evaluation Manual
34. MILPERSMAN 1306-1200 Limited Duty (LIMDU)

35. OPNAVINST 3120.32 (Series) Navy Standard Organization of the Navy
36. OPNAVINST 1306.2 (Series) Command Master Chief Program
37. Chief Petty Officers Mission, Vision, and Guiding Principles
38. Winds of Change - Charlotte D. (Roberts) Crist
39. OPNAVINST 5100.19 (Series) Navy Safety and Occupational Health (SOH) Program Manual
40. OPNAVINST 3100.6 (Series) Special Incident Reporting
41. BUPERSINST 1610.10 (Series) Navy Performance Evaluation System

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

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

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

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

ACKNOWLEDGEMENTS

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



DEPARTMENT OF THE NAVY
MASTER CHIEF PETTY OFFICER OF THE NAVY
2000 NAVY PENTAGON
WASHINGTON DC 20350-2000



17 January 2013

First Class Petty Officers:

Welcome to CPO 365, a critical piece of our Navy's commitment to your professional growth as a Sailor. You are part of a challenging journey intended to develop your leadership skills and prepare you for the responsibilities that come with wearing the anchors of a Chief Petty Officer. The topics and scenarios in this Development Guide come from the diverse experiences of CPOs serving in every warfare community at commands around the world. They are intended to stimulate your critical thinking skills, increase your understanding of fundamental Navy programs, and most importantly, enhance your ability to make a positive impact on warfighting readiness.

Being a Chief Petty Officer demands flexibility, innovation and composure under stress. Above all, it requires accountability to every level of the chain of command. Without those traits, you cannot thrive. If preparation is the key to success, consider this guide one of your primary tools on the path to your desired destination. Just as Zeroing in on Excellence focuses the energy of our CPO Mess in three primary areas, CPO 365 concentrates on the knowledge, skills and abilities necessary to effectively lead Sailors at the next paygrade.

Simply said, the more you put into this guide, the more you will get out of it. I believe CPO 365 and this guide will make you a better Sailor, more equipped to deal with the challenges facing our Navy today . . . regardless of your paygrade or technical specialty. Our goal in the CPO Mess is to actively encourage and foster your professional development while posturing our Force for continued mission success. It requires a two-way dialogue with fresh perspective and new ideas.

Cohesion and collective energy will be important to you and your Shipmates through this process, just as it is in Messes around the world. There is power in numbers. Talk with each other and your Chiefs to take away everything possible from the topics. You will be surprised at how relevant many of these discussions are to the things you're already doing. I'm confident you will find the conversations, case studies and selected readings valuable to you and those you lead.

Our Navy has never asked you to do more than it does now. CPO 365 is a product of that environment . . . a sustained, steady-state approach to training you for team success. Good luck Sailors! And let me leave you with this thought – always remember to work hard, stay out of trouble and be a good and decent person.

MIKE STEVENS

INTRODUCTION

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

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

2. **CANCELLATION.** 2011-2012 CPO 365 Development Guide.

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

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

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

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

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

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

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

- **PHASE 1 SECTION I – BUILDING A FOUNDATION
(First Class Petty Officer)**

- Fundamentals: Understanding Mission, Vision and Guiding Principles (MVGP). The Fundamentals contains a series of questions that pertain to each MVGP. This requirement is designed for FCPOs to provide their insight and to gain knowledge through discussion with Chief Petty Officers.
- Reading Requirements: This section consists of various articles, speeches, and writings. Knowledge is power and as Chiefs, it is essential to stay current with ongoing issues, and understand new policies, instructions and guidance in order to perform the job of a leader in today's Navy. Reading and comprehending articles, instructions, and policies is critical in the course of our jobs. Sailors will rely on FCPOs and CPOs to stay up to date with ongoing challenges, fully understand Navy policies and philosophies, and pass those down through effective communications. The approach to this section is for FCPOs to read a series of different articles that capture close association with CPO MVGPs. A journal section is provided at the end of each article for personal notes and reflections. Chiefs' Messes are encouraged to set up FCPO training sessions to discuss their journal entries and to share different perspective and insights.
- This section will be completed during CPO365 Phase 1. The CPODG will be issued on 17 September and assigned to all FCPOs. If the guide has already been assigned, a review by the LCPO and SEL will be conducted to determine if reassignment is required. The goal is to complete the CPODG prior to the board eligible list's promulgation.

- **PHASE 1 SECTION II – TASKS AND QUALIFICATIONS TO
STRENGTHEN LEADERSHIP SKILLS**

- Tasks: Perform a variety of tasks (associated with the CPO MVGPs and Brilliant on the Basics [BoBs]) that are essential to leaders. Task requirements are designed to ensure that FCPOs possess the ability to satisfactorily perform specific job functions vital to their leadership roles.
- Qualifications: A series of qualification questions designed to bring greater awareness of Brilliant on the Basics have been provided. FCPOs must be familiar with the BoB programs in order to maintain high morale but, more importantly, to ensure readiness through proactive leadership engagement in Navy programs.

- This section will be completed prior to commencement of CPO365 Phase 2.

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

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

7. PREREQUISITES

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

CAREER DEVELOPMENT BOARD FOR FCPO

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

CAREER DEVELOPMENT BOARD FOR BOARD-ELIGIBLE FCPO

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

CAREER DEVELOPMENT BOARD FOR CHIEF PETTY OFFICER SELECTEES

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

Physical Readiness and Fitness Performance

OUTLINE

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

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

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

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

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

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

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

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

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

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

PHASE 1 SECTION I
BUILDING A FOUNDATION

OUTLINE

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

- **Fundamentals:** The fundamental element reviews the CPO MVGPs. The purpose is to provide FCPOs with an opportunity to give their perspective and understanding of the CPO MVGPs. Resources necessary to assist in learning are listed in the reference section of this guide. Experience is the key in truly understanding these fundamentals. SELs and LCPOs should expect FCPOs to satisfactorily answer all line items before providing final signatures. SELs have the authority to provide overall guidance and set policy on who can sign line items in the fundamental section.
- **Required Reading Guidance:** Read the articles provided and then write personal notes on the journal page provided. Journal entries should pertain to personal thoughts and perceptions of the article and how it relates to the question provided in each reading section. SELs and LCPOs are highly encouraged to conduct group training sessions to discuss journal entries with the CPO Mess and FCPOs.
- Upon completion of both elements under Section I, Sailors will obtain necessary signatures on the CPODG section's completion card indicating requirements were met and completed as outlined.

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

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

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

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

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

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

1. In your own words define, 'Deckplate leadership'.
2. Outline how you apply your leadership style to the Navy's 'Brilliant on the Basics' programs.
3. With regards to leadership, what is the most effective way of being 'visible' and setting the 'tone' within your workcenter, division, and command?
4. What is the mission of your command and the United States Navy?
5. List 3 ways you develop your Sailors beyond their expectations as a team.
6. List 3 ways you develop your Sailors beyond their expectations as individuals.
7. What are the benefits of being a proactive leader engaged on the deckplates?
8. How do you train junior Sailors, officers and enlisted, to be better leaders?
9. Outline 3 best practices you have seen at past commands that worked well with regards to leadership and being visible at the deckplate level.
10. What are the effects or impact to a command where FCPOs and CPO Mess are not out leading on the deckplates?

This page provided for the answers to Questions 1 – 10
Deckplate Leadership

This page provided for the answers to Questions 1 – 10
Deckplate Leadership

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

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

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

This page provided for the answers to Questions 1 – 10
Understanding Institutional and Technical Expertise

This page provided for the answers to Questions 1 – 10
Understanding Institutional and Technical Expertise

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

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

1. In your own words, define 'Professionalism'.
2. How do you, as a FCPO and future Chief, actively teach, uphold, and enforce Navy and command standards?
3. As a leader we measure ourselves by the success of our Sailors. Describe the different metrics available we can use to measure Sailor success. Example: Command Climate Survey.
4. Why is maintaining academic education and training important?
5. What is the difference between a reactionary solution and a proactive solution? What are the benefits of being a proactive leader? Is being a reactive leader necessary at times? Explain.
6. How is professionalism linked to mission readiness?
7. Define what a 'well-founded' solution means to you.
8. Enforcing standards is very important. As leaders, we set the example at all times. What actions you take if leaders within your organization are not adhering to standards?
9. List those areas that you feel truly are a measurement of the command climate. As a professional what do you do to improve these areas? Example: High Attrition.
10. Finish this sentence; A leader who is unprofessional and does not enforce standards...

This page provided for the answers to Questions 1 – 10
Understanding Professionalism

This page provided for the answers to Questions 1 – 10
Understanding Professionalism

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

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

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

1. In your own words define 'Character'.
2. In your own words define 'Loyalty'.
3. What does abiding by an uncompromising code of integrity mean to you?
4. What are some of the attributes that define true character?
5. How does abiding by an uncompromising code of integrity unify FCPOs and the CPO Mess and create esprit de corps?
6. What is meant by, 'What is said in the Mess, seen in the mess and heard in the mess . . . stays in the Mess'? How does Loyalty factor into this saying?
7. What is meant by, 'Acceptance is not agreement'? How does this apply to the previous line item?
8. List some of the basic characteristics of a loyal Sailor.
9. Finish this sentence; A Chief with uncompromising character and true loyalty is...
10. What is meant by loyalty never being blind?

This page provided for the answers to questions 1 – 10
Understanding Character and Loyalty

This page provided for the answers to questions 1 – 10
Understanding Character and Loyalty

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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FUNDAMENTALS *Understanding Active Communication*

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

1. In your own words define 'Active Communication'.
2. As a FCPO and future Chief, how do you encourage open and frank dialog within your division?
3. Give examples of ways to energize communication flow.
4. In the MVGPs it states that active communication will increase unit efficiency, mission readiness, and mutual respect. How and why is this?
5. What are some best practices that you have seen that enhanced the flow of communication up and down the chain of command?
6. With regards to communication, why is a difference of opinion, in some cases, a good thing?
7. When addressing Sailors in large group forums what are some do's and don'ts with regards to communication?
8. What do you think is meant by the saying, 'Silence is Golden'? How can not saying anything be beneficial?
9. When conducting one-on-one counseling, outline different methods you can apply to enhance the communication flow.
10. In the following situations how do you communicate your opinion if it differs from what is being discussed:
 - a. All-hands call
 - b. FCPO Mess meeting
 - c. Division Quarters
 - d. One-on-one counseling
11. In the following situations how do you communicate your opinion if it differs from what is being discussed:
 - a. CPO Mess meeting
 - b. Chiefs and/or Officers call

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

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

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

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Sense of Heritage. Heritage defines our past and guides our future. Chiefs will use heritage to connect Sailors to their past, teach values and enhance pride in service to our country.

1. In your own words define the term, 'Sense of Heritage'.
2. As a Chief, how do you connect Sailors to their past in order to teach values, hence enhancing pride in service to our country?
3. How does having a sense of heritage define our past and guide our future?
4. What is significant about the date 1 April 1893?
5. With regards to being a Chief, what is significant about the year 1923?
6. With regards to Senior Enlisted Leadership what major milestone occurred in July 1971 with the influence and leadership of MCPON Whittet and Admiral Zumwalt?
7. USS CHIEF (MCM-14) is the third U.S. Navy ship to bear the name. In your opinion, what is the significance of having a U.S. Naval vessel bear the name, 'Chief'?
8. Name all the MCPONs, their tenure and one of their significant accomplishments.
9. Finish this sentence: Heritage is important to our Navy because...
10. What is significant about the date 13 October 1775 and how did our Navy change during that time? **Consult <http://www.history.navy.mil>.**

This page provided for the answers to questions 1 – 10
Understanding Sense of Heritage

This page provided for the answers to questions 1 – 10
Understanding Sense of Heritage

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

SIGN WHEN ALL QUESTIONS HAVE BEEN COMPLETED.

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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Focus: Read the article below and make journal entries outlining your views on how it applies to Deckplate Leadership.

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

Guidance: The following required reading was taken directly from the LifeLines web site: <http://www.lifelines.navy.mil>. Read the article; *Navy Clarifies IA Parent Command Responsibilities*. Upon completion make journal entries on how you would approach this subject from a leadership perspective. What are some methods you could develop to maintain communications with deployed Sailors and their families. Discuss your journal entries with your Department LCPO and SEL. Retain journal entries in this CPODG.

Navy Clarifies IA Parent Command Responsibilities

By U.S. Fleet Forces Public Affairs

Navy individual augmentee (IA) Sailors and their families now have clearer guidance on who will provide traditional support services during IA deployments and what this support will entail.

Navy officials released IA Gram #4, NAVADMIN 076/09 in March to eliminate potential seams between parent command support and Expeditionary Combat Readiness Center (ECRC) support to IA Sailors and families.

Parent commands are the commands responsible for providing specific support functions to IA Sailors and their families. These responsibilities are clearly understood when ships or units deploy, but there has been confusion when it comes to supporting IAs.

"Almost every command realizes the importance of providing top-notch support to their IA Sailors and families. This policy provides a clear road map for commands to successfully provide comprehensive support to Sailors and families throughout the IA Continuum," said Kate Perlewitz, director, U.S. Fleet Forces individual augmentee executive agent.

Sailors filling individual augmentee, manpower management assignments (IAMM) and global war on terror support assignments (GSA) will receive parent command support from the commands from which they deployed. Mobilized Reservists serving as IAs should receive parent command support from the Navy Operational Support Center (NOSC) from which they were mobilized.

According to the commander of U.S. Fleet Forces Command, providing comprehensive support to these IA Sailors is essential.

"The commitment and dedication of these Sailors and their families clearly demonstrate the high caliber of personnel in our Navy today," said Adm. Jonathan Greenert, Commander, U.S. Fleet Forces Command. "We're working diligently to reciprocate their dedicated service with the same level of excellence in the support we provide to them and their families - before, during, and after their IA deployments."

The parent command support responsibilities are broken down into four phases of the IA deployment: pre-deployment; training; boots-on-ground; and redeployment.

Some requirements in the pre-deployment phase include ensuring Sailors meet screening requirements, complete their IA checklist, and update Defense Enrollment Eligibility Reporting System (DEERS) and Navy Family Accountability and Assessment System (NFAAS) information.

Training Phase requirements include ensuring monthly contact with Sailors and families, and updating NFAAS information as needed.

Parent commands with Sailors in the boots-on-ground phase include the same monthly contact requirements and NFAAS updates, as well as providing reach-back support to IA Sailors.

The final phase in the IA Continuum is the redeployment phase. Parent command responsibilities here include providing command-level sponsorship for any welcome home activities, and ensuring Sailors adhere to all post-deployment health assessment/reassessment requirements.

Throughout each phase, the key to providing quality parent command support is an active command individual augmentee coordinator (CIAC).

According to IA Continuum leaders, feedback from current and past IAs indicates making CIAC assignments is an essential component of a successful IA deployment.

"A well-trained, fully-engaged CIAC can truly be the difference between an incredibly positive or a very negative IA tour for Sailors and their families. At every command in the Navy, command leadership teams need to ensure their IAs are set up for success by appointing a CIAC and effectively carrying out parent command responsibilities," Perlewitz added.

The NAVADMIN also identifies key IA Continuum points of contact for IA Sailors, families, and commands to provide suggestions and best practices.

To review the NAVADMIN visit www.ia.navy.mil/IA_Gram_4.doc. To review all IA Grams and IA policies and news, visit www.ia.navy.mil.

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

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Journal Page

REQUIRED READING 2 | *Carrying on a proud tradition*

Focus: Read the article below and then make journal entries outlining your views on how it applies to Institutional and Technical Expertise.

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

Guidance: The following required reading was taken from USNI Proceedings magazine. The article was written in 1995 with regards to the Chief. Read the article and upon completion write journal entries on how the role of a Chief Petty Officer, with regards to institutional and technical expertise, has changed and yet is still the same. Explain what changes you have seen over the course of the years with regards to the leadership roles of Chief Petty Officers. Discuss your thoughts with your SEL and LCPOs. Retain completed work in this guide.

Where's the Chief?

By Captain Christopher H. Johnson, U.S. Navy

When there was a problem on board a ship we used to ask, "Where's the Chief?" Now, all too often, our officers are managing the daily details of a ship's infrastructure. It's time to restore the management of our Navy to the enlisted personnel and reclaim our officers from the wasteland of bureaucracy.

Without effective managers, the Navy cannot be an efficient and productive organization; without great leaders, it cannot be an enduring institution that commands the nation's confidence. Leader and manager are two unique, discrete, and indispensable offices, both essential to a smoothly functioning, forward-looking, effective naval service. When these roles are not fulfilled, when their lines of demarcation become blurred, or when one overshadows the other, the organization falls out of balance.

In the early 1970s, the leadership-management chemistry in the U.S. Navy quietly migrated out of bounds. Each succeeding year finds it more out of balance. In a Navy conceived by and repeatedly led to greatness by leaders, we steadily have become a corps dominated by managers, with all of the control, direction, and submission those words imply. We, the officers of the U.S. Navy, have become what we never thought we would be.

The balance between leadership and management is fundamental to any successful organization. McDonald's, a vibrant and growing American institution, illustrates this case. It hires restaurant managers to maintain order and harmony in its individual stores. The company depends on them to open the store on time, to ensure that menu items are prepared exactly the same way every day, and to adhere to company doctrine in the other facets of daily operation. The manager is hired to maintain control of that restaurant, and without such control neither the store nor the chain would succeed.

But McDonald's managers do not formulate long-range plans. They do not research new menu items. They do not define markets, prepare a corporate vision, negotiate strategic alliances, or decide on the proportion of debt and eq-

uity financing the company. Clearly, somewhere above the manager level there are corporate leaders, and from these leaders comes the strategic vision for the corporation. This vision encompasses the values, goals, plans, risks, and commitments of the corporation. Without these, McDonald's still would be a local curiosity.

When I entered the Navy, the traditional rank structure provided for both leadership and management roles. The senior petty officers were the managers, the officers were the leaders, and the chief petty officers bridged the two roles. My recollection of how senior petty officers ran a ship is vivid. In those days, one man directed a division's daily work—the leading petty officer. Sailors answered to him for their work, their behavior, their liberty, and their likelihood for promotion. There was an aura about this man; the smooth operation of the ship was unmistakably in his hands. And they were logical hands to trust; a man with eight years experience and five hard-earned promotions certainly should be ready to manage the daily details of a ship's infrastructure.

But in the early 1970s, things changed. Our cadre of senior enlisted men began to leave the Navy, and the young men behind them in the ranks were in many instances not ready or willing to assume those responsibilities. The Navy also was embarrassed by engineering deficiencies and became single-minded in its determination to cure those problems at whatever cost. Overnight, junior officers, then executive officers, and finally commanding officers were removed from their post as leaders and thrust into the role of manager.

What ensued radically changed the Navy. Officer schools embraced the philosophy that the leader's most important job was to supervise the details of a ship's daily life, and officers began to focus on the knobs and buttons. When there was a problem on board a ship, we used to ask "Where's the Chief?" Now, all too often, the response is "The Captain should have inspected that to ensure that the problem never happened."

Commanding officers took to the bilges with grinders in hand, slipped under generators to check for leaks, and began a rigorous schedule of preventive maintenance quality control checks. Officers, en route to their commands, began attending a three-month school on engineering



aintenance procedures. The companion school for navigation, and communications is only six weeks

Training officers to be managers, instead of preparing them as leaders, became our underlying philosophy. Officers became managers, first class petty officers became dispatchers, and chiefs entered a no-man's land that has undermined their purpose and self-confidence. And we remain in this condition today.

It is imperative that we reestablish the balance between leadership and management in our Navy and that these indispensable roles be defined clearly and implemented with fervor and commitment.

Differing Roles

A leader is not simply an accomplished director or foreman. Standing in front of men and women and causing them by force of will, by threats, or by stern eye contact to follow directions hardly qualifies anyone to be called a leader. A leader does not assert authority so much as he brings to his organization a sense of purpose and direction about which his people readily combine into a functioning team. To establish this chemistry requires five crucial ingredients:

► *Vision.* The most distinguishing characteristic of leaders is their ability to see beyond the treadmill of daily or monthly performance marks, through the specious arguments about why things have to be the way they are, to greatness that can be. Their vision is both literal and figurative. It applies on the bridge of a ship, where the captain almost always spots the new mast on the horizon before the watch does; and it applies in the ether of thoughts, where the leader perceives possibilities while others see mundane tasks.

Through his vision, the leader gives his organization two indispensable gifts. First, by foreseeing the pitfalls, he forces his ship to be relentless in finding and correcting problems. Second, he gives them a grander view of the future that elucidates how the organization will flourish and succeed. To develop vision, leaders must be educated about the entire enterprise: how its units and divisions rely on one another and combine synergistically to produce a product; where the dangers are and where new high-payoff endeavors await; and what the ultimate product should be. A leader's vision transforms the organization from one mired in work for work's sake to one with focus, goals, and missions.

► *A Passion for Excellence and a Commitment to Progress.* Meeting goals, being an above average performer, conforming to standards—these uninspired yardsticks are anathema to a leader. A leader wants his unit to be brilliant in the things that count, not merely passable in a wide variety of things that may or may not count. He seeks to understand which operations are vital and how his ship can set a new standard. In addition, leaders never want to be judged today by last month's standard; they want to be judged by standards, not merely to make them more difficult, but to make them more relevant and significant. In this way, leaders bring a constant pressure for reform and improvement to the entire enterprise.

► *Unstoppable Energy and Courage.* When the days get

long and loved ones seem a universe away, when the directions from above seem senseless and counterproductive, when lives are threatened and the vision seems to be disappearing, leaders act to preserve hope and purpose. They encourage and motivate not through manipulation or bravado, but through the conviction that every problem has a solution if one holds to his vision and values and presses on. More important, the leader understands that success must include the prospect of success for every member of his crew, and he therefore translates hope into terms that each man can understand.

► *A Sense of Stability and Security.* A leader establishes an atmosphere of trust, integrity, justice, and caring such that no man doubts that the well-being and fair treatment of every crew member and his family is as essential to his leader as preventing the ship from grounding. More than the rigid enforcement of military discipline, it means that the leader has an instinct for how values, rules, punishment, incentives, training, counseling, and the daily actions of those in authority combine to give his men the confidence that underlies and supports their work and actions. The leader sees stability not simply as an issue of law and order, but as the shared bond that creates enduring and effective teamwork.

► *Command.* The leader must know when it is time to inject himself personally into a problem. There are times when consensus comes too late or the convictions of less experienced people are wrong; that is when the leader must act clearly, confidently, and forcefully. It is not the leader's job to be an expert on everything, but it is his job to become an expert rapidly in those areas where he suspects that his organization is going awry. At such times, leaders must depart, sometimes instantly, from the plan or from tried-and-true traditions, to find within themselves the answer that saves the ship from disaster or sets it on a better course. It is an indispensable talent and one that must be cultivated over many years.

For every attribute of a leader, there is a complementary attribute for managers. Where the leader has vision, the manager produces and implements a supporting plan. Where the leader has a passion for excellence and constant improvement, the manager has a passion for daily standards, an instinct for supervision, and a commitment to training and qualifications. Where the leader brings energy and courage, the manager brings determination and loyalty. Where the leader establishes the organization's value system, the manager builds an organization and chain of command that upholds those standards. Where the leader exercises command, the manager exercises control.

None of us is entirely leader or manager. We move between the roles as the situation demands. But they are two distinct roles, two separate offices, that must operate together. In our Navy, the distinctions have been blurred, and the leader has become overshadowed by the manager.

Today we do not prepare officers to be leaders, we train them to be managers. We do not groom their vision; we do not ask them to find better ways to fight and operate; we do not teach them the fundamental principles of tactics; and too frequently we insist that the key issue of command is how to avoid trouble and controversy. Our officers have become supervisors whose role is to ensure perfect execution of doctrine, much of which is in need

of change. But who will correct that doctrine, who will inspire change, who will deliver to the nation a Navy that commands confidence and respect if there are no leaders?

Worse yet, the officers' transition into management has overshadowed and disempowered our most precious management resource—our enlisted personnel. Today, we tell our enlisted personnel: you may do preventative maintenance, but only if an army of officers spot checks your work; you may do training, but only when the officer approves the plan; keep your spaces in good repair, but an officer will make certain you do through weekly zone inspections. In short, we have allowed management to become more than it was ever intended to be, and we have taken it out of the hands of those best-suited to pursue it.

In the fall 1993 *Beta Gamma Sigma News*, a publication of the Honor Society for Collegiate Schools of Business, Richard M. Rosenberg, president and chief executive officer of Bank of America, tells the story of his corporation. In 1987, that bank was on the brink of disaster, losing \$1.3 billion over a three-year period. At the heart of their turnaround, Mr. Rosenberg says, was their conviction to find and to call upon strong leadership:

Bank of America engaged in an exhaustive search through its ranks to identify employees with high leadership potential—those who had the respect and trust of their peers.

"We uncovered leaders in almost every department. What they required was the authority, the empowerment to lead and the tools to get things done," Rosenberg said.

Bank of America's turnaround is now business legend. It is time for the Navy to begin a similar recovery with the same focus—leadership. The path ahead seems clear:

► First, we must return the management of our Navy to the enlisted personnel. This requires a commitment to modernized, unified, and efficient preparation. Specifically, we must ensure that no sailor returns to sea duty without the schooling required to strengthen his understanding of his management responsibilities and to update his knowledge of current fleet procedures and operations. We must use satellite communications to ensure that our enlisted managers around the world receive the same expert, world-class, interactive, up-to-date training each week. When enlisted personnel fail to produce the results we seek, we must have the courage to ask what's wrong with the system, not what's wrong with our men. We must resist the temptation to use those failures as excuses to turn the

management back to junior officers.

► Second, we must reclaim our officers from the wasteland of bureaucracy and over-the-shoulder management. We must educate them about ships, not push them through a litany of facts, figures, and procedures. We must encourage them to think, and we must listen to their ideas. We must educate them in vision, energy, and excellence in areas such as caring for their men and taking command. We must see them as leaders first and technicians second. We must educate them about tactics and related principles such as timing, positioning, and mutual support. Most of all, we must make watch standing—the crucible in which leaders are formed—a valuable, learning experience. We must educate our officers in that environment, share our mariner insights with them, and let them get out of trouble on their own.

► Third, we must restructure our ships' organizations. The command master chief should run the daily operation of our ships through the chief petty officers. He should have departmental senior chief petty officers to help him. These experienced, proven, energetic, and responsible men and women must do what they are ready to do: run the maintenance, training, qualification, and good order of the ship. Let the executive officer return to being second in command, in charge of the ship's tactics and officer training. And let the officers learn how to operate and fight the ship.

► Finally, we, the senior officers of the Navy, must expect from ourselves an energetic return to the principles of leadership. We must say what is right, rather than what is "correct." We must develop a vision for the Navy and speak out for the revolutionary changes required for our Navy to meet the 21st century.

The U.S. Navy has a rich history of both great leaders and effective managers. Our sense of managership remains strong, although often trusted to the wrong hands. Our sense of leadership, however, and our view of how these two talents combine to bring us success are off course. The nation will not wait much longer for us unless we quickly return to the strengths that made our Navy the symbol of America's confidence in times of trouble. We must not forfeit the one talent that made us great.

Beta Gamma Sigma News, Fall 1993.

Captain Johnson is deputy director of the Maritime Systems and Technology Office at the Advanced Research Projects Agency, where he specializes in CT and simulation technology. While commanding officer of the *Yankee* (FFG-48), he deployed in support of Operation Desert Shield and served as the anti-air warfare commander for the Persian Gulf at the time of the Iraqi attack on Kuwait.

Virtual Reality

During the filming of Tom Clancy's latest movie, "Clear and Present Danger," the Office of Naval Intelligence provided about 90 officers and sailors to act as mourners in a burial scene at Arlington National Cemetery. When we arrived for filming early on a cold, rainy, February day, we had the Navy's Ceremonial Guard as company. Plus something more! Other extra bit players, dressed as sailors and officers, were numerous—and some were admirals. I laughed heartily when a young member of the Ceremonial Guard approached me, tentatively stating, and asked a question I never expected: "Are you real?"

Rear Admiral Ted Sheaffer, USN (Ret.)

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

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Journal Page

REQUIRED READING 3 *Navy Core Values*

Focus: Read the Navy Core Values outline provided and then make journal entries. Use the guidance provided below for specifics on what the essay should focus on.

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

Guidance: The following required reading was taken from the Navy web site www.navy.mil. Posted are the Navy Core Values and a definition for each. Throughout the post the word 'professional' is used extensively. Read the summary of our Navy Core Values and then write journal entries of how you as a FCPO and future Chief Petty Officer instill our Navy Core Values and maintain professionalism within your command and United States Navy. Remember that the entries are from your leadership perspective. This element is designed to enhance your writing skills and express your views on professionalism.

The United States Navy

CORE VALUES

Throughout its history, the Navy has successfully met all its challenges. America's naval service began during the American Revolution, when on Oct. 13, 1775 the Continental Congress authorized a few small ships creating the Continental Navy. Esek Hopkins was appointed commander in chief and 22 officers were commissioned, including John Paul Jones.

From those early days of naval service, certain bedrock principles or core values have carried on to today. They consist of three basic principles.

Honor: "I will bear true faith and allegiance ..." Accordingly, we will: Conduct ourselves in the highest ethical manner in all relationships with peers, superiors and subordinates; Be honest and truthful in our dealings with each other, and with those outside the Navy; Be willing to make honest recommendations and accept those of junior personnel; Encourage new ideas and deliver the bad news, even when it is unpopular; 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. Illegal or improper behavior or even the appearance of such behavior will not be tolerated. We are accountable for our professional and personal behavior. We will be mindful of the privilege to serve our fellow Americans.

Courage: "I will support and defend ..." Accordingly, we will have: courage to meet the demands of our profession and the mission when it is hazardous, demanding, or otherwise difficult; Make decisions in the best interest of the navy and the nation, without regard to personal consequences; Meet these challenges while adhering to a higher standard of personal conduct and decency; Be loyal to our nation, ensuring the resources entrusted to us are used in an honest, careful, and efficient way. 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.

Commitment: "I will obey the orders ..." Accordingly, we will: Demand respect up and down the chain of command; Care for the safety, professional, personal and spiritual well-being of our people; Show respect toward all people without regard to race, religion, or gender; Treat each individual with human dignity; Be committed to positive change and constant improvement; Exhibit the highest degree of moral character, technical excellence, quality and competence in what we have been trained to do. 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.

These are the CORE VALUES of the United States Navy.

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

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Journal Page

Focus: Read the article below on the origin on First Class Petty Officers..

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

Guidance: Read the article, *First there were Firsts*, written by James L. Leuci, ITCM, USN (Retired). Reflect on the history of First Class Petty Officers and discuss the article in a group setting with your SEL, LCPO and fellow FCPOs.

FIRST THERE WERE FIRSTS

BY

James L. Leuci, ITCM, USN (Retired)

Imagine you are looking at a photograph of a U.S. Navy Sailor wearing a double breasted blue uniform coat with gilt buttons and a visor cap? And you were told that this individual is known as a deck-plate leader and is considered part of ‘the back-bone of the Navy.’ Why you would say ‘That’s a Chief Petty Officer.’ Well if the image you are looking at predates 1893 you would be looking at a first class petty officer—before there were Chiefs there were Firsts!

Chief Petty Officers trace their tradition and heritage to that of First Class Petty Officers. Prior to the establishment of the Chief Petty Officer (CPO) rating in 1893, the Navy depended on First Class Petty Officers for enlisted leadership. They wore a uniform that distinguished them from the rest of their shipmates: a visor cap similar to the cap worn by officers and a sack coat with double rows of brass buttons. That distinctive uniform, particularly the hat, still defines Chief Petty Officers today.

First Class Petty Officers provided senior enlisted leadership in the last half of the nineteenth century. Prior to the Civil War, the Navy did not have a formal rank structure amongst its petty officers. One of the earliest references to class differences among petty officers appears in U.S. Navy Uniform Regulations, dated 19 February 1841, which authorizes a petty officer mark of distinction ‘to be worn on jackets in the winter and frocks in the summer.’

The mark consisted of an eagle perched above an anchor. No more than three inches long, this mark was worn on the right sleeve between the elbow and the shoulder by Boatswain's Mates, Gunner's Mates, Carpenter's Mates, Master at Arms, Ship's Stewards, and Ship's Cooks. All other petty officers wore the same mark on the left sleeve.

Navy Uniform Regulations, dated 8 March 1852, modified the mark, now referred to as a device, to include a one inch star above the eagle and the anchor. The device was to be worn by Boatswain's Mates, Gunner's Mates, Carpenter's Mates, Sailmaker's Mates, Ship's Stewards, and Ship's Cooks on the right sleeve. All other petty officers wore it on

the left sleeve.

Changes to U.S. Navy Regulations, dated 18 April 1865, established two categories of petty officers--Petty Officers of the Line and Petty Officers of the Staff. Line petty officers were directed to wear the petty officer device on the right sleeve. All other petty officers and first-class fireman, except officer's stewards, were directed to wear the device on the left sleeve without the star.

Navy Uniform Regulations approved 1 December 1866, authorized petty officers with certain specialties to wear a coat and tie style uniform that distinguished them from other petty officers. The new uniform emphasized their special status among enlisted Sailors. Master at Arms, Yeomen, Surgeon's Stewards, and Paymaster's Stewards were authorized to wear a sack coat style uniform that had 'blue jackets with rolling collars, double-breasted; two rows of medium size navy buttons on the breast, six in each row...slashed sleeves of cuffs, with three small size navy buttons, plain blue caps with visor.' These selected petty officers also wore a blue visor cap featuring a device that was similar but slightly larger than the perched eagle brass buttons worn on the blue sack coat. All other petty officers and seaman continued to wear uniforms with overshirts (jumpers), bell-bottom trousers, and caps without visors.

This marked the beginning of formal class distinction between petty officers. Petty officers who wore sack coats were considered 'senior' and of more worth to the Navy and reflected the common practice to pay sailors according to how critical their skills were for shipboard operations. Surgeon's Stewards and Master at Arms were among the highest paid enlisted men at the time.

In 1876, the Navy again realigned its two categories of petty officers—into Petty Officers of the Line and Petty Officers. Petty Officers of the Line included the same rates as in 1865 except for specialties that had been discontinued. Line petty officers continued to wear the petty officer device with a star on the right sleeve. All other petty officers wore the petty officer device on the left sleeve minus the star.

The term 'chief' petty officer was used during the 1870's to refer to the petty officer that was the most experienced and senior member of a particular rate. Petty Officers wore marks on either the left or right lower sleeve to indicate their specialty.

1877 Navy Uniform Regulations listed thirteen specialties which included Chief Boatswain's Mate and Chief or Signal Quartermaster. These 'chiefs' wore their specialty mark on both lower sleeves to indicate their status. While they were still petty officers, these highly respected Sailors had earned the right to be called 'Chief'. The Master at Arms was also referred to as the Chief Petty Officer of the ship to which he was assigned.

In the nineteenth century and well into the twentieth, sailors often ate their meals in berthing spaces. Berthing deck cooks or mess cooks prepared food to be consumed in berthing spaces. In the second half of the nineteenth century separate petty officer messes began to emerge on U.S. Navy ships. By the late 1880s the petty officer mess had evolved to the first class petty officer mess.

In 1885, the Navy divided petty officers into three classes--first, second, and third. Classes defined seniority among petty officers but they were still paid according to their specialty. That is, for example, all first class petty officers did not receive equal pay.

1886 Navy Uniform Regulations, approved 1 July 1885, introduced new petty officer devices, now called rating badges. The new rating badges were similar to the type worn today and consisted of an eagle, with wings pointed down, perched above a

specialty mark that was placed above scarlet chevrons. The same regulations also authorized all first class petty officers to wear sack coat style uniforms and visor caps. All other petty officers and seamen continued wearing overshirts, bell-bottoms, and caps without visors.

The 1886 Master at Arms First Class Petty Officer can be compared to a Command Master Chief of today. Master at Arms was the senior rate among first class petty officers. They wore a rating badge that distinguished them from all other first class petty officers. The rating badge had an eagle perched above three arced stripes. Below the arced stripes was a specialty mark which was placed above three scarlet chevrons. The specialty mark for the Master at Arms was a five point star-- the same mark used by Command Master Chiefs today. The Master at Arms first class rating badge style was later adopted by the chief petty officer rating when it was established in 1893—the basic design remains in vogue today.

All other first class petty officers wore a different style rating badge. It didn't have arced stripes but it did have three chevrons. The specialty mark was laid upon a scarlet diamond-shaped lozenge. The lozenge was the only difference with the petty officer second class rating badge, which had also had three chevrons. Petty officers third class wore the same style rating badge as second class petty officers but with only two chevrons.

The visor cap, worn by first class petty officers, was also adopted by chief petty officers in 1893. Chief petty officers continued wearing the first class petty officer cap device until 1897 when the Navy introduced the current style CPO cap device. Navy Department Circular #79, dated 12 June 1897, described the new CPO cap device as 'The device for chief petty officers' caps (except Bandmaster) shall be the letters U.S.N., in silver, upon a gilt fowl anchor.'

First class petty officers exercised 'deck plate leadership' long before ships had deck plates. They lived and worked closely with the crew and were responsible for training and discipline. Serving as an interface between the crew and the officers, these men were considered the backbone of the Navy.

1893 is often thought of as the year that chief petty officer traditions and heritage began. However, it can be argued that those traditions really began in 1866 when the first senior petty officers began wearing the 'hat' or in the 1870s when 'chief' referred to a senior petty officer or in 1885 when first class petty officers began wearing what is now the CPO style rating badge.

In 1893, several first class petty officers received temporary appointments to the new Chief Petty Officer rating. All of the new chiefs wore a rating badge of the same basic design as the old Master at Arms first class petty officer but with the specialty mark for their rate. The old Master at Arms first class rating badge became the new Chief Master at Arms rating badge.

In 1894, the rating badge design for all petty officers, including chiefs, was modified to the style still being worn today. The 1893 first class petty officers that were not appointed as chief petty officers began wearing the jumper uniforms previously worn by petty officers second class and below.

In 1973, the U.S. Navy began a two year phase-in program which transitioned the male enlisted uniform from the jumper style to a sack coat and tie style which included a visor cap. At the time, it was noted that many first class petty officers immediately

switched to the new coat and new hat. It was often said that the first class petty officers were just trying to look like chiefs. However, after eighty years, maybe they were just anxious to see if their old uniforms still fit. It might be that all along it had been the chiefs who were trying to look like the first classes because before there were chiefs there were firsts.

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

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Journal Page

REQUIRED READING 5 | *From the desk of the Master Chief Petty Officer of the Navy*

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

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

Guidance: The following required reading is from an article published in the U.S. Navy magazine, *All Hands*. The article was written by MCPON Robert J. Walker and talks about communication and its importance. Many of the Master Chief Petty Officers of the Navy use resources like *All Hands* magazine to communicate to the Fleet. Effective communication is critical in maintaining good order and discipline, high morale, and mission readiness. Read the article in its entirety and when complete write entries outlining your views on the following:

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

All Hands
Magazine of the U.S. Navy – 53rd year of Publication
Edition: January 1976 Number 708

From the desk of the Master Chief Petty Officer of the Navy

MCPON Robert J. Walker, USN

The methods and the art of communication have improved significantly since the days of singing minstrels, smoke signals, and carrier pigeons.

Our federal government and private industry have spent billions of dollars to develop and perfect a modern electronic communication system which permits instantaneous contact with other people throughout the world.

Since we now have an advanced system of electronic communications, it seems strange to me that we are often unsuccessful when we attempt to communicate with one another through face-to-face conversation. It's unbelievable – but true – that in the most basic forms of communication, we are often unable to relate our thoughts to one another.

Needless to say, this inability to communicate effectively could adversely affect the day-to-day operations of our Navy. People-to-people communication is an important factor in the overall readiness of our forces afloat and ashore.

Open and candid conversation between the seaman and the petty officer, the petty officer and the chief, the chief and the officer are necessary to maintain a smooth-operating chain of command. Yet, such conversations often fail to materialize, and if

they do, the failure to communicate properly often creates misunderstanding and hard feelings.

That's why I feel so strongly that the ability to communicate effectively is the key to nearly all interpersonal relationships and is the master key to an effective and efficient organization such as the Navy.

In my estimation, many of the misunderstandings we have during face-to-face verbal exchange occur because (1) we fail to consider the other person's 'frame of reference' and (2) we fail really to listen to the other person.

An individual's frame of reference is a composite of that individual's background, experiences, attitudes, prejudices, and environment. When a person expresses his thoughts and desires, he speaks through his frame of reference. The problem is that the listener interprets or perceives the message through his or her own frame of reference and very often receives a meaning entirely different from the one intended. The message sent is not the message received. Thus, a gap has been created and there is a failure to communicate.

Listening is also very important to the communication process. How often have you listened to words, but because your mind was elsewhere, you realized you missed the meaning of the words? Proper listening is an art and should not be considered a casual thing. It takes concentration – the same type of concentration required to get the full meaning from words in a book.

There are some things we can do individually to solve problems of communication. First, we must recognize that the person we are communicating with has a point of view which is probably different from our own. We must understand 'where a person is coming from.' We cannot change an individual's frame of reference, nor would we want to do so. But, we must recognize that such a frame of reference exists.

A second step would be to concentrate our efforts on listening to the other person's point of view. A person's point of view is extremely important (especially to that person); therefore, we should listen closely to ascertain what that person really feels or believes. Proper listening takes practice and a conscientious effort. But, if we train ourselves to become good listeners, then we will become better communicators.

And, if we can communicate successfully in our day-to-day working relationships, then job satisfaction, team efforts, safety, and operational readiness will improve.

Because effective communication is the sinew of much broader goal-effective leadership-I challenge every Navy enlisted Sailor to seek to improve his or her communications skills and practice these skills every day.

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

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

Focus: Read the article below.

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

History of the Chief Petty Officer Grade

by CWO4 Lester B. Tucker, USN (Retired)

Reprinted from *Pull Together: Newsletter of the Naval Historical Foundation and the Naval Historical Center*, Vol. 32, No. 1 (Spring-Summer 1993).

It is a sure bet that one of the proudest days in an enlisted individual's naval service is the date on which a first class petty officer dons the uniform and is accepted into the Chief Petty Officer community. At this time, the PO1's leadership and professional abilities are recognized by superiors. These qualities continue to be honed with experience and maturity until retirement.

This article covers the history of the grade of Chief Petty Officer. April 1, 1993, marked the 100th anniversary of the creation of that grade. It is necessary, however, to look back to the origins of the Continental Navy to establish the foundation of relative grades and classifications that led to the ultimate establishment of the CPO grade. During the Revolutionary War, Jacob Wasbie, a Cook's Mate serving on board the *Alfred*, one of the first Continental Navy warships, was promoted to "Chief Cook" on June 1, 1776. Chief Cook is construed to mean Cook or Ship's Cook which was the official rating title at that time. This is the earliest example of the use the term "Chief" located to date by the author.

The United States Navy was reauthorized under the Constitution by an act of March 27, 1794. The fledgling Navy was to consist of four forty-four gun frigates and two thirty-six gun frigates. The action taken by Congress on that date was based upon the need to counter the Algerian pirates. However, a treaty was reached between the United States and Algiers prior to completing any of the vessels, and the act was allowed to expire.

The construction or completion of three frigates was later directed under an act of July 1, 1797. Those ships were the *Constitution* and *United States*, each rated at forty-four guns, and the *Constellation*, mounting 36 guns. Personnel allowed to the two classes of warships were the same under both acts. Petty officers, who were appointed by the Captain, consisted of one Captain's Clerk, two Boatswain's

Mates, a Coxswain, a Sailmaker's Mate, two Gunner's Mates, one Yeoman of the Gun Room, nine Quarter Gunners (eleven were allowed for the two larger vessels), two Carpenter's Mates, an Armorer, a Steward, a Cooper, a Master-at- Arms, and a Cook. Non-petty officers, as listed in the 1797 act, consisted of 103 Ordinary Seamen and Midshipmen and 150 Able Seamen for the larger frigates; the smaller vessel, *Constellation*, was allowed 130 Able Seamen and Midshipmen and 90 Ordinary Seamen. None of those figures included Marines, which added three Sergeants, three Corporals, one Drummer, one Fifer, and 50 Marine Privates to the complement of the larger ships. The 36 gun frigate was allowed 1 less Sergeant and Corporal and 40 rather than 50 Marines.

Generally speaking, precedence of petty officers was not really introduced until the U.S. Navy Regulations, approved February 15, 1853, were published. It must be pointed out that those regulations were declared invalid by the Attorney General on May 3, 1853, and were rescinded due merely to the fact that the President rather than Congress approved them. However, this did not mean that the information and the guidelines contained in them were inaccurate. Conversely, the Secretary of the Navy submitted a set of naval regulations for Congressional acceptance on December 8, 1858, but they were never acted upon in that session of Congress. Based upon pay tables of the period, the contents of the 1858 plan, like the regulations of 1853, appear to have contained the current rating structure of that period.

Prior to 1853, one could infer a quasi-precedence of ratings based upon the sequence in which ratings were listed within complement charts; this is backed by differences in pay of various petty officers. Another issue to be considered is the fact that the order of the names of the petty officers as they appeared on muster rolls could generally be considered an order of precedence. Precedence of ratings was explicitly spelled out in Navy Regulations approved on March 12, 1863. At this point it is useful to review the early Civil War petty officer rating structure just prior to the official usage of "Chief" with rating titles. Petty officers were listed under two categories--Petty Officers of the Line and Petty Officers of the Staff as shown in Table 1.

The 1863 Regulations made the priority of ratings clear: "Precedence among petty officers of the same rate, if not established particularly by the commander or the vessel, will be determined by priority of rating. When two or more have received the same rate on the same day, and the commander of the vessel shall not have designated one of that rate to act as a chief, such as chief boatswain's mate, chief gunner's mate, or chief or signal quartermaster, their precedence shall be determined by the order in which their names appear on the ship's books. And precedence among petty officers of the same relative rank is to be determined by priority of rating; or in case of ratings being of the same date, by the order in which their names appear on the ship's books." That lengthy paragraph was shortened in the 1865 regulations to read simply, "Precedence among Petty Officers of the same rate shall be established by the Commanding Officer of the vessel in which they serve."

Precedence by rating was a fact of Navy life for the next 105 years and was substantiated by rating priority and the date of an individual's promotion. Precedence of ratings remained in effect until the issue of Change #17 of August 15, 1968, to the 1959 Bureau of Naval Personnel (BUPERS) Manual. At that time, precedence among ratings was eliminated and changed to a single system for military and non-military matters based on pay grade and time in grade.

During 27 1/2 years of naval service, the author has been audience to an appreciable number of boiling point arguments on the ship's fantail and in the Chiefs' Messes concerning seniority of ratings. As one can determine from the foregoing evidence, Boatswain's Mates have not always been the senior rating in the Navy. However, if one tries to enlighten some of them they will usually get their dander's up and argue until red in the face. Likewise, Aviation Machinist's Mates have not always been the senior rating within the Aviation Branch. From 1924 to 1933, and again from 1942 to 1948, the rating of Aviation Pilot topped the mechs as well as all other aviation ratings.

It is not the intention of this synopsis to present an extended dissertation on individual ratings. However, at this point, clarification of a longstanding controversy and its resultant misconceptions regarding the Chief Boatswain's Mates, Chief Gunner's Mates, and Chief or Signal Quartermasters of the 1864-93 era is necessary. Those three ratings have at one time or another been erroneously identified and argued as being Chief Petty Officers. General Order #36 of May 16, 1864, effective July 1, 1864, listed Navy ratings along with monthly pay for each rating. Among the ratings included were Chief Boatswain's Mate, Boatswain's Mate in Charge, Boatswain's Mate, Chief Gunner's Mate, Gunner's Mate in Charge, Gunner's Mate, Chief Quartermaster and Quartermaster. Boatswain's Mates and Gunner's Mates received \$27.00 monthly and Quartermasters, \$25.00. Chief Boatswain's Mates and Chief Gunners's Mates were paid \$30.00 per month and were listed for service only on board vessels of the 1st and 2nd rates. Chief Quartermasters were paid the same except for a \$2.00 reduction while serving in ships of the 3rd and 4th rates. Boatswain's Mates in Charge and Gunner's Mates in Charge were also paid \$30.00 per month.

The primary difference between the Chief Boatswain's Mate and Boatswain's Mate in Charge and the Chief Gunner's Mate and Gunner's Mate in Charge lay in their assignments. Chief Boatswain's Mates and Chief Gunner's Mates were permitted on board ships of the first two classes of vessels (1st and 2nd rates with 100 or more crewmen). The Boatswain's Mate in Charge and the Gunner's Mate in Charge could be assigned to any of the four classed vessels (1st, 2nd, 3rd, and 4th rates) and specifically only when a Warrant Boatswain or Warrant Gunner was not assigned to the ship. Boatswain's Mates in Charge and Gunner's Mates in Charge appeared in the rating structure for only five years. They were last listed in the pay table included in the Navy Register for July 1, 1869, and were eliminated from this list with the issue of January 1, 1870. From that date, according to complements set in 1872, Chief Boatswain's Mates and Chief Gunner's Mates were assigned to vessels of all four classes. Then, five years later,

by the allowance list of 1877, they were assigned only to ships without a warranted Boatswain or Gunner.

The title of Chief or Signal Quartermaster was mentioned in the 1863 Regulations and requires explanation. The term Signal Quartermaster was utilized from at least the early 1800s. That title identified those Quartermasters who were principally involved with signaling and the care of flags, halyards, markers, lanterns and other paraphernalia as opposed to Quartermasters who were mainly concerned with navigational and steering duties.

From 1863 to 1865, the rating titles of Chief Quartermaster and Signal Quartermaster were virtually synonymous. Furthermore, the 1863 Navy Regulations and the 1864 pay order did not present a distinction between those two titles. In 1865, however, by U.S. Navy Regulations approved April 18, 1865, a distinction was made between Quartermaster (not Chief Quartermaster, which was never listed) and Signal Quartermaster listed under Petty Officers of the Line. Signal Quartermaster was listed as third in precedence (after Gunner's Mate), whereas Quartermaster was sixth (after Coxswain to Commander in Chief of a Squadron or Fleet). Those two ratings continued to be carried in successive issues of Navy Regulations until 1885. It is of note that Signal Quartermaster was never listed as a separate rate from Chief Quartermaster in the pay tables covering those twenty years. Therefore, the title of Signal Quartermaster, instead of Chief Quartermaster, can be considered as the official title from April 18, 1865, to January 8, 1885. The title of Chief Quartermaster, primarily found in Navy pay tables for that same period, can be judged to be an alternate or common-use title for Signal Quartermaster. In other directives and correspondence these two titles were often used interchangeably.

It is necessary to reflect back to Chief Boatswain's Mates and Chief Gunner's Mates to define their exact status. Navy Regulations of 1865, 1870, and 1876 fail to show Chief Boatswain's Mate and Chief Gunner's Mate as different rates or levels from Boatswain's Mate and Gunner's Mate respectively. It therefore follows that to justify calling the Chief Boatswain's Mate and the Chief Gunner's Mate additional rates one has to depend upon General Order 36 of May 16, 1864 (effective July 1, 1864), and Tables of Allowances for the 1870s which list them as rates or ratings along with Boatswain's Mate and Gunner's Mate. To answer the question of whether the Chief Boatswain's Mate, Chief Gunner's Mate, and Chief Quartermaster or Signal Quartermaster of the 1863-93 era were or were not actually Chief Petty Officers is elementary. They were not Chief Petty Officers due to the fact that the grade had not yet been created.

On January 1, 1884, when the new pay rates became effective, there existed the three aforementioned rates carrying the word Chief--Boatswain's Mate, Gunner's Mate, and Quartermaster--all paid \$35.00 per month. Several other rates were paid higher amounts, ranging from \$40.00 to \$70.00 per month.

Fifty-three weeks later, on January 8, 1885, the Navy classed all enlisted personnel as first, second, or third class for petty officers, and as Seaman first, second, or third class for non-petty officers. Chief Boatswain's Mates, Chief Quartermasters and Chief Gunner's Mates were positioned at the Petty Officer First Class level within the Seaman Class; Masters- at-Arms, Apothecaries, Yeomen (Equipment, Paymasters, and Engineers), Ships Writers, Schoolmasters and Band Masters were also First Class Petty Officers but came under the Special Branch; finally, Machinists were carried at the top grade within the Artificer Branch. Included under the Special Branch at the second class petty officer level was the rate of Chief Musician who was junior to the Band Master. That rate was changed to First Musician under the 1893 realignment of ratings and carried as a petty officer first class until 1943.

On April 1, 1893, two important steps were taken. First, the grade of Chief Petty Officer was established; secondly, most enlisted men received a pay raise. The question is often asked, "Who was the first Chief Petty Officer?" The answer is flatly: "There was no first Chief Petty Officer due to the fact that nearly all ratings carried as Petty Officers First Class from 1885 were automatically shifted to the Chief Petty Officer level." Exceptions were Schoolmasters, who stayed at first class; Ship's Writers, who stayed the same but expanded to include second and third class; and Carpenter's Mates, who had been carried as second class petty officers but were extended to include chief, first, second, and third classes. Therefore, the Chief Petty Officer grade on April 1, 1893, encompassed the nine rates shown in Table 2.

Prior to the establishment of the Chief Petty Officer grade, and for many years thereafter, commanding officers could promote petty officers to acting appointments in order to fill vacancies in ships' complements. Men served various lengths of time under acting appointments, generally six months to a year. If service was satisfactory, the captain recommended to the Bureau of Navigation (called the Bureau of Personnel, BUPERS, after October 1, 1942) that an individual be given a permanent appointment for the rate in which he served. Otherwise the commanding officer could reduce an individual to the grade or rate held prior to promotion if he served under an acting appointment. The change in status from acting to permanent appointment was always a "breathe-easier" occurrence. This meant that the commanding officer could not reduce a Chief Petty Officer in rate if he messed up. It took a court-martial and the Bureau's approval to reduce a Chief serving under a permanent appointment.

The letters "PA" and "AA" were written alongside rate titles and their abbreviations. Those letters stood for permanent appointment and acting appointment, and were used to signify a Chief Petty Officer's status. After March 8, 1946, the letter "A" (for acting appointment) was used integrally with the rate abbreviation. For example, Chief Boatswain's Mate with an acting appointment was abbreviated CBMA. Pay grade 1-A no longer signified acting appointment for Chief Petty Officers after October 1, 1949, as affected by the Career Compensation Act of October 12, 1949. From that time, CPOs received the same pay regardless of

whether they held permanent or acting appointments. On November 1, 1965, acting appointments were dropped from use.

A pay differential existed between permanent and acting appointments until 1949. Pay for Chief Petty Officers, in 1902, ranged from \$50.00 to \$70.00 depending upon the specialty held. General Order 134 of June 26, 1903 (which became effective on July 1, 1903), ordered that "Chief Petty Officer Officers whose pay is not fixed by law and who shall receive permanent appointments after qualifying therefore by passing such examination as the Secretary of the Navy may prescribe shall be paid at the rate of \$70.00 per month."

CPOs holding permanent appointments dated prior to July 1, 1903, were required to re-qualify by standing an examination before a board of three officers. If they passed, they were issued permanent appointments by the Bureau of Navigation. Those who did not re-qualify remained in their pay and grade level instead of increasing to the \$70.00 level.

Pay levels for enlisted men at that time were established by executive order until July 1, 1908. An act of May 13, 1908, established that the U.S. Congress would set pay for enlisted men. However, during the Depression, President Franklin D. Roosevelt, by executive order alone, temporarily decreased the pay of all Armed Forces personnel by 15 percent from April 1, 1933, to June 30, 1934, and 5 percent from July 1, 1934, to June 30, 1935.

Chief Petty Officer Ratings on April 1, 1893		
Seaman Branch	Artificer Branch	Special Branch
Chief Master-at-Arms	Chief Machinist	Chief Yeoman
Chief Boatswain's Mate	Chief Carpenter's Mate	Apothecary
Chief Quartermaster		Band Masters
Chief Gunner's Mate		

The act of May 18, 1920, effective January 1, 1920, standardized pay at all levels from the lowest non-rated grade, which was Apprentice Seaman, through Chief Petty Officer. Base pay for Permanent Appointment Chiefs was \$126.00 per month, and for Acting Appointments, \$99.00. These pay rates remained effective until June 1, 1942. Under the act of June 16, 1942, pay was increased to \$138.00 and \$126.00 for CPOs with permanent and acting appointments, respectively. By an act of June 10, 1922, which became effective July 1, 1922, the pay grades of 1 and 1-A to 7 were established. CPOs (PA) and Mates were carried in pay grade 1 whereas Chiefs with Acting Appointments were listed in pay grade 1-A. On October 1, 1949, by the Career Compensation Act of October 12, 1949, pay grades were reversed and the letter E, for enlisted, was added setting all Chief Petty Officers at E-7 vice pay grades 1 and 1-A.

The pay grades of E-8 and E-9, Senior Chief and Master Chief, were created effective June 1, 1958, under a 1958 Amendment to the Career Compensation Act of 1949. Eligibility for promotion to E-8, the Senior Chief level, was restricted to Chiefs (Permanent Appointment) with a minimum of four years in grade and a total of ten years of service. For elevation from E-7 to Master Chief, E-9, a minimum of six years of service as a Chief Petty Officer with a total of 13 years of service was required. The E-5 through E-9 levels included all ratings except Teleman and Printer which at the time were being phased out of the naval rating structure. People holding those ratings were absorbed or converted to Yeoman or Radioman from Teleman and primarily to Lithographer from Printer. Service-wide examinations for outstanding Chiefs were held on August 5, 1958, with the first promotions becoming effective on November 16, 1958. A few months later, a second group of Chiefs from the February 1959 examinations were elevated to E-8 and E-9 effective on May 16, 1959. The names of the first two groups of selectees are listed in Bureau of Naval Personnel Notices 1430 of October 17, 1958, and May 20, 1959. It is noted that after the May 1959 elevations, promotions to E-9 were through Senior Chief only.

On July 1, 1965, compression of several ratings at the two top grades was enforced. Six new rating titles were created: Master Chief Steam Propulsionman, Master Chief Aircraft Maintenance man, Master Chief Avionics Technician, Master Chief Precision Instrumentman, Master Chief Constructionman, and Master Chief Equipmentman.

Conversely, about four years later, on February 15, 1969, some expansion at the Senior and Master Chief grades eliminated Master Chief Steam Propulsionman. Expanded rates included Master and Senior Chief Torpedoman's Mate, Quartermaster, and Storekeeper. Seven ratings were reestablished at the E-8 and E-9 grades, presenting the opportunity for Chiefs to again advance within their specialty to E-9. The seven affected ratings were Signalman, Mineman, Aircrew Survival Equipmentman, Aviation Storekeeper, Aviation Maintenance Administrationman, and Boiler Technician.

The only recent rating change that has had a substantial effect on the Chief Petty Officer community occurred on January 1, 1991, when three ratings were merged into one. Antisubmarine Warfare Technician, Aviation Fire Control Technician, and Aviation Electronics Technician ratings at the E-3 (apprenticeship) and E-4 through the E-8 petty officer grades were merged into the single rating of Aviation Electronics Technician. At the same time, the rating of Avionics Maintenance Technician (E-9 only) remained as the normal path of advancement from the rates of Senior Chief Aviation Electronics Technician and Senior Chief Aviation Electrician's Mate.

The current number of ratings of Chief Petty Officers falls far short of the number listed at the end of World War II, which then totaled 207 different rating titles. At the present time there are 81 rating titles that apply to Chief Petty Officers, 80 titles for Senior Chiefs, and 69 rating titles for Master Chiefs.

Only two ratings have remained in continuous use since 1797--Boatswain's Mate and Gunner's Mate. The service of all senior enlisted personnel, past, present and future, are recognized in their centennial year, aptly marked by the theme, "One Hundred Years of Leadership."

CWO-4 Lester B. Tucker, USN (Retired), enlisted in the Navy in 1939; for the next 27 years he served as Gunner's Mate Third Class, Aviation Ordnanceman Third Class, Aviation Chief Ordnanceman, and Warrant Gunner (Aviation). Since 1974, he has conducted extensive research on the history of U.S. Navy ratings from the Revolutionary War to the present for a multi- volume series on that topic.

***Sources:** Information contained in this article was collected over several years from Navy Regulations, General Orders, NAVEDTRA, BUPERS Manuals and Notices, ALNAV Bulletins and other sources.*

Guidance: Read the article, History of the Chief Petty Officer Grade, written by CWO4 Lester B. Tucker, USN (Retired). There will be no required journal entries for this final element. Instead reflect on the history of Chief Petty Officers and discuss the article in a group setting with your SEL, CPO Mess, junior Sailors, and officer.

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

NAME _____ RATE/RANK _____

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

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

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

PHASE 1 SECTION II
TASKS AND QUALIFICATIONS TO STRENGTHEN LEADERSHIP SKILLS

OUTLINE

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

- **Task:** The Task element of the CPODG is provided to give Sailors the opportunity to demonstrate their abilities and skills that are essential to naval leadership. This element is broken down into six specific task elements and should be completed in its entirety. Sailors are encouraged to use all available resources to include instructions and the experience of LCPOs and SELs.
- **Qualifications.** The qualification element of the CPODG is provided to ensure leaders are fully aware of the programs encompassing Brilliant on the Basics. This element is broken down into six specific parts:
 - a. Sponsor program
 - b. Mentorship Program
 - c. Indoctrination program
 - d. Career Development Boards Program
 - e. Ombudsman Program
 - f. Recognition Programs

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

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

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

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

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

TASK 1	Properly Writing Evaluations
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Action: Write an evaluation using the information provided below. Read and use all applicable instructions in preparing the evaluation properly to ensure all policy requirements are met. Upon completion, sit down with your LCPO and SEL to seek guidance and insight on:

- A. Writing Skills
- B. Description of the performance
- C. Understanding of all applicable guidance
- D. Leadership approach on how to address the issues/challenges outlined in the task.

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

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

Applicable data:

Name: Joseph P. Sailor
Grade/Rate: E6/IT1
Designator: SW
SSN: XXX-XX-1893
Component: Active
UIC: 01893
Ship/Station: USS DELBERT BLACK (CG 1)
Promotion Status: Regular
Date reported: Onboard for two years (see period of report to determine)
Occasion for Report: Periodic
Period of report: 16 Nov XX – 15 Nov XX (Note XX will be for this year)
Type of report: Regular
Physical Readiness: **FOR YOU TO DETERMINE**
Billet: NA
Reporting Senior: Note for blocks 22 through 25, use your SELs information.
UIC: 01893
SSN: XXX-XX-XXXX (for reporting senior if necessary)
Senior Address: USS DELBERT BLACK (CG 1)
FPO AE 09111-0111

Command employment and command achievements: Ship returned from a seven-month deployment in support of GWOT. Ship conducted operations in FIFTHFLT AOR, six of the seven months. Ship was awarded the Battle E and all associated awards. Ship received 'Golden Anchor' for retention excellence.

Primary/Collateral/Watchstanding duties:

Primary: Leading Petty Officer for Radio (Communications)
Leads: 20 Sailors
In the job for 12 months

Collateral: Vice President of the FCPOA
DCTT member
SAPR Victim Advocate

Watchstanding: OOD (Inport)
Assistant Section Leader for duty section 2.
Communication Watch Officer (U/W)

Date counseled: No record of counseling.

Scenario: You have been onboard for 3 months. You relieved ITC H.F. Riddle and felt that the Radio/Communication division was well trained and that most of the programs were functional.

Recently, the CMC met with all CPOs and advised that First Class evaluations were due 1 November for the CO's review. He has given Department LCPOs 30 days to write and prepare all evaluations for the upcoming ranking board. Your Department LCPO, ITCM Weisen has asked you to prepare your only First Class evaluation and get it to him in two weeks. You get right to the task and collect all the applicable data necessary to do the job correctly. You have all instructions along with the Sailor's service record, Division Officer Record, PRIMS data, last year's evaluation, and his brag sheet. Here is what you have compiled:

1. IT1 was number 2 of 40 on his last evaluation.
2. He received an EP.
3. Performance trait marks (last evaluation): All 5.0 with the exception of **Command or Organizational Climate/Equal Opportunity** and **Military Bearing/Character** which he received marks of 4.0.
4. To his credit:
 - Recently elected VP of the FCPOA.
 - Considered best import OOD. Completed his qualifications within 3 months of arriving onboard. A qualification that normally takes 6 months. (Note: this was noted on the last evaluation)
 - Retention: Best onboard as outlined in a positive counseling statement from his last chief: 100% Retention, 5 out of 5.
 - Advancement: 65% of the division advanced. This included one of only two of the First Classes onboard.
 - Qualifications: Holds all required qualifications in Radio. Completed them ahead of schedule.

- College: Currently enrolled in two classes and needs one more to achieve his Associate's Degree.
 - Asked by the XO to join the DCTT team for his extraordinary leadership skills. Qualified in half the time and is considered one of the top DCTT members onboard.
 - Awarded the Green 'C' for best CG Class Communication Center.
 - Zero CMS/EKMS issues for the last two years.
 - The division is 95% qualified in all applicable watch stations. This include both in Radio and for the ship.
 - As VP of the FCPOA he has done a great job in putting into effect new by-laws, for which the CO passed a personnel BZ over the 1MC.
 - As VP created a stay-in-touch web page for the ship's web site. This provides Sailors the ability to leave private BLOGS similar to Facebook to their loved ones in real time. ISIC hailed it as one of the best morale boosters on the waterfront.
5. To his detriment:
- IT1 has failed his second BCA in a row. In fact, his percentage went up by 3%. He has been an active FEP member but through conversations with fellow Chiefs it appears his eating and drinking habits are an issue.
 - IT1 has a pending FAP case. Upon return from deployment his spouse reported to FAP that her husband had started drinking heavily and was becoming verbally and physically abusive to her and their children (Ages 8 and 12). The FAP has not conducted a review to date although you note that the FAP case has been ongoing for 3 months now.
6. Special notes:
- The Reporting Senior is the same from the last evaluation cycle.
 - The number one First Class from last year was selected for Chief and has detached.
 - ITC Riddle (the Chief you relieved) was the FAP officer and his FAP records show no documented information on IT1 with exception of the initial contact report.

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

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

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

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

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

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

Applicable Data:

Information on Sailor receiving award:

Name: Patricia L. Cole
Grade/Rate: E4/AD3
Designator: AW
SSN: XXX-XX-1971
Arrived Onboard: A year ago from today's date.

OPNAV 1650/3 Information:

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

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

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

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

Detailed information on the Sailor:

1. AD3 was selected for Junior Sailor of the Quarter for the 3rd quarter.
2. AD3 qualified Plane Captain three months ahead of schedule.
3. AD3 is considered the number one Plane Captain on the flight deck by her peers and the pilots in her squadron.
4. Earned her Enlisted Aviation Warfare Specialty (EAWS) Pin.
5. She has been onboard for one year now and is doing extremely well.
6. During the recent deployment she was selected for Plane Captain of the Month, two months in a row.
7. On deployment in support of Operation Enduring Freedom, during flight deck operations she spotted a potential Foreign Object Debris (FOD) hazard with an inbound aircraft. She immediately notified her supervisor which resulted in the Air Boss waiving off the aircraft. AD3 received a meritorious counseling statement for her actions and a 96-hour special liberty.
8. Recently assigned duties to train all new plane captains.
11. Always has a positive attitude and 'can do' spirit!

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

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

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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TASK 3	<i>Career Development Board</i>
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Action: Research the Perform-to-Serve (PTS) program. Outline in detail all the specifics of the PTS program. Prepare and draft a basic outline to discuss PTS via a one-on-one or group Career Development Board (CDB). Read and use all applicable instructions in preparing for your CDB and ensure all policy requirements are well outlined. Upon completion, sit down with your LCPO and/or SEL to seek guidance. Discuss the following:

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

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

Guidance: Participate and host a one-on-one or group CDB. Using the outline provided in this task, draft your CDB outline on the PTS program. Coordinate with your LCPO or Command Career Counselor and set up an actual CDB counseling session. You are strongly encouraged to seek guidance from Chiefs and your Career Counselor on this matter. Read all applicable information and ensure you fully understand the policies on PTS. Remember this will be an original product from you. Do not plagiarize or copy an outline from another Sailor or from any other resources such as a Navy web site. A basic outline has been provided and lists the minimum items for you to use in preparing your CDB. The goal is to provide, at a minimum, a 10-minute CDB that highlights all the 'key' points on the PTS program. It is highly recommended that your LCPO, CPO, and Career Counselor sit in on your session to assist. Remember that CDBs provide all enlisted Sailors the opportunity for optimal development of their professional skills, both military and technical, thereby enhancing unit readiness, individual upward mobility, job satisfaction, and ultimately the retention of better-qualified Sailors. Retain completed work in this guide.

RECOMMENDED BASIC CAREER DEVELOPMENT BOARD OUTLINE

1. PREPARATION.

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

2. CONDUCTING THE CDB

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

3. MINUTES.

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

4. FOLLOW UP ACTION.

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

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

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

SEL/Qualifier Name/Rank	SEL/Qualifier Signature	Date
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TASK 4 *Developing a lesson plan*

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

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

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

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

The following is a list of recommended topics for the SEL to choose from:

Sailor Readiness programs ---	Family Readiness programs ---
Sponsorship	Navy Family Accountability and Assessment System (NFAAS)
Mentorship	Fleet and Family Support Center (FFSC)
Indoctrination	Continuum of Resource Education (C.O.R.E)
Career Develop Board (CDB)	FamilyLine
Ombudsman Program	Family Advocacy Program (FAP)
Recognition Programs	Operational Stress Programs
Perform To Serve (PTS)	Exceptional Family Member (EFM)
Electronic Service Records (ESR)	Morale Welfare Recreation (MWR)
Career Information Management System (CIMS)	
Family Care Plan Program	
Sexual Assault Response and Prevention (SAPR)	
IA/GSA	
Drug and Alcohol Abuse Prevention (DAPA)/Urinalysis Program Coordinator(UPC)	
Suicide Prevention Programs	

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

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

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

UNIT #
Topic #

DATE CREATED
Class Period (time allocated)

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

QUALIFICATIONS | Understanding Brilliant On the Basics (BoB)

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

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

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

BRILLIANT ON THE BASICS

1. Command Sponsor and Indoctrination Program (OPNAVINST 1740.3 (Series))

- a. Define purpose and goals of the programs.
- b. Describe the roles of the key members for the programs.
- c. List the requirements to be a sponsor.
- d. Determine responsibilities of the sponsors.
- e. List items a sponsor should do to be successful.
- f. List the requirements for a trainer to conduct indoctrination training.
- g. How do you determine the effectiveness of these programs?
- h. List the required topics for indoctrination.

Completed _____
(SEL/LCPO) Date

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

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

Completed _____
(SEL/LCPO) Date

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

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

Completed _____
(SEL/LCPO) Date

4. Mentoring Program

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

Completed _____
(SEL/LCPO) Date

5. Recognition Programs (SECNAVINST 1650.1 (Series))

- a. What options do you have to recognize Sailors/civilians?
- b. Name ten awards a Sailor may receive points for during an advancement cycle and what are the values?
- c. Who can approve a Meritorious Service Medal, Navy and Marine Corps Commendation Medal, and Navy and Marine Corps Achievement Medal?
- d. What other key personnel could be recognized for their support of the command?
- e. Other ways to provide recognition?

Completed _____
(SEL/LCPO) Date

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

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

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

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

NAME _____ RATE/RANK _____

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

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

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

PHASE 2
ENHANCED DEVELOPMENT

OUTLINE

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

2. **Case Study General Guidance**

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

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

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

Preparation:

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

Activity:

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

Debrief:

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

Facilitator/Chiefs:

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

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

TASK***Writing a Letter of Instruction***

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

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

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

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

Applicable Data:

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

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

You have counseled and documented all the incidents very well but feel stronger actions need to be taken. Although you have concerns, you still feel he has potential and NJP isn't the answer. You discuss your issue with the COB and advise him on how you would like to handle it. The COB knows of your friendship and advises you that anyone else would have sent this Sailor to Mast a long time ago. However, he respects you as a

Chief but feels he needs to discuss this further with the CO. He tells you he will advise the CO that he supports your recommendation.

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

Actions taken to date:

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

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

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

EXAMPLE LETTER OF INSTRUCTION

DATE (DD MMM YY)

From: (Commanding Officer)

To: (Recipient)

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

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

(b) JAGMAN, 0105

(Include any additional references)

1. *Paragraph used to outline deficiency and/or issues.*

2. *Paragraph used to provide details that led to deficiency and/or issue.*

3. *Paragraph typically used to provide corrective measures, guidance, and actions based with a specific time line or date of completion on the conditions set by the Commanding Officer.*

4. This letter, being non-punitive, is addressed to you as a corrective measure. It does not become part of your official record. You are advised, however, that in the future, you will be expected to exercise greater judgment in the performance of your duties with regard to technical authority. **(Note: This is an example of the final paragraph. Paragraph should be written to ensure the message from the CO is clear to the recipient.)**

CO's NAME (signature)

CC: (recipient)

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

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

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

Case Study: All in a day's work

It has been a busy Friday and you just completed the review of your workcenter's 3M boards. As you make your way down the passageway you happen to overhear a conversation between two Sailors from a different division. You know both Sailors and their Senior Chief very well. The Sailors are discussing a party that is being held at the Senior Chief's house this weekend. One of the Sailors is a Second Class Petty Officer and the other a new Seaman Apprentice who has been onboard for about two months. The Second Class is telling the SA about how great Senior Chief's parties are. He says that everyone always has a great time and it's a very relaxed and open atmosphere. He goes on to say that Senior likes to be called Rick off the ship and that it's no big deal. He states that there will be lots of alcohol and don't sweat being 18. His actual comments are: 'Senior will take care of us, he always does. If you have too much to drink he lets us crash at his place'. The two Sailors notice you coming and quickly change the conversation; they greet you and move along.

As you continue on toward the Mess you happen to notice one of the passageways looking very bad with regards to cleanliness. In addition, there is a danger tag hanging on a breaker which is in the 'on' position. You note the date of the danger tag expired a week ago. You look to see what division owns the space. However the bulkhead does not have any markings that identify ownership of the passageway. You take a deep breath and make a mental note of the location so you can advise the 3MC.

You finally make it to the CPO Mess but before entering you see a female Sailor crying. She is sitting on a knee knocker and picking at her finger nails. Being a good Chief you approach her to ask if everything is alright. She tells you that Navy life is hard, as a single mom she finds it difficult to balance work with her personal life. She has discussed this with her LPO; however, the LPO keeps telling her the Navy comes first and to suck it up. He has made comments to her like, 'Don't be a 'typical' female Sailor whining about daycare' and 'if I had a dollar for every single mom in the Navy who had issues, I'd be rich'. You are ready to give her some advice when she looks up at you and says, 'Chief, do you think he treats me like this because every time he invites me on a date, I say, no'?

Case Study: All in a day's work

Issues	Concerns	Actions	Unintended Consequences	References

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

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

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

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

Case Study: DIVO Performance

You just left an 'All Officers and Chiefs' call hosted by the XO and CMC. The XO and CMC stated that many of the command programs are falling behind and that all Chiefs and Division Officers need to focus, prioritize, and ensure paperwork and tasks are being completed correctly and in a timely manner.

The CMC made it a point to remind all LCPOs that the Chiefs are considered the resident experts on these programs and if they are unfamiliar with them then they need to read all the instructions and work with their Division Officer to ensure they are fully understood. He goes on to say that by working together and having a full understanding of the requirements the division will ensure to a thorough and complete product for consideration by the chain of command.

During the call your division is singled out as being one of the worst with regards to timely submission of several items. To your surprise you discover during the meeting that your E5 evaluations have not made it up the chain of command, division awards are late and will not be processed in time for the next quarterly awards ceremony, and the Family Care Plans for two of your Sailors have yet to be seen by the Commanding Officer. You look around to see if your Division Officer is in the room but cannot find them anywhere. As you walk out of the conference room you stop and take a deep breath. Each of the items mentioned you know you personally completed weeks ahead of schedule and turned into your Division Officer for review. You decide to speak with your Division Officer and discuss the matter with them.

As you approach his office the door is shut, and it sounds as if they are talking on the phone with someone. You knock and stick your head in to ensure you're not interrupting anything. You realize that this is really the first time you've been down in your DIVO's office and are shocked to see mountains of folders and paper work scattered about the office. The DIVO smiles and gestures for you to come in. He covers the mouth piece of the phone and mouths the words, 'Department Head, one sec'. You push folders aside and take a seat on the couch. The DIVO hangs up the phone and sighs, 'Sorry Chief,

that was the Department Head and he was not happy, again! I feel like I can never do anything right with that guy.'

He pushes some folders aside so he can see you better. Your relationship with the DIVO is a good one. He has been onboard for about 2 months and when he arrived he was very excited and eager to do a great job but lately he seems to be preoccupied. You explain to your DIVO about what happened at the All Officers and Chiefs call and that the division was singled out for its failures. Your DIVO looks at the clock and pounds his desk, 'Damn, I forgot all about the all-hands call!' He looks at you and shakes his head, 'Chief, I just can't seem to get my head on straight. I feel like I'm falling behind on everything. I'm here till 2000 almost every night but never get anything accomplished.'

You ask your DIVO if there is anything you can do to help. The DIVO sits back in his chair and looks down. 'Chief, I'm not cut out for Navy life'. You ask him why and assure him that the intent of your conversation is to provide mentorship and guidance. your DIVO opens up to you and tells you that things move very fast in the Navy and he doesn't know how to keep up. He tells you that his wife who is also a junior officer is currently serving in Iraq and he worries about her constantly. He states that she emails him all the time and it sounds like she too, is not doing well. He goes on to say that she sounds very stressed out and has seen many injuries that are upsetting. He states that he has told her to seek counseling but she feels that it could hurt her career.

He then looks at you and rolls his eyes, 'Then there is the Department Head. That guy just doesn't like me. No matter what I do it's always wrong or not good enough. He never gives me specifics so I have to assume what he wants and then I just make matters worse'. He continues, 'The XO isn't happy because I'm behind on all my qualifications and the list just goes on. Chief, I just don't know where to start, I was afraid to come to you because I see how busy and hardworking you are and didn't want you to think of me as just another dumb DIVO. Chief, I'd appreciate any sound advice you could give me. I know you're the expert!'

Case Study: DIVO Performance

Issues	Concerns	Actions	Unintended Consequences	References

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

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

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

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

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

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

You recently reported onboard and you are very excited about your new tour. After meeting with the CO, XO, and CMC you're very encouraged to hear that the Triad truly appreciates the value of the CPO Mess and has empowered the Chiefs to run many of the command functions and programs.

One of the duties delegated to the Mess by the XO and CMC is inspection of Messing and berthing spaces. This is your first time conducting such an inspection and you want to do it right. You sought advice from fellow CPOs on expectations and procedures. In addition, you read the ship's instruction on messing and berthing inspections and have all the checklists ready to go.

On your way to the assigned space you are stopped by the CMC who wants to talk with you. CMC states the berthing you are about to inspect will house your division and as the billet has been gapped for some time there are some concerns about the division. CMC goes on to say the last Chief did a great job and the division was running smoothly but since his departure things just have not been the same. They continue to say this will be your first exposure to the department and berthing spaces can paint a picture when it comes to the morale of a division. CMC then tells you to come by the office when you're done to discuss your new job and give guidance on how to get started in your new leadership role. You thank the CMC for the opportunity and rush to the berthing space.

When you arrive at the assigned space there is no one to present the space. You open the door to the compartment thinking possibly that the Sailor may be inside waiting for you, yet no one is there. You decide to conduct the inspection anyway. From the start things are not looking good. Most of the racks are unmade or disheveled and there is gear adrift everywhere. Most of the locks on the lockers are unlocked and some are even wide open. You notice in one of the lockers there appears to be drug paraphernalia stickers on the inside. You take a look and see that most of the stickers appear to be new and there is a magazine article cut out which talks about an herb called *Salvia divinorum*. There are

several photos that show a group of individuals who are standing around what appears to be a smoking pipe and a flag behind them with a large marijuana leaf symbol on it. You recognize two of the Sailors, one enlisted and one officer in the same photo. As you step back to see what the locker number is you hear what sounds like music. You write down the locker number and investigate to see where the music is coming from.

As you make your way through the space you finally find the Sailor who is supposed to be presenting the space. He is sitting on the deck reading a magazine listening to music. His sleeves are rolled up and his trousers are unbloused. He looks up and then pops to attention. He apologizes to you and states he did not realize the time. He renders a salute and announces he is standing by for inspection of his berthing compartment. Your first action is to counsel the Sailor on his uniform appearance and proper presentation of spaces. The Sailor quickly squares away their uniform and grabs a clipboard with an inspection sheet.

You continue to inspect the spaces and find that the berthing compartment is just abysmal. The head is the worst of any you have ever seen. Two out of four toilets are inoperable and only four out of eight showers are functioning correctly. You ask the Sailor how the berthing came to such a state. He looks down at his feet and shakes his head. He states that since their division Chief transferred things haven't been the same. He tells you that his LPO is temporarily filling the LCPO billet but there are two other First Class Petty Officers who think they are in charge and they don't work well together. He states that everyone wants to be in charge but no one wants to be responsible.

He goes on to say that the division is very unprofessional in many aspects such as training, standards, and education. He wishes Chief was back so things could be like they used to be. He was even surprised that someone came to inspect the space. He says that he has been working as a compartment cleaner now for over six months and hasn't seen a real berthing inspection for the past 4 months. You ask why he has been a compartment cleaner so long and he states it's because he can't make rate. The plan before his Chief left, according to the Sailor, was to have a Career Development Board (CDB) to discuss a game plan to have the Sailor complete some Computer Based Training (CBT) on the Navy Knowledge Online (NKO) web site and follow it up with local training at the Naval Station. The Sailor states that after his First Class took over, that all changed. Basically he has been told that he will remain a compartment cleaner until he makes rate.

He looks up at you and advises you that he hasn't worked in his rate since reporting onboard. He doesn't know how he is ever going to pass an exam if he doesn't have some type of exposure to his rate. The Sailor goes on to say that his entire division feels the same way he does. The berthing is just a reflection of what everyone is feeling and that no one really cares and that the standards have dropped remarkably over the last four months. He finishes with the following comment, 'Chief use to have a great saying. T is for Training, E is for Education, A is for Attack, and M is for Measure. My job as your Chief is to ensure we are a team of professionals. I will train and educate Sailors so they can attack all challenges and then measure their success through mission

accomplishment! After every morning quarters we use to put all of our hands together and yell 1,2,3, TEAM! I really miss the Chief!’

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

Issues	Concerns	Actions	Unintended Consequences	References

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

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

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

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

Case Study: Welcome to the Mess.

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

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

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

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

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

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

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

Case Study: Welcome to the Mess

Issues	Concerns	Actions	Unintended Consequences	References

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

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

Case Study: Can Do!

Your command is getting ready for a six-month deployment. In preparation for the deployment the CMC has scheduled an all-Chiefs call for the afternoon to discuss some action items for the Mess. Before your CPO attends the meeting he asks you to work on a training plan to ensure all your Sailors are well-trained and ready for the deployment.

As you sit collecting your thoughts a Sailor walks in and asks if you have a minute. You really don't but from the sound in the Sailor's voice you feel his issue may be more important than your training plan at this moment. The Sailor looks concerned and you tell him to take a seat to discuss what's on his mind. He starts out reminding you that he is a single parent and that he lost his wife to cancer a year ago. He states that he has a possible child care issue that could affect the deployment. He states that his mother had agreed to take his child while the battalion was deployed. However, because of a recent illness, his mother will not be able to care for the child long term. You ask the Sailor about his Family Care Plan and he looks at you inquisitively. He states that he has never heard of a Family Care Plan and wants to know if this will get him in trouble.

He states that he wants to remain in the Navy but doesn't know what to do. He starts asking questions about the Family Care Plan and the fact that he is a single parent. You know that this is going to take more time than you have at this moment. In addition, you need to do more research on the Family Care Plan program so in turn you can provide the best recommendations and advice to the Sailor. You advise the Sailor you understand his concerns and set up a time to meet tomorrow to discuss this further. You reassure him and let him know that you will conduct more research to ensure you provide him with all the options available and details of the program requirements. The Sailor thanks you and leaves.

You log onto your computer to review the Family Care Plan instruction when the phone rings. It is your spouse who is also the command's new Ombudsman. She asks if you have a minute to help her with something for the upcoming pre-deployment brief. In your mind you know you don't but you make the time. She states that she has not been

given any direction on what to provide during the pre-deployment brief. She states that the CMC left a voice mail stating that she would be provided 30 minutes to discuss her role as Ombudsman. She goes on to say that she has tried to contact the CMC but can't reach him. She inquires if you have ever heard of something called the Navy Family Accountability and Assessment System or NFAAS? You have heard of NFAAS but are not sure what the Ombudsman has to do with the program? She states that during her recent visit to the Fleet and Family Service Center one of the representatives mentioned the importance of it. Your wife states that she was too embarrassed to ask questions about it. You tell her you don't know much about the program; however you will ask the CMC this afternoon after the CPO meeting and will mention that she has been trying to contact him. She thanks you and asks you also to find out from the CMC if there is any specialized training for Ombudsman that could be beneficial in understanding these programs. She thanks you again and hangs up the phone.

You rub your head and write down all her questions so you don't forget. As you turn back to your computer there is another knock at the door. You drop your head down but remain cool. As you turn, you see a fellow FCPO walking in. He asks if you have a minute. You smile and ask what is it? The FCPO states that the Command Career Counselor advised him that two new Sailors were supposed to report yesterday and have not shown up. He states that he was unaware of one of the Sailors and that the other one's sponsor is on emergency leave. He tells you he is really not sure what to do and asks if you can help. You look at him and say, 'Can do!'.

Case Study: Can Do!

Issues	Concerns	Actions	Unintended Consequences	References

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

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

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

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

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

- A. Outline all Policies/Directives that pertain to the 'crossing the line' ceremony.
- B. Outline the role of each committee member.
- C. Your 'expectations' of each Sailor.
- D. Operational Risk Management (ORM) issues.

Case Study: Heritage Challenge

Your command is preparing for a 'crossing the line' ceremony. The CO has asked that you come to her stateroom along with the SEL and XO to discuss the ceremony.

You are unclear as to why the CO has asked you to attend this meeting but are ready for the tasking regardless. As you enter the CO's stateroom you notice that all three members of the Triad are having a personal discussion and laughing. The CO stands and extends her hand to you. She welcomes you and thanks you for coming. She looks at the Command Senior Chief, her XO and then back to you. She tells you that the ship is getting ready to cross the equator in about 10 days and will be conducting a crossing the line ceremony. She advises that after review of all the command service records it turns out that out of the 150 Sailors onboard only 10 are actual Shellbacks and have been through the ceremony before. She sits back in her chair and smiles at you and goes on to say, 'it turns out that you are the most senior shellback onboard Petty Officer! Accordingly, I have advised both the SEL and XO that I feel based on your character, professionalism, and strong performance that you will be the lead planner and in charge of this evolution'.

You stare in silence and hope the fear that just hit you isn't showing on your face. The CO looks at you and asks if you have any concerns. You tell her that you feel very honored that she has confidence in you. You advise that this will be the first time you planned a crossing the line ceremony but feel comfortable that you can do a good job.

The CO nods her head and states that she knows you will. She goes on to say that she does have a few conditions. She states first that she wants you to review all Navy policies with regards to conducting such an event. She also asks that you discuss the event with the SEL once complete. She hands you a list of the other Shellbacks and advises you that she expects all the Shellbacks to be part of the planning phase. She goes on to say that her, the XO and SEL will also be the first to go through to set an example for the crew. You start to advise the CO of your concerns with the last request when the phone rings. She states that she has to head up to the pilot house but will discuss this further with you after you have assembled the committee and discussed it with the SEL. You all stand and she makes her way to the bridge. The XO and SEL both leave and pat you on the shoulder. They both reassure you.

As you walk back to the FCPO Mess you look at the list of Shellbacks. You write notes about what you know of each individual. The breakdown is as follows:

RATE/RANK	NAME	PERSONAL NOTES
IT1 (SW)	Thomas Rivera	<i>LPO/Onboard 2 years</i>
CS1	Sherry Melrose	<i>LPO/Onboard 2 years/Delinquent on SW completion.</i>
DC1 (SW)	Emily Banks	<i>Onboard 6 months/Don't know the individual well</i>
ET2	Shane Hammer	<i>Tech/Onboard 2 years/Recently attended NJP and was reduced in rank.</i>
ET2 (SW/AW)	John Beck	<i>LPO/Onboard 2.5 years/SOQ last 2 quarters</i>
OS2 (SW)	Paul Clerk	<i>Tech/Onboard 2 years/Lazy – lazy – lazy (is what you write)</i>
EM2 (SW)	Tonya Spears	<i>Engineer/Onboard 2 years/quiet</i>
EN2 (SW)	Francis Drake	<i>Engineer/Onboard 1 year/loud and very opinionated (is what you write)</i>
MR3 (SW)	Corey Spelling	<i>Engineer/Onboard 2 years/highly qualified 3rd class. Well respected in engineering</i>
AE3 (AW)	Brittney Waters	<i>Air Det/Onboard 3 months/Unfamiliar with this Sailor</i>

You look at the list and start thinking about your plan of action. As you look up you are greeted by EN2 Drake who slaps you on the shoulder. He laughs and states that he just heard you were put in charge for crossing the line. You think to yourself how quickly the word spreads around on the ship. He tells you how he is a three-time Shellback and can't wait to show them Wog officers a 'real' Shellback ceremony.

Case Study: Heritage Challenge

Issues	Concerns	Actions	Unintended Consequences	References

Case Study: Heritage Challenge

<i>Navy Policies/Directives:</i>
<i>Committee members roles:</i>
<i>Expectations:</i>
<i>ORM Issues:</i>

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

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

NAME _____ RATE/RANK _____

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

The Sailor has completed all CPODG requirements

RECOMMENDED _____ DATE _____
Department LCPO

APPROVED _____ DATE _____
Senior Enlisted Leader

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

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

NOTES

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NOTES



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

MISSION, VISION, GUIDING PRINCIPLES FOR CHIEF PETTY OFFICERS

Deckplate Leadership

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

Institutional/Technical Expertise

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

Professionalism

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

Character

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

Loyalty

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

Active Communication

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

Sense of Heritage

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