
1.0 Leadership, Advocacy, Tradition and Trust**Learning Outcome (Requires ALL Chief's Available)**

1.0 Upon completion of this block of instruction, the student will have a clear understanding of the necessity of leadership in a dynamic environment, understand advocacy and the traditions of the Navy Chief Petty Officer leadership and trust behaviors within the organization. The student will be equipped with skills necessary to apply and adapt to the diverse environments at different command levels and determine its relationship within the Chief Petty Officer Creed.

(Have ALL available Chief's on standby. Read the exercise to them. Have them assemble about 15min after training starts outside of the training room.)

Objectives

1.0a Discuss and analyze Trust as it relates to the CPO Creed.

1.0b Analyze and discuss the relationship of Advocacy, Tradition and Trust and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

1.0c Discuss the evolution of change in Initiation and the Charge book as it pertains to being a Chief Petty Officer.

1.0d Discuss how to develop Trust in the Mess.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Student Preparation Material**A. Student Support Material**

1. Syllabus 1.0

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Instructor Preparation**A. Review assigned student support material**

1.0 Leadership, Advocacy, Tradition and Trust

B. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 1-1 through 1-12
3. Practical Exercises
 - a. PE 1.0-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

C. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

D. Suggested Timelines

1. 60-90 Minutes.

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 1-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 1-2 (Objectives)

C. Overview

Display Slide 1-3 (Overview)

1. Warrior Toughness – Video

2. The CPO Creed

3. Pursuit of Excellence – Video

4. Define Leadership, Advocacy, Tradition and Trust

5. History of the Charge book & Initiation

6. Activity: The Best CPO Selectee PE 1.0-1

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

II. Presentation

A. Warrior Toughness - Video

Display Slide 1-4**Play Video:** Warrior Toughnesshttps://drive.google.com/open?id=1dNTyMJ1G_ehQrxTu3xSFtwBtLqwzSd-T

B. CPO Creed Section One (1)

Display Slide 1-5Note: Let the students read the excerpt from the CPO Creed

- ASK: Why define the Creed? Possible Answer: Expectation and Alignment
- ASK: Through your lens, do you think you are aligned as CPO Selectees? CPO?

C. Leadership as it pertains to Tradition and Trust

Display Slide 1-6**Play Video:** Vince Lombardi's Speechhttps://www.youtube.com/watch?v=mSQvXic_nls

- ASK: How does Vince Lombardi's quote pertain to leadership and advocacy in the Navy? How is success measured?

Discussion Point	1.0 Leadership, Advocacy, Tradition, and Trust	Related Instructor Activity
		<ul style="list-style-type: none">- ASK: What factors of Tradition and Trust is Coach Lombardi trying to convey? <p>Display Slide 1-7</p> <ul style="list-style-type: none">- ASK: How does this pertain to the CPO Creed?- ASK: This happened so long ago, did this create a tradition or belief?- ASK: How does this pertain to leadership in the Navy?- ASK: What is your leadership style? Does it work, all the time?
D. Advocacy, Tradition and Trust		<p>Display Slide 1-8</p> <ul style="list-style-type: none">- ASK: Do you trust in our traditions or trust in the CPO Mess?- STATE: Give specific examples of who and what you trust.
E. Definitions		<p>Display S 1-9</p> <p>Have students read the definitions.</p> <ul style="list-style-type: none">- ASK: what do the definitions mean to you?

Discussion Point	1.0 Leadership, Advocacy, Tradition, and Trust	Related Instructor Activity
		<ul style="list-style-type: none">- ASK: Why are these characteristics important as a leader?- ASK: In regards to the quote, can anyone provide an example when you had to make a significant leap of trust?- ASK: How did it impact your situation?- DIRECT: 3 personnel to provide an example of advocacy, traditions and trust.
F. Charge Book		<p>Display Slide 1-10</p> <ul style="list-style-type: none">- ASK: How do you view the Charge book?- ASK: Based on what you have learned thus far, why do you think the charge book is important?
G. Practical Exercise		<p>Display S 1-11</p> <ul style="list-style-type: none">- Have students read slide 1-11 <p>Display S 1-12</p> <ul style="list-style-type: none">- Practical Exercise 1.0-1: <p>Have two Chiefs discuss the following... Chief 1 is having a hard time, his/her mother is sick and he needs to move her in. But, his/her home is too small,</p>

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

so they bought a home. But, now they don't have enough money to move into their new home. Chief 2 responds by stating they aren't sure how to handle it, but they know someone to talk to. Chief 2 goes out of the room and grabs Chief 3. (Someone Chief 1 doesn't know). Chief 2 introduces Chief 3 and says they may know what to do. Chief 3 listens to the problems and says hold on, let me make some calls. Chief 3 walks outside, a few seconds later the entire Chief's Mess walks in, everyone saying "We can help!" "No problem, we got you." Several say "I got a truck."

- Make this a collaborative effort. ALL Chief's on deck, retired and active alike!
- Leaders must approach each conversation and activity with the mindset of becoming a better advocate for their Sailors. This active step is important in leader development, requiring the leader to be proactive in providing their Sailors with professional opportunities.

H. Summary

Display Slide 1-13

Read Slide

1.0 Leadership, Advocacy, Tradition, and Trust

Discussion Point

Related Instructor Activity

Module 2.0 Character and Competence**Learning Outcome**

2.0 Upon completion of this block of instruction, the student will have a clear understanding of how having character and competence will assist you in becoming an effective leader and be able to anticipate changes in culture, leadership, systems, and behaviors within the organization. The student will be equipped with leadership skills to inspire their teams to perform at or near their theoretical limits. By making their teams stronger, they relentlessly chase “best ever” performance and determine relationship with the Chief Petty Officer Creed.

Objectives

2.0a Discuss the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

2.0b Define and discuss challenge and how it relates to the CPO Creed.

2.0c Analyze and discuss the definition of character and competency and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

2.0d Discuss in the group room how “Navigating the Seven Seas” applies to character development and how

it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

2.0e Discuss in the group room how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Navigating Seven Seas, Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.

Student Preparation Material**A. Student Support Material**

1. Syllabus 2.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Module 2.0 Character and Competence

3. Navigating Seven Seas, Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.

Instructor Preparation

A. Review assigned student support material

B. Instructional Materials Required

1. Personalized lesson plan
1. Slideshow
 - a. Slides 2-1 through 2-15
3. Practical Exercises
 - a. PE 2.0-1
1. Navigating Seven Seas: Melvin G Williams Sr. & Melvin G. Williams Jr., 2011.
2. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Audio/Video Equipment

C. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

D. Suggested Timelines

1. 60-90 Minutes.

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

I. Introduction

A. Attention

1. Establish contact
2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. The CPO Creed
2. Definition of Challenge, Character and Competence
3. Navigating Seven Seas
4. Practical Exercise
5. Summary

Display Slide 2-1.

- A. Introduce yourself and lesson module.
 1. Discuss purpose of the lesson.
- B. Provide a motivating statement on the importance of the subject matter.

Display Slide 2-2 (Objectives)**Display Slide 2-3 (Overview)**

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed module three.

DISPLAY Slide 2-4

Note: Let the students read the excerpt from the CPO Creed

- Ask the following questions:

“What does this mean, “You must face each challenge and adversity with dignity and grace?”
- As a team and as an individual, how important is character and competence being adaptable to traditions, systems, and policies when it states, “you must face each challenge and adversity?”
- Is it possible to produce effective deckplate leaders and managers without character and competence?
- When we look at the Sailor’s Creed, how does the CPO Creed support/complement the Sailor’s Creed and vice versa?
- In regards to the Creeds – How do we respect are Junior Personnel? Do we addressing them by their first name, last name or rank and last

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

name? Which one is appropriate and why?

- How do we address each other as Chief's?
- When is it appropriate to use first names, if ever?

B. Challenge

Display Slide 2-5

ASK: How do you define challenge or what does challenge mean to you as a leader?

ASK: In reference to the CPO Creed, What does "mar" mean to you?

ASK: What different ways can a CPO respond to challenge? Positive or negative

ASK: What challenges (positive or negative) have affected you or your career? How do you overcome those challenges?

ASK: Do our FOUR Core Attributes complement the Sailor's/CPO Creed?

C. Leadership Seven Seas

Display Slide 2-6

- Discuss 7 Leadership C's

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

D. Definition of Character

Character is defined as the “moral excellence” and “the mental and moral qualities to an individual”

Display Slide 2-7

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: ***“It is the core of the leader, essential to the end, ways and the means or realizing the leader’s vision.”***

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader has good character? (Facilitator picks an attendee)

E. Definition of Competence

Competence is defined as the “ability to do something successfully or efficiently.”

Display Slide 2-8

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: ***“Leadership involves having competence in achieving desired***

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

effectiveness (results, performance, or outcomes) as defined by the leader

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is competent? (Facilitator picks an attendee)

F. Definition of Courage

Display Slide 2-9

Note: Let the students read the definition

Courage is defined as the “the moral and mental strength to do what is right, even with criticism or adversity.”

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: ***“Leadership necessitates courage in making decisions. Leaders should consider the facts, opinions of a diverse group, instincts and intuition, and be decisive at the right time.”***

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader has courage? (Facilitator picks an attendee)

G. Definition of Commitment

Display Slide 2-10

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

Commitment is defined as the “the state or quality of being dedicated to a cause, activity, etc.”

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“A commitment to serving or supporting something greater than self; in our case, defending freedom through service in the Navy.”**

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is committed to the team? (Facilitator picks an attendee)

H. Definition of Caring

Display Slide 2-11

Caring is defined as the “displaying kindness and concern for others.”

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“To have empathy, compassion and consideration-is an essential aspect of effective leadership.”**

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

H. Definition of Communicating

Communicating is defined as the “share or exchange information, news, or ideas.”

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is caring? (Facilitator picks an attendee)

Display Slide 2-12

Note: Let the students read the definition

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“People want to be inspired by the leader, who provides a sense of purpose and a reason for commitment to the team’s effort.”**

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader is communicating effectively? (Facilitator picks an attendee)

I. Definition of Community

Community is defined as “a group of people living in the same

Display Slide 2-13

Note: Let the students read the definition

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

place or having a particular characteristic in common”

- Ask the question, what does the definition mean to you?
- In regards to the quote at the bottom of the slide: **“Leadership involves regard for community when creating teamwork.”**

As a FCPO, Chief Select, or a Chief, what does the quote mean to you as a leader?

- How do you know if a leader develops a feeling of fellowship with others? (Facilitator picks an attendee)

J. Peer Group Exercise

DISPLAY Slide 2-14

Seven Cs of Leadership

1. Character
2. Competence
3. Courage
4. Commitment
5. Caring
6. Communicating
7. Community

- Practical Exercise 2.0-1:

- Split up into two groups, first group will write down 3 examples of both good and bad for Competence, Courage and Commitment. The second group will write down 3 examples of both good and bad for Caring, Communicating and Community. (10 minutes – at the end a different spokesperson for each leadership trait will read out loud their groups info)

K. Summary

DISPLAY Slide 2-15

Module 2.0 Character and Competence

Discussion Point

-We discussed the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

-We analyzed and discussed the definition of character and competency and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

-We discussed in groups how “Navigating the Seven Seas” applies to character development and how it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

-We discussed in groups how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

Related Instructor Activity

- Cover Slide
- STATE: Leadership is the art and science of achieving desired effectiveness by making decisions, developing people creating teamwork, serving needs, inspiring action to realize the leader’s vision.
- STATE: Do you feel as a leader that you have the Character and Competence to face each challenge and adversity with dignity and good grace?

Module 2.0 Character and Competence

Discussion Point

Related Instructor Activity

Module 3.0 Credibility of a Chief vs E7**Learning Outcome**

3.0 Upon completion of this block of instruction, the student will have gained an understanding of the inherent credibility of a Chief Petty Officer and how being a Chief in the Navy differs from being an E7 in the other services.

Objectives

3.0a Analyze and discuss the importance of the credibility of a Chief Petty Officer as it relates to the CPO Creed.

3.0b Analyze and discuss the definition of CREDIBILITY and how it relates to Chief Petty Officers in our ability to lead up, down and laterally across the organization.

3.0c Analyze and discuss the unique responsibilities and privileges of a United States Navy Chief Petty.

3.0d Analyze and discuss the differences between a United States Navy Chief Petty Officer and an E7 in the other services.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Noncommissioned Officer and Petty Officer: BACKBONE of the Armed Forces, National Defense University Press.

4. The Blue Jackets Manual

5. The CPO Mission, Vision & Guiding Principles

Student Preparation Material**A. Student Support Material**

1. Syllabus 3.0

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. The Noncommissioned Officer and Petty Officer: BACKBONE of the Armed Forces, National Defense University Press.
4. The Blue Jackets Manual
5. The CPO Mission, Vision & Guiding Principles

Module 3.0 Credibility of a Chief vs E7

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 3-1 through 3-15
3. Practical Exercises
 - a. PE 3.0-1
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board.

2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

F. Handouts

1. NOTE: Instructor will need to download and/or provide a hard copy of the Blue Jacket Manual 1918 Part 4. "A Short Talk with Chief Petty Officers"
<http://www.goatlocker.org/resources/cpo/>

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 3-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 3-2 (Objectives)

C. Overview

Display Slide 3-3 (Overview)

1. The CPO Creed – Section 4

2. Credibility and its importance

3. Unique duties and responsibilities of a CPO

4. How CPOs differ from other E7s

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed Section 4

Display Slide 3-4

Note: Let the students read the excerpt from the CPO Creed

- **Ask the question at the bottom of the slide to them:**

“What does this mean, “The rank of E7 carries with it unique responsibilities and privileges you are now bound to observe and expected to fulfill.”
- How does “by experience, by performance, and by testing” play into this?

B. Definition of Credibility

Credibility: “the quality of being believable or worthy of trust”

<https://www.dictionary.com/browse/credibility>

Credibility: “the quality or power of inspiring belief”

<https://www.merriam-webster.com/dictionary/credibility>

Display Slide 3-5

Note: Let the students read the definition

- **Ask the question**, “What does the definition mean to you?”
- What are some ways to undermine credibility?
- How does the poor performance of one Chief impact the credibility of the CPO Mess?

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

C. Building Trust & Toxic Behavior

Display Slide 3-6

- Have student read the slide.
- **ASK:** What does the Simon Sinek quote mean to you?
- **ASK:** Toxic behavior, Do we have a problem? Why or Why not?
- How do we build credibility? Individual / Mess?
- Discuss the importance of “walking the walk”

D. Credibility and Leadership

Display Slide 3-7

- How does credibility impact our ability to lead?
- Give examples for each group:
Enlisted / Peers / Junior Officers

E. Responsibilities and Privileges

Display Slide 3-8

- **Action:** Have a student read excerpt from 1918 Bluejackets Manual
- **DISCUSSION:** Does this apply to today's Navy? If so, how?

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

F. Responsibilities and Privileges

Display Slide 3-9

Practical Exercise 3.0-1:

- Have students break up into groups
- Each group will come up with a list of duties and responsibilities (~ 5 minutes)
- Write inputs on a chart pack
- Facilitator should help class identify Common Themes and Differences.

G. Differences between Navy Chief and other service E7

Display Slide 3-10

- Air Force = Master Sergeant (MSgt)
- Army = Sergeant First Class (SFC)
- Coast Guard = Chief Petty Officer (CPO)
- Marines = Gunnery Sergeant (GySgt)

Display Slide 3-11

- **ASK:** What is the difference between Navy Chief and other Service E7?

Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

- Discuss history of Navy Chief

Display Slide 3-12

- Students read slide

Display Slide 3-13

- Discuss Chief vs. E7

Display Slide 3-14

Summary

- Summary
- Recap main point from the presentation

Questions

- Questions

Module 3.1 Teamwork and Loyalty**Learning Outcome**

3.1 Upon completion of this block of instruction, the student will have gained an understanding of concepts of TEAMWORK and LOYALTY and their importance within the Navy and the Chiefs' Mess. The student will also gain a better appreciation of the importance of Chief fellowship and the hierarchy of the Mess.

Objectives

3.1a Analyze and discuss the importance of TEAMWORK and LOYALTY as it relates to the CPO Creed.

3.1b Analyze and discuss the importance of "responsibility to comrades."

3.1c Analyze and discuss the importance of "fellowship" within the Chiefs' Mess.

3.1d Discuss the hierarchy of the Chiefs' Mess and the importance of it in relation to teamwork.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. The Blue Jackets Manual

4. The CPO Mission, Vision & Guiding Principles

Student Preparation Material**A. Student Support Material**

1. Syllabus 3.1

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. The Blue Jackets Manual
4. The CPO Mission, Vision & Guiding Principles

Instructor Preparation**A. Review assigned student support material****B. Reference Publications**

Module 3.1 Teamwork and Loyalty

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 3.1-1 through 3.1-14
3. Practical Exercises
 - a. PE 3.1-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 3.1-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 3.1-2 (Objectives)

C. Overview

Display Slide 3.1-3 (Overview)

1. CPO Creed – Section 5

2. TEAMWORK and LOYALTY

3. Our “responsibility to comrades” and vice versa

4. Fellowship within the Chiefs' Mess

5. Hierarchy of the Chiefs' Mess

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

II. Presentation**A. CPO Creed Section 5****Display Slide 3.1-4**

Note: Let the students read the excerpt from the CPO Creed

- **Ask the questions:**

“What does this mean to you?”

“What is “fellowship” and why is it important to Chiefs?”

“What do you think is meant by “responsibility to your comrades”?”

“The CPO Creed says you should be proud of your feelings of accomplishment, but we are supposed to be humble, servant-leaders. How do these seemingly contradictory terms work together?”

B. Definition of Teamwork

Dictionary.com:

“The cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause.”

Display Slide 3.1-5

Note: Let the students read the definition

- **Ask the questions;** “What does the definition mean to you?”

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

- Why is teamwork so important to the Chiefs' Mess?
- How do you inspire teamwork within your division/department/command?

Display Slide 3.1-6 (NOTE: Slide includes animation)

- This slide emphasizes the importance of teamwork through the analogy of a segment of chain.
- We are only as strong as our weakest link.
- **Ask the question:** "What will you contribute to make the chain stronger?"
- Have you been putting in effort in the CPO Process as a Team/Individual?

C. Loyalty**Display Slide 3.1-7**

- Have the students read the LOYALTY Guiding Principle from the MV&GP.
- Answer the questions on the bottom of the slide.

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

D. Responsibility to Comrades

Display Slide 3.1-8

- Have the students answer the questions on slide.
- Discuss blind loyalty and the dangers of.
- Discuss loyalty to the Mess and loyalty to the Navy and our country.
- **ASK:** Are you loyal to the Institution, Mess or yourself? Why? Which is most important?

Display Slide 3.1-9

- Talk about the Spartan shield wall and the Spartan warrior's responsibility to the man on the left and on their right.

Display Slide 3.1-10

Practical Exercise 3.1-1:

- Split up into groups and discuss the questions on the slide. Have the students right down their answers on a chart pack. (5 minutes – at the end have a spokesperson read out loud their info)

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

E. Fellowship in the Chiefs' Mess

Merriam-Webster:

"The quality or state of being comradely."

"Meaningful communication for building trust and fellowship."

Display Slide 3.1-11

- Have students read the definition.
- Answer the question on the slide.
- Discuss the importance of fellowship to the strength and unity of the Chiefs' Mess.
- Why is it important for Chiefs' to fellowship outside the working environment?
- Discuss the importance of interpersonal relationships to the Chiefs' Mess.

F. Hierarchy of the Chiefs' Mess**Display Slide 3.1-12**

- Discuss the roles and responsibilities of the following:
 - o MCPON
 - o FLTCM
 - o FORCM
 - o CMDCM
 - o MCPO
 - o SCPO
 - o CPO
- Answer the question on the slide.

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

- Are all Chiefs (E7 through E9) equal?
- Everyone has a voice in the Mess, However, rank, accountability and responsibility are not equal.

Display Slide 3.1-13

- Discuss the importance of good order and discipline within the Chiefs' Mess.
- **Ask the question:** "Why is the hierarchy in the Chiefs' Mess important to our success?"
- We must be able to lead ourselves before we can lead others.

Summary

Display Slide 3.1-14

- Read the SUMMARY bullets.
- **Ask the students if they have any questions.**

Module 4.0 Humility**Learning Outcome**

4.0 Upon completion of this block of instruction, the student will have developed an understanding of humility and servant leadership, with the ability to apply the appropriate techniques to given situation on or off-the-job when dealing with junior, peers or senior personnel and how it relates to the Chief Petty Officer Creed.

Objectives

4.0a Analyze and discuss the importance of humility as it relates to the CPO Creed.

4.0b Analyze and discuss the definitions of humility and pride, and how they relate to Chief Petty Officers in leading junior, peers, and senior personnel.

4.0c Explain the spectrum of pride and how it relates to being a Chief Petty Officer.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Humility is the New Smart, Katherine Ludwig, Edward D. Hess. Batten Institute for Entrepreneurship and Innovation.

Student Preparation Material**A. Student Support Material**

1. Syllabus 4.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Humility is the New Smart, Katherine Ludwig, Edward D. Hess. Batten Institute for Entrepreneurship and Innovation.

Instructor Preparation**A. Review assigned student support material****B. Reference Publications**

Module 4.0 Humility

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 4-1 through 4-10
3. Practical Exercises
 - a. PE 4.0-1
 - b. PE 4.0-2
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 Minutes.

Module 4.0 Humility

Discussion Point

Related Instructor Activity

I. Introduction

A. Attention

1. Establish contact
2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. The CPO Creed
2. Definitions of Humility and Pride
3. Spectrum of Pride
4. Activity: What kind of Chief do I want to be? PE 4.0-1
5. Humility and the CPO Creed
6. Activity: The Best CPO Selectee PE 4.0-2

Display Slide 4-1

- A. Introduce yourself and lesson module.
 1. Discuss the purpose of the lesson.
- B. Provide a motivating statement on the importance of the subject matter.

Display Slide 4-2 (Objectives)**Display Slide 4-3 (Overview)**

Module 4.0 Humility

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section four (4)

DISPLAY Slide 4-4

Note: Let the students read the excerpt from the CPO Creed

ASK: What does this phrase mean, “Their actions and their performance demand the respect of their seniors as well as their juniors”?

- ASK: How important is it to you that your seniors and juniors respect you?
- ASK: What does it mean to “demand respect”?
- ASK: Can anyone provide an example during this process or any other time where Chiefs demanded respect through something other than their actions or performance? What was the result?

Module 4.0 Humility

Discussion Point

- B. Definition of Humility
Definition of Pride

Related Instructor Activity

Display Slide 4-5

Note: Let the students read the definitions

- ASK: What do these definitions mean to you?
What does Humility look like to you?
- ASK: What are some positive and negative attributes associated with humility? Show me what these attributes look like. Does humility lead to strength and/or weakness?
- ASK: As a FCPO, as a Chief Select, as a Chief, can anyone provide an example when someone effectively led through humility?
- ASK: What is the difference between the first definition of pride, and the second? What happens when pride gets bad?
- ASK: How do your Sailors view you – humble, prideful, or arrogant? How do you get that raw feedback? Are you sure their view is accurate? What do you do with their viewpoint?
- ASK: What does it mean to you to be a leader as a Chief Petty Officer in regards to service and humility?

Module 4.0 Humility

Discussion Point

C. Spectrum of Pride

Related Instructor Activity

Display Slide 4-6

- STATE: This slide provides us with more detail on the interplay between humility and pride.
- ASK: Where do you think you and your fellow Selectees stand on this spectrum?
- ASK: Which attribute in the “Humble” column do you feel you are lacking the most?
- STATE: Some attributes related to the left side of the spectrum can be necessary tools as a Chief Petty Officer. For example, it requires a large dose of humility to own and execute orders you may not personally agree with, but this is sometimes necessary to fulfill the Navy’s mission.
- ASK: Can you think of other examples when executing the mission required you to show humility?
- STATE: Some attributes related to arrogance can be used in a positive way, especially as a Chief. Some examples include boldness, or questioning norms (facilitator must elaborate on this).

Module 4.0 Humility

Discussion Point

D. What Kind of Chief Do I Want to Be?

Related Instructor Activity

- ASK: Can you think of other times when performing on the arrogant side of the spectrum can be necessary?

DISPLAY Slide 4-7

- **Practical Exercise 4.0-1:**
- On a page within your charge book, write down the question: *What kind of Chief do I want to be?* Add three traits and attributes you aspire to embody once you don the uniform. *Additionally, right down three areas of weakness you aspire to improve upon. You will reflect upon this from here on out as you strive for a renewed sense of being as the Chief throughout your career.*
- (WAIT approximately 5 minutes then ask for a few volunteers to share their attributes)
- STATE: This question is not a new question, nor is it something you should dismiss after today. Knowing your charge book will forever be with you, take time to reflect on this assignment as a reminder of where you came from and where you're heading. This question, and the reflection it demands, should follow you for the rest of your career. The attributes

Module 4.0 Humility

Discussion Point

E. Humility and the CPO Creed

Related Instructor Activity

you seek to embody may mature over the years, but the requirement to accurately assess your own character and behavior will never change.

DISPLAY Slide 4-8

Note: This slide ties in all the information from the previous slides as it relates to the Creed. Make sure you draw those correlations.

- ASK: What does the phrase “it is far more about what you do than what you say” mean to you? Has your performance during these past few weeks been the reflection of a confident leader? **Explain**
- ASK: During this process, have you thought more about yourself, or others? Give examples.
- STATE: Let’s return to the CPO Creed, because there are several elements of the Creed that relate to today’s lesson.

Note: Let the students read the CPO Creed excerpts

- STATE: One of the challenges that many

Module 4.0 Humility

Discussion Point

Related Instructor Activity

F. The Best CPO Selectee

Chiefs face is the temptation to feel like you have “arrived.” The Chief Petty Officer anchors carry an inherent credibility; we are charged with earning the right to wear this uniform - not just during this process, but every day.

- STATE: A common phrase in the CPO Mess is ***remember where you came from***. This is meant to humble the Chief, to remind us that we are not above menial tasks. (Facilitator must provide examples of how Chief's contribute in support of deck plate tasking)
- Have you placed your Sailors' needs and successes before your own? When was the last time you gave your Sailors an accolade? Have you engaged with them since finding your name on the selection list?

DISPLAY Slide 4-9**- Practical Exercise 4.0-2:**

Note: Hand one paperclip to each Selectee, and let the students read the instructions on the slide

- One by one, a Selectee names the **Best CPO Selectee** in the group; if you name yourself,

Module 4.0 Humility

Discussion Point

Related Instructor Activity

keep your paperclip. If you name someone other than yourself, give your paper clip to the Selectee you chose. Be honest and courageous with your choice.

- Once everyone has gone, those who have zero paperclips in their hand, step away from the group and form a separate group. At the end of the exercise, there should be two groups: those without paperclips, and those with at least one paperclip. (10 minutes)
- ASK: Which Selectee had the most paperclips at the end of the activity?
- ASK: Who is the “Best CPO Selectee?”
- ASK: Which group most embodies the traits of a Chief Petty Officer?

G. Summary

DISPLAY Slide 4-10

- ASK: Now that we’ve discussed humility and pride, where do you find yourself on the spectrum of pride and where do you want to be?
- ASK: What steps do you plan to take to become a confident, humble, servant leader?

Module 4.0 Humility

Discussion Point

Related Instructor Activity

Module 4.1 Interpersonal Relationships**Learning Outcome**

4.1 Upon completion of this block of instruction, the student will be able to identify and understand the importance of maintaining appropriate interpersonal relationships both on and off duty as it relates to the Chief Petty Officer Creed.

Objectives

4.1a Define and discuss interpersonal relationships as they relate to the CPO Creed.

4.1b Analyze and discuss the various types of interpersonal relationships and how they relate to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

4.1c Explain the importance and challenges associated with maintaining appropriate interpersonal relationship in and out of the work place and how it relates to being a Chief Petty Officer and the Chief Petty Officer Creed.

4.1d Discuss how interpersonal relationships impact the command, the mission, and the Navy and how this relates to the Chief Petty Officer process and being engaged.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business and Life, Loehr, J. Hachette Books.
4. OSU.EDU. Building Interpersonal Relationships. <https://onpace.osu.edu/modules/transitioning-to-the-workplace/building-interpersonal-relationships>

Student Preparation Material**A. Student Support Material**

1. Syllabus 4.1

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Module 4.1 Interpersonal Relationships

3. The Only Way to Win: How Building Character Drives Higher Achievement and Greater Fulfillment in Business and Life, Loehr, J. Hachette Books.
4. OSU.EDU. Building Interpersonal Relationships. <https://onpace.osu.edu/modules/transitioning-to-the-workplace/building-interpersonal-relationships>

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slide 4.1-1 through 4.1-11
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board

2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

I. Introduction (Slides 4.1-1 - 4.1-3)

A. Attention

1. Establish contact

2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

C. Overview

1. CPO Creed.

2. Definition interpersonal relationships.

3. Analyze interpersonal relationships.

4. Discuss importance of interpersonal relationships as Chief Petty Officers.

Display Slide 4.1-1

Introduce yourself and lesson module.

Display Slide 4.1-2 (Objectives)

Discuss purpose of the lesson.

Provide a motivating statement on the importance of the subject matter.

Display Slide 4.1-3 (Overview)

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed module four.

Display Slide 4.1-4

Note: Let the students read the excerpt from the CPO Creed

- ASK: "What are these new "responsibilities"?"
- ASK: Why is it important to know "they" have existed for over 100 years?
- ASK: Can an individual's actions or performance affect a command? If so, how?
- ASK: Can interpersonal relationships affect good order and discipline? Can they affect the command's ability to meet the mission? If so, how?

B. Types of interpersonal relationships

Display Slide 4.1-5.

- Ask students to provide example(s) of each type?

C. Friendship definition

Display Slide 4.1-6.

Note: Ask for volunteers to read each definition

- ASK: Do friendships support or conflict with good order and discipline? How?

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

D. Romance/Love definition

- ASK: Do you expect any changes in current friendships as you (or your friend) advances?

DISPLAY Slide 4.1-7

Note: Ask for volunteers to read each definition

- ASK: Are romance/love type relationships in conflict with good order and discipline or do they support it? How?
- ASK: Do you expect any changes in current relationships as you (or your partner) advance?

DISPLAY Slide 4.1-8

Note: Ask for volunteers to read each definition

- ASK: How do these types of relationship influence command climate and good order and discipline?
- ASK: Do you have any examples when family relationship could pose a concern? How do you suggest we manage that?

E. Platonic definition

F. Family definition

G. Professional

DISPLAY Slide 4.1-9

Note: Ask for volunteers to read each definition

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

H. Importance of appropriate interpersonal relationships

- ASK: Can someone provide examples of a professional relationship?
- ASK: Do all professional relationships look the same?
- ASK: Is it possible to disagree or not like someone you work with and still maintain a professional relationship? How?

DISPLAY Slide 4.10-10

- ASK: Understanding the various types of relationships, why is it important to maintain appropriate ones? Discuss positive and negative aspects of interpersonal relationships. What does this look like?

I. Challenges to maintaining appropriate interpersonal relationships

Display Slide 4.1-11

- ASK: What are the challenges? What are some ways to overcome these challenges? Where does your self-awareness play a factor?
- ASK: What is the result if the entire CPO Mess is not working together to overcome these challenges?
- ASK: What are some positive aspects of maintaining an appropriate interpersonal

Module 4.1 Interpersonal Relationships

Discussion Point

Related Instructor Activity

J. Command, Mission, and Navy Impact

relationship?

Display S 4.1-12

Note: Facilitator must delineate between one on one impact from Slide 4.1-10 and the impacts on Command, Mission, and the Navy.

- ASK: How do interpersonal relationship of all types influence command, mission, and Navy?
- ASK: Are you doing your part to support good order and discipline through your choices and your interpersonal relationships? Is your CPO Mess doing its part?

Summary**Display S 4.1-13**

Module 5.0 Ethical Decisions**Learning Outcome**

5.0 Upon completion of this block of instruction, the student will have developed an understanding of ethics, ethical decision making, how it relates to the Chief Petty Officer Creed, and outcomes of unethical decisions.

Objectives

5.0a Analyze and discuss the importance of ethics as it relates to the CPO Creed and the trust given to CPOs.

5.0b Analyze and discuss the definition of ethics. Discuss how our diversity impacts ethics and how the Navy and CPOs align ethics of all Sailors.

5.0c Discuss the effects of unethical behaviors/decisions within leadership and how it erodes trust and credibility of leadership.

5.0d Discuss how an individual Chief's ethical failure reflects upon the entire community.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

3. Ludwig, D.C. & Longenecker, C.O.J Bus Ethics (1993) 12:265. <https://doi.org/10.1007/BF01666530>.

4. <https://www.navytimes.com/news/your-navy/2017/08/14/inside-the-hue-city-chiefs-mess-meltdown/>

Student Preparation Material**A. Student Support Material**

1. Syllabus 5.0.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Ludwig, D.C. & Longenecker, C.O.J Bus Ethics (1993) 12:265. <https://doi.org/10.1007/BF01666530>.
4. <https://www.navytimes.com/news/your-navy/2017/08/14/inside-the-hue-city-chiefs-mess-meltdown/>

Module 5.0 Ethical Decisions

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. SLIDES 5-1 through Slides 5-11
3. Practical Exercises
 - a. PE 5.0-1
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 5-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 5-2 (Objectives)

C. Overview

Display Slide 5-3 (Overview)

1. The CPO Creed

2. Definition of Ethics

3. Bathsheba Syndrome

4. Activity: What kind of Chief do I want to be? PE 5.0-1

5. One bad apple

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section five (5).

Display Slide 5-4

Note: Let the students read the excerpt from the CPO Creed

ASK: What does this phrase mean to them (individually and as a Mess)?

- ASK: How important is it to you that your seniors and juniors trust you?
- DISCUSS: Lack of trust can erode your ability to influence people. Typically, removal of trust only allows us to draw on the power/authority of our position/billet to influence, and all other means diminish or is removed completely. A leader with only one influence tactic is a poor leader. In the case that we attempt to influence those above us (officers/senior CPOs), a lack of trust removes all means to influence (There is no power/authority of position over our seniors).
- TELL SELECTS: The Creed describes our ability to positively influence, the trust given to the position we hold, and the care we must take to preserve these privileges through our attitude and performance.

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

B. Definition of Ethics

Display Slide 5-5

Note: Let the students read the definitions

- ASK: Do we all come into the Navy with the same ethics? Where do our values, morals, and ethics come from?
- NOTE FOR FACILITATOR: Our background and upbringing has a large impact on our ethics. We are a diverse Navy, so we do not all enter the Navy with the same ethics.
- TELL SELECTS: The Navy recognizes we are diverse, and the Navy builds tools and training that aligns us all with ethics (Oath of Enlistment, Sailor's Creed, CPO Creed, Charge of Command, Oath of Office, Navy Ethos). In the end, it is important to any organization that its people all understand the same "right" and "wrong".

C. The Bathsheba Syndrome

Display Slide 5-6

- ASK: Has anyone heard of the story of King David and Bathsheba? Would anyone be willing to provide a brief summary of the story?

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

D. Bathsheba Syndrome (Modern Examples)

- NOTES: King David began as a shepherd (Humble beginnings, like us). He killed the warrior Goliath and rose to power and became the King. He was charismatic, just, and of very high moral character. Even though he was a great man, temptation and desire for the wife (Bathsheba) of one of his general's resulted in his unethical decision to sleep with her which resulted in her pregnancy. In attempts to cover up his actions which he knew were not ethical, he brought the general back from campaign and attempted to have him sleep with her in a ruse to allow him to believe the child to be his own. When the general refused (a code existed not to sleep with your spouse while on campaign), King David had him sent to the front lines which resulted in the general's death. David then took Bathsheba as his own.
- ASK: Although we do not become Kings, like David, we can relate to his story in that we start from low ranks (humble beginnings) and rise to authority (CPOs). And at times, we can be tempted to use this authority to make unethical choices. Can you think of any examples?
- **Display Slide 5-7**

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

E. Activity

- ASK: How did these decisions affect the individual? How did they affect those that trusted them?
- ASK: Ask for student thoughts on slide.

Display Slide 5-8

- **Practical Exercise 5.0-1:**
- Divide group into two. For a five-minute exercise, have group 1 come up with 5 reasons we make bad decisions, and have group 2 come up with 5 reasons we make good decisions.
- Have each group discuss why they made their selections for the list with the entire group.

F. One BAD Apple

Display Slide 5-9

- Allow students to read.
- DISCUSS: Ask for student thoughts on slide.
- TELL: Ultimately, Chief Petty Officers have a job to do, not a job to keep.

H. Summary

Display Slide 5-10

Module 5.0 Ethical Decisions

Discussion Point

Related Instructor Activity

- ASK: Does the gravity of the trust which is about to be bestowed upon you have a different perspective now than before the module? How?

Module 5.1 Influence and Honesty**Learning Outcome**

5.1 Upon completion of this block of instruction, the student will be able to identify and understand the importance of influence and honesty with the ability to apply the appropriate techniques to given situation both on and off duty when dealing with junior, peers or senior personnel as it relates to the Chief Petty Officers Creed.

Objectives

5.1a Define and discuss influence and honesty as they relate to the CPO Creed.

5.1b Analyze and discuss the types of influence and how it relates to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

5.1c Analyze and discuss how honesty affects an individual's ability to influence others and how it relates to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.

5.1d Discuss how influence and honesty impact the command, the mission, and the Navy and how they relate to the Chief Petty Officers.

Curriculum Development References

1. Laying the Keel, May 2019

2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Give and Take: Why Helping Others Drives Our Success, Grant, A. Penguin Books.
4. Simple Psychology.
<https://simplypsychology.org/social-psychology.html>

Student Preparation Material**A. Student Support Material**

1. Syllabus 5.1.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Give and Take: Why Helping Others Drives Our Success, Grant, A. Penguin Books.
4. Simple Psychology.
<https://simplypsychology.org/social-psychology.html>

Module 5.1 Influence and Honesty

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 5.1-1 through 5.1-11
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

I. Introduction**Display Slide 5.1-1**

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

1. Discuss purpose of the lesson.

2. Lesson Objectives

B. Provide a motivating statement on the importance of the subject matter.

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 5.1-2 (Objectives)

C. Overview

Display Slide 5.1-3 (Overview)

1. CPO Creed.

2. Definition of types of influence and honesty.

3. Analyze influence and honesty.

4. Discuss importance of influence and honesty as they relate to Chief Petty Officers.

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section five (5).

Display Slide 5.1-4

Note: Let the students read the excerpt from the CPO Creed

Call attention to the highlighted phases as these are all positions possessing and requiring influence and honesty.

- Ask questions to stimulate discussion:
“Does the phrase Ask the Chief still apply today”? Why or why not?
- Ask, What does it mean to be the ambassador of goodwill?
- Ask, Is our ability to influence Sailors as a US Navy Chiefs Mess affected by our perception of honesty?
- Ask, Can influence and honesty affect good order and discipline? Can they affect the command ability to meet the mission?

B. Types of influence

ASK below before Display Slide 5.1-5

ASK: How Do Chief's Influence as Leaders?
How are you going to Influence as a Leader?

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

C. Types of influence definitions

ASK: Can anyone provide an example of one?

Display Slides 5.1-6 and Slides 5.1-7

Note: Ask for volunteers to read each definition

- ASK: Can influence support or conflict with good order and discipline? How?
- ASK: What types of influence do you utilize?
- ASK: Is it wise to learn to use different types based on the various situations Chiefs encounter?
- ASK: Does the Chief have the required professional and institutional knowledge to support the phrase "Ask the Chief"
- ASK: What is the impact of providing bad guidance when someone "asked the Chief" is their relinquished?

D. Honesty/Honest definition

Display Slide 5.1-8

- ASK: Does honesty affect good order and discipline? How?
- ASK: Can you provide an example of a Chief that was dishonest?

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

E. Importance of honesty

- What happened?
- How did you try to prevent his/her actions?
- ASK: Does honesty affect one's ability to influence others? How?

Ask someone to read the section of the Creed again at the bottom of the slide.
ASK Do we have Chief's who have abused this meaning of the CPO Creed? How? Why?

Display Slide 5.1-9

- Ask, Understanding the various types of influence, why is honesty so important?
- Ask, What happens when honesty falls short (either in reality or perception)?
- Discuss multiple examples.

F. Command, Mission, and Navy Impact

Display Slide 5.1-10

- Ask, How does one's ability to influence Sailors affect the command? The mission? The navy as a whole?
- ASK: What is the result if the entire CPO Mess is not working together to maintain actual and

Module 5.1 Influence and Honesty

Discussion Point

Related Instructor Activity

perceived honesty?

- ASK: What is the most effective types of influence you have seen through your career or use with your sailors?
- ASK: How would you influence up and down the chain of command?
- ASK: How does lapse in honesty in the Chief's Mess affect survivability of the Mess?
- ASK: In terms of influence, what do you need to work on to support the Chiefs Mess? The command? The mission? The Navy?

Summary

Display Slide 5.1-11

Module 6.0 Motivation and Engagement

Learning Outcome

6.0 Upon completion of this block of instruction, the student will be familiar with effective motivation and engagement skills with the ability to apply the appropriate techniques to given situation on or off-the-job when dealing with junior, peers or senior personnel and how it relates to the Chief Petty Officer Creed.

Objectives

6.0a Analyze and discuss the importance of team and individual motivation and engagement as it relates to the CPO Creed.

6.0b Analyze and discuss the definition of motivation and engagement and how it relates to Chief Petty Officers in leading up, down and laterally across the organization.

6.0c Analyze and discuss roles, goals, purpose and recognition as they relate to motivation and engagement with juniors, peers, and seniors.

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Student Preparation Material

A. Student Support Material

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

Module 6.0 Motivation and Engagement

C. Instructional Materials Required

1. Personalized facilitator guide
1. Slideshow
 - a. Slides 6-1 through 6-10
2. PE-6.0-1
3. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 6-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

B. Provide a motivating statement on the importance of the subject matter.

Display Slide 6-2 (Objectives)

C. Overview

Display Slide 6-3 (Overview)

1. The CPO Creed

2. Define and discuss motivation as it relates to the CPO Creed, the Mess and the Chief.

- Individual motivation (intrinsic vs. extrinsic)
- Team motivation

3. Define and discuss engagement as it relates to the CPO Creed, the Mess and the Chief.

4. PE 6.0-1

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section six (6).

Display Slide 6-4

Note: Let the students read the excerpt from the CPO Creed

- How important is your motivation & engagement when it states, "To test you, to try you and to accept you?" As a Team and as an Individual?

- ASK: Can a command be successful without good motivation and engagement?

ASK: "What does this mean, "Your motivation and Engagement will determine your success?" Does apply only to the season and being a CPO?

B. Definition of Motivation
Definition of Engagement

Display Slide 6-5

Note: Let the students read the definitions

- ASK: What do the definitions mean to you as a Chief within the Mess?
- ASK: How does the quote below apply to the definitions on this page?
- ASK: As a FCPO, as a Chief Select, as a

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

Chief, can anyone provide an example when someone was engaged or not engaged?

- ASK: How do your Sailors view you? Are you sure?

C. Discuss Types of Motivation

Display Slide 6-6

- This slide discusses types of individual motivation
- Discuss Pros and Cons of Extrinsic Motivation
 - o Pros – more likely to:
 - Do a necessary task of little interest
 - Push personal limits with incentives
 - Increase social learning compliance
 - Increase speed of task
 - o Cons
 - Divide attention between reward and problem-solving task
 - Reward removal → motivation loss
- Discuss Pros and Cons of Intrinsic motivation
 - o Pros – more likely to:
 - Invest more time in task
 - Stick to task
 - Succeed with task
 - Be innovative
 - Be self-motivated to take on new task

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

D. Discuss Team Motivation and the relationship to individual's motivation

- Cons
 - Intrinsic motivation less universally appealing than Extrinsic
 - Slower behavioral change
- ASK: Which type of motivation is better for building toughness and lethality?
- ASK: Does one type favor more engagement?

Display Slide 6-7

- ASK: Can you have a motivated team with no individual motivation and vice a versa? Can the team succeed in either scenario?
- ASK: Have you been putting in effort in the CPO Process as a Team/Individual?
- Has your CPO Mess show motivation? Why or why not?

E. Discuss Engagement and the relationship between engagement and motivation both individual and team.

Display Slide 6-8

1. Start Early – Assign the right sponsor-stays with new CPO, new check-in throughout first year

- ASK: Are you engaged as a team? As an individual?
- ASK: Will you truly wear “the hat” with the

Module 6.0 Motivation and Engagement

Discussion Point

2. Encourage professional development – Strengthen our Navy Team for the Future
3. Ensure organizational/team goals are understood – How the Mess develops lethality and produces readiness in support of The Design for Maintaining Maritime Superiority
4. Provide recognition – Pays to be a winner!
5. Don't micromanage – Mission Command

F. Activity: PE 6.0-1 Motivation and Engagement

Ways to motivate
Figure out what makes them tick (individual needs).
Give clear expectations.
Consistent reinforcement and consequences.
Healthy competition.
Change out team members

Related Instructor Activity

same pride as your shipmates?

Display Slide 6-9

- Activity is on the slide:
- Provide 10 minutes
- Create discussion based on the answers and use personal experiences of “Engaged/Motivated Chiefs” and not “Engaged/Motivated Chiefs”
- NOTE: Students should state by being engaged and visible.... because we are Chiefs.
- STATE: Now that we've discussed motivation and engagement.
- ASK: “Are you worried about favorable judgment from senior personnel or have you've taken feedback to increase your competence

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

to make you a better leader?

III. Summary

Display Slide 6-10

Restate: Now that we have went through the CPO Creed do you understand the importance of

The CPO Creed

Motivation as it relates to the CPO Creed, the Mess and the Chief.

Being engaged as it relates to the CPO Creed, the Mess and the Chief.

Module 6.0 Motivation and Engagement

Discussion Point

Related Instructor Activity

Module 6.1 Acceptance**Learning Outcome**

6.1 Upon completion of this block of instruction, the student will have a clear understanding of the definition acceptance and how it applies to the overall effectiveness of initiation and the success of developing a Chief Petty Officer.

Objectives

6.1a Discuss and define Acceptance as it relates to the CPO Creed

6.1b Analyze and discuss the history of the initiation process

6.1c Importance of Acceptance by the CPO Mess

6.1d Discuss continuing the conversation after acceptance

Curriculum Development References

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Tradition of Change, Leuci, James L., Naval History and Heritage Command

Student Preparation Material**A. Student Support Material**

1. Syllabus 6.1.

B. Reference Publications

1. Laying the Keel, May 2019
2. Navy Leader Development Framework, Version 3.0 May 2019.
3. Tradition of Change, Leuci, James L., Naval History and Heritage Command
4. Stewardship: Choosing Service Over Self-Interest (2nd Edition), Block, Peter 2013
5. Head Bearings for Precision Anchorage, AUG2018
6. Chief Petty Officer Mission, Vision, and Guiding Principles

Instructor Preparation**A. Review assigned student support material**

Module 6.1 Acceptance

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
 - a. Slides 6.1-1 through 6.1-14
3. Practical Exercises
 - a. PE 6.1-1
 - b. PE 6.1-2
4. Support Equipment
 - a. VAP or SMART Board and Butcher Paper
 - b. Markers
 - c. Paperclips (one per Selectee)

D. Seminar Room Preparation

1. Write your name, lesson number, and lesson module title on the marker-board
2. Check all audio/visual equipment (as applicable) to ensure it is present and in working order.

E. Suggested Timelines

1. 60-90 minutes.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

I. Introduction

Display Slide 6.1-1

A. Attention

A. Introduce yourself and lesson module.

1. Establish contact

B. Provide a motivating statement on the importance of the subject matter.

2. Lesson Objectives

B. Motivation: Used to heighten awareness of the lesson module and increase the students' interest.

Display Slide 6.1-2 (Objectives)

C. Overview

Display Slide 6.1-3 (Overview)

1. The CPO Creed

1. Discuss purpose of the lesson.

2. Definition and importance of Acceptance

3. History and goal of initiation

4. Importance of being accepted

5. Continuing the conversation after Acceptance

.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

II. Presentation

A. CPO Creed section six (6).

Display Slide 6.1-4

Note: Let the students read the excerpt from the CPO Creed

- ASK: What does this phrase mean?
- STATE: Definition of Acceptance: The action or process of being received as adequate or suitable, typically to be admitted into a group.
- ASK: Do you believe it is important for the CPO Mess to accept you

B. Mission of the Chief

Display Slide 6.1-5

Note: Let the students read the vision of the CPO from MVGP

- ASK: Why acceptance?
- ASK: As a Selectee what is your desired outcome of Initiation for you and your fellow Selectees?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask them what is their desired outcome of Initiation?

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

- C. Discuss the definition of Acceptance as it relates to CPO Creed and the process.

Display Slide 6.1-6

- STATE: We have been through many name changes however, there are principles that remain the same. What are some traditions that are consistent? What do you think they are?
- ANSWERS should be: **CPO Creed and Acceptance**

- D. History and goal of initiation.

Display Slide 6.1-7

Note: Let the students read the excerpt from the CPO Creed and the note below the excerpt

- ASK: How does this relate to the purpose of Initiation?
- STATE: The weight of the anchor is heavy. The challenge of initiation: Maintain mission readiness in our work centers, receive/execute charges from the CPO Mess, and remain committed to life-work-balance.

Display S 6.1-8

Note: Provide the students an opportunity to

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

review the slide.

- ASK: According to this slide, how does Acceptance fit in the process/growth of a Chief Petty Officer? What is the importance of Acceptance?
- ASK: How does humility play a role in your acceptance as a CPO and how does it affect you as a leader?
- STATE: One important fact to take from this slide; the process does not end after acceptance. Growth and development must continue throughout your Navy career.

E. Importance of Acceptance

Display Slide 6.1-9

- **Read Slide and Play Video (The Making of a Chief)**
<https://www.youtube.com/watch?v=jcolegY4Pg>

F. Activity:

Practical Exercise, PE 6.1-1

- 5-10 Minutes: Split into two groups and have Selectees discuss importance of toughness in the role of a Chief Petty Officer.

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

- ASK: How does toughness directly relate to Personal, Training and Material Readiness that directly impact focusing on high end warfighting? How does this relate to acceptance?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask them how toughness played in their acceptance/role as a Chief Petty Officer? Sea stories and experiences are important to this discussion.
- ASK: Can some explain their thoughts on this formula and do you believe it is true? Why do you think it is true?

Activity: What do you bring to the Mess?

Display Slide 6.1-10**Practical Exercise, PE 6.1-2**

- Activity: Have Selectee write down what they said during Week 1 on "what they bring to the Mess" on one side of a card labeled Week 1 and on the other labeled Week 6, have them write down what they think they bring to the Mess now. Discuss the difference between the weeks.
- STATE: It is important to understand the

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

strengths we all bring to the mess but understanding and identifying your weaknesses are important as well.

Display Slide 6.1-11

Note: Provide the students an opportunity to review the slide.

- ASK: What does Chief Hensley words mean to you?

G. Defining a Chief Petty Officer

Display Slide 6.1-12

Note: Provide the students an opportunity to review the slide.

- ASK: What does the definition of a Chief Petty Officer mean to you?
- ASK: Can someone provide an example of a Chief that is not living up to this definition? Why do you think they are not?
- ASK: Can someone provide an example of a Chief that is living up to this definition? Why do you think they are?

Module 6.1 Acceptance

Discussion Point

H. Continuing the conversation after acceptance.

Summary:

Related Instructor Activity

Display Slide 6.1-13

Note: Provide the students an opportunity to review the slide.

- STATE: It is our CPO Creed, and the definition of a Chief that is the expectation and framework to acceptance.
- STATE: The greater part of acceptance is understanding that even though you are initially accepted you must work to keep the acceptance of your peers in the mess.
- ASK: What does that mean to you?
- NOTE: If other CPO's/SCPO's/MCPO's are in the room ask their thoughts on working to keep acceptance throughout their time in the CPO Mess?

Display Slide 6.1-14

Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

Leadership, Advocacy, Tradition and Trust



Module 1.0

Leadership, Advocacy, Tradition and Trust

OBJECTIVES

- 1.0a Discuss and analyze Trust as it relates to the CPO Creed.
- 1.0b Analyze and discuss the relationship of Advocacy, Tradition and Trust and how it relates to Chief Petty Officers in our ability to lead up, down and laterally across the organization.
- 1.0c Discuss evolution of change in Initiation and the Charge book as it pertains to being a Chief Petty Officer.
- 1.0d Discuss how to develop Trust in the Mess.

Overview

- Warrior Toughness Video
- Chief's Creed
- Pursuit of Excellence Video
- Definition Leadership, Advocacy, Tradition and Trust
- History of the Charge Book/Initiation
- Exercise
- Summary

Warrior Toughness (Mind – Body – Soul)

“I would like to first congratulate you on being selected to Chief Petty Officer. Throughout this video we will sensitize you a little bit to what we call, “Warrior Toughness”. And what that program means and what we expect out of you in your role in it as you begin to shepherd Sailors who have come through RTC and been exposed to the Warrior Toughness Pilot Program.”

MCPON Russell L. Smith

https://drive.google.com/open?id=1dNTyMJ1G_ehQrxTu3xSFtwBtLqwzSd-T

Chief Petty Officer's Creed

ATTENTION TO THE CREED!!!!

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

CPO Creed

The Pursuit of Excellence...

- https://www.youtube.com/watch?v=mSQvXic_n1s
- Discussion points.
 - How does this pertain to the CPO Creed?
 - This happened so long ago, did this create a tradition or belief?
 - How does this pertain to leadership in the Navy?

“The only place success comes before work is in the dictionary.”

Vince Lombardi

Tradition and Trust

“The only place success comes before work is in the dictionary.”

Vince Lombardi

Advocacy, Tradition and Trust

- 1) Why is advocacy important for us to understand as Chief Petty Officers?
- 2) Have you ever asked your Sailors for their blind faith?
- 3) What happens when you abuse blind faith, tradition or lack advocacy?

Leadership, Advocacy, Tradition and Trust

Definitions:

- Leadership: the action of leading a group of people or an organization.
- Advocacy: the act or process of supporting a cause or proposal: the act or process of advocating something.
- Tradition: the transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way.
- Trust: firm belief in the reliability, truth, ability, or strength of someone or something.

“Leadership is a potent combination of strategy and character. But if you must be without one, be without strategy.” General Norman Schwarzkopf

Tradition: Initiation and History of The Charge Book

- Traditions of Initiation handed down via word of mouth...
 - What Traditions do you know?
 - What do you believe they were meant to teach?
 - What was the purpose of the Charge Book?
- Swim Call and Beers. 1904 – 1945
 - How was this acceptable behavior?
- Initiation 1945 – 2000's...
 - What Issues stemmed during this time period?
- Sailor 360
 - What does it mean for you?



Our Charge Book

What it's NOT: a congratulatory book nor a book for unprofessional comments.

What it IS: The Charge Book is perhaps the singularly most important piece of Initiation. The time-honored tradition of passing knowledge to our relief through the Charge Book has been around for many years. It is one of our primary tools and should be at the forefront of day-to-day training and to network Chief Petty Officers around the world and Chiefs past and present. Charges in our Charge Book should enable a sit-down conversation between the Chief and First Class Petty Officer relating to effective leadership, expectations, responsibilities, and learning experiences.

PEER GROUP EXERCISE

TRUST!

Summary

- ALWAYS REMEMBER!
- During the course of initiation, you have been caused to humbly accept challenge and face adversity. This you have accomplished with rare good grace. Pointless as some of these challenges may have seemed, there were valid, time-honored reasons behind each pointed barb. Your faith in the fellowship of Chief Petty Officers was necessary to overcome these hurdles. The goal was to instill in you that trust is inherent with the donning of the uniform of a Chief.

Character and Competence



Module 2.0

Character and Competence

OBJECTIVES

2.0a Discuss the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

2.0b Define and discuss challenge and how it relates to the CPO Creed.

2.0c Analyze and discuss the definition of character and competency and how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

2.0d Discuss in groups how “Navigating the Seven Seas” applies to character development and how it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

2.0e Discuss in groups how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

Overview

- CPO Creed
- Definition of Challenge
- Definition of Character and Competence
- Navigating the Seven Seas
- Practical Exercise

Character and Competence

“...Our intent was to impress upon you that challenge is good; a great and necessary reality which cannot mar you – which in fact, strengthens you. In your future as a Chief Petty Officer, you will be forced to endure adversity far beyond what has thus far been imposed upon you. You must face each challenge and adversity with the same dignity and good grace you have already demonstrated.”

Your character and competence will determine your ability
to lead!

Definition of Challenge:

- A call or summons to engage in any contest, as of skill, strength, etc.

Leadership; Seven Cs

1. Character
2. Competence
3. Courage
4. Commitment
5. Caring
6. Communicating
7. Community

Character and Competence

Character defined:

Character is defined as the “moral excellence” and “the mental and moral qualities of an individual”

Character is the most important Leadership C.

“It is the core of the leader, essential to the end, ways and the means or realizing the leader’s vision.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Character and Competence

Competence defined:

Competence is defined as the “ability to do something successfully or efficiently.”

A leader must be competent as he or she guides the organization.

“Leadership involves having competence in *achieving desired effectiveness* (results, performance, or outcomes) as defined by the leader”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Courage defined:

Courage is defined as the “the moral and mental strength to do what is right, even with criticism or adversity.”

“Leadership necessitates courage in making decisions. Leaders should consider the facts, opinions of a diverse group, instincts and intuition, and be decisive at the right time.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Commitment defined:

Commitment is defined as the “the state or quality of being dedicated to a cause, activity, etc.”

A commitment to developing people is essential!

“A commitment to serving or supporting something greater than self; in our case, defending freedom through service in the Navy.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Caring defined:

Caring is defined as the “displaying kindness and concern for others.”

Character and Competence

Caring is important. Leaders who care take action toward *serving needs* of their people.

“To have empathy, compassion and consideration-is an essential aspect of effective leadership.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Character and Competence

Communicating defined:

Communicating is defined as the “share or exchange information, news, or ideas.”

Communicating is important. Leaders must be effective in inspiring action.

“People want to be inspired by the leader, who provides a sense of purpose and a reason for commitment to the team’s effort.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Community defined:

Community is defined as “a group of people living in the same place or having a particular characteristic in common”

Community is important. Leaders should endeavor to establish community strength when creating teamwork.

“Leadership involves regard for community when creating teamwork.”

Melvin G. Williams Sr. & Melvin G. Williams Jr. Authors of Navigating the Seven Seas

Practical Exercise

1. Character
2. Competence
3. Courage
4. Commitment
5. Caring
6. Communicating
7. Community

Character and Competence

Summary

We discussed the importance of character and competence in the organization as it relates to the Navy Leader Development Framework and the CPO Creed.

We discussed the importance of challenge and how it relates to the CPO Creed and as leaders in leading junior, peers and senior personnel.

We analyzed and discussed the definition of character and competency and how they relate to Chief Petty Officers in leading junior, peers and senior personnel.

We discussed in groups how “Navigating the Seven Seas” applies to character development and how it will strengthen our ability to always behave consistently with our core values of honor, courage and commitment.

We discussed in groups how “Navigating the Seven Seas” applies to developing competence and how it will strengthen our operational and warfighting competence and more skilled at our jobs as we grow.

Credibility of a Chief vs E7



Module 3.0

Credibility of a Chief vs E7

Objectives

- 3.0a Analyze and discuss the importance of the credibility of a Chief Petty Officer as it relates to the CPO Creed.
- 3.0b Analyze and discuss the definition of CREDIBILITY and how it relates to Chief Petty Officers in our ability to lead up, down, laterally and across the organization.
- 3.0c Analyze and discuss the unique responsibilities and privileges of a United States Navy Chief Petty Officers.
- 3.0d Analyze and discuss the differences between a United States Navy Chief Petty Officer and an E7 in the other services.

Overview

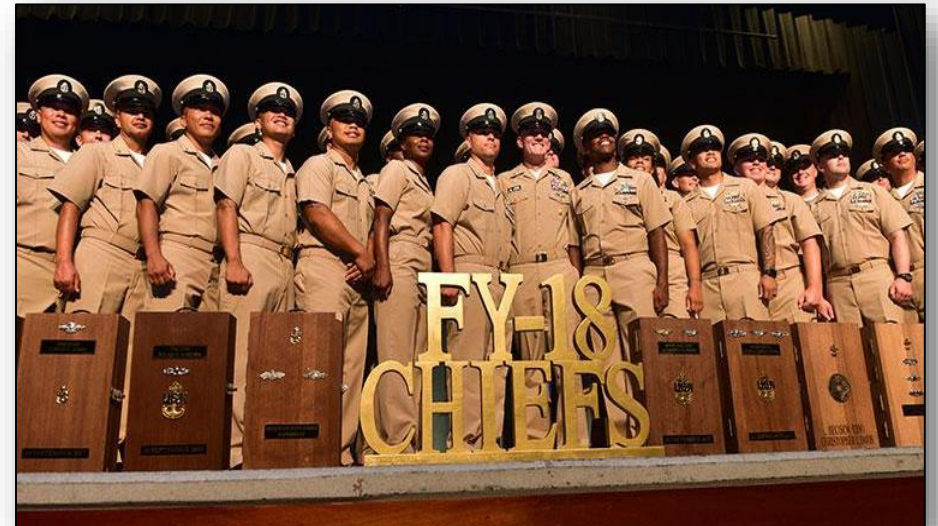
- CPO Creed – Section 4
- Definition of CREDIBILITY
- Unique responsibilities and privileges
- How a CPO differs from E7s of other services

Credibility of a Chief vs E7

“By experience, by performance, and by testing, you have advanced to Chief Petty Officer. In the United States Navy – and only in the United States Navy – the rank of E7 carries with it unique responsibilities and privileges you are expected to fulfill and bound to observe. Your entire way of life has changed. More will be expected of you; more will be demanded of you. Not because you are an E7, but because you are now a Chief Petty Officer.”



CPO Creed



“CREDIBILITY”

Merriam-Webster:

“The quality of power of inspiring belief.”

Dictionary.com:

“The quality of being believed or worthy of trust.”

How do you build credibility?

“Building trust (credibility) requires nothing more than telling the truth.” Simon Sinek – *Leaders Eat Last*

Toxic behaviors:

Is this a problem?

**How does toxic behavior affect the credibility of the CPO
Mess?**

Credibility comes from “walking the walk.”

How does credibility, or lack thereof, impact the ability to lead...

- *Up*
- *Down*
- *Laterally and Across the organization*

What's the difference: loyalty to the institution vs individuals?

Responsibilities and Privileges

Read Part 4 of the 1918 Bluejacket's Manual

Have our responsibilities changed all that much since 1918?

Responsibilities and Privileges

What are the responsibilities of a Chief Petty Officer?

What are the privileges of a Chief Petty Officer?

Credibility of a Chief vs E7

Navy Chief vs Other Service E7



Navy Chief vs Other Service E7

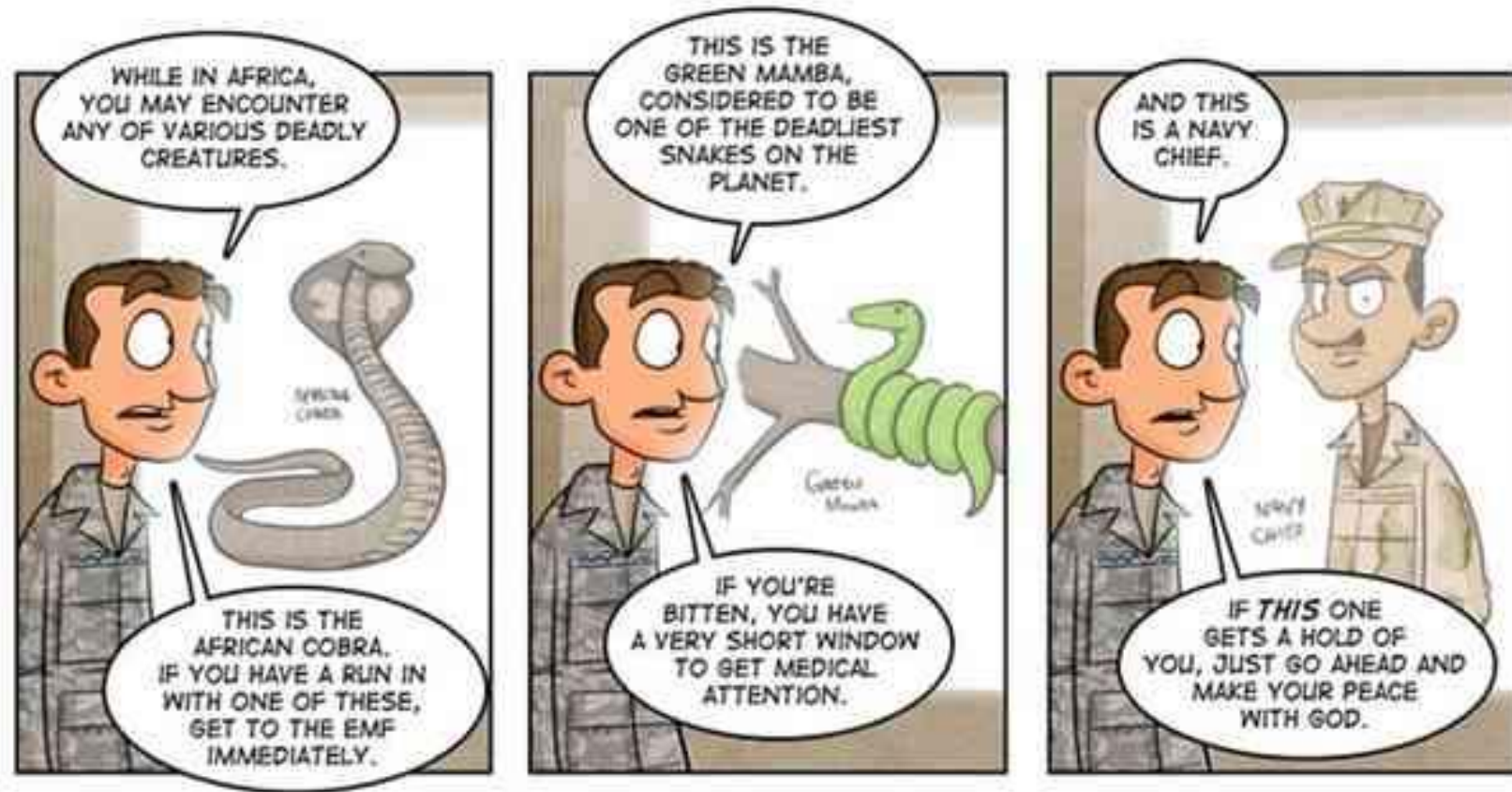
Navy Chief Petty Officers are unique from the E7s of all the other uniformed services.

We have a unique service culture established in 1893, rich in heritage and tradition.

How do Navy Chiefs differ from the E7s of the other branches?

Credibility of a Chief vs E7

Navy Chief vs Other Service E7



The Difference Between a Chief and an E7

The Chief is always a part of the answer;
The E-7 is always part of the problem.

The Chief always has a program;
The E-7 always has an excuse.

The Chief says, "LET ME DO IT FOR YOU";
The E-7 says "That's not my job."

The Chief Sees an answer for every problem;
The E-7 sees a problem for every answer.

The Chief sees a green near every sand trap;
The E-7 sees a sand trap near every green.

The Chief says, "it may be difficult but it's possible";
The E-7 says, "it may be possible, but it's too difficult."

The Chief works harder than an E-7 and has more time;
The E-7 is always "too busy" to do what is necessary.

The Chief makes COMMITMENTS!
The E-7 makes Promises.

Summary

- CPO Creed
- Definition CREDIBILITY
- Unique responsibilities and privileges
- How a CPO differs from E7s of other services

Teamwork & Loyalty



Module 3.1

Objectives

3.1a Analyze and discuss the importance of TEAMWORK and LOYALTY as they relate to the CPO Creed.

3.1b Analyze and discuss the importance of “responsibility to comrades”.

3.1c Analyze and discuss the importance of “fellowship” within the Chiefs’ Mess.

3.1d Discuss the hierarchy of the Chiefs’ Mess and the importance of it in relation to teamwork.

Overview

- CPO Creed – Section 5
- TEAMWORK and LOYALTY
- Our “responsibility to comrades” and vice versa
- Fellowship within the Chiefs’ Mess
- Hierarchy of the Chiefs’ Mess

Teamwork & Loyalty

“...You have not merely been promoted a paygrade, you have joined an exclusive fellowship and, as in all fellowships, you have a special responsibility to your comrades, even as they have a special responsibility to you. This is why we in the United States Navy may maintain with pride our feelings of accomplishment once we have attained the position of Chief Petty Officer.” *CPO Creed*

NAVY CHIEF



NAVY PRIDE



NAVY CHIEF



NAVY PRIDE

TEAMWORK

Dictionary.com:

“The cooperative or coordinated effort on the part of a group of persons acting together as a team or in the interests of a common cause.”

What do you do to inspire teamwork?

TEAMWORK



A chain is only as strong as its weakest link.

LOYALTY

CPO Mission Vision and Guiding Principles:

“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.”

“Loyalty should not be misplaced and we must be loyal to the Navy!”

How do you build loyalty? With your Sailors/Fellow Chiefs?

LOYALTY

Why is loyalty important?

- **In our Navy?**
- **In the Chiefs' Mess?**

When is loyalty not a positive thing?

How do you build loyalty? With your Sailors/Fellow Chiefs?

Teamwork & Loyalty

Responsibility To Comrades



"300" – Warner Bros. Pictures

Responsibility To Comrades

What are your responsibilities to your comrades?

What are your comrades' responsibilities to you?

How does the Spartan's shield wall depict responsibility to comrades?

Fellowship in the Chiefs' Mess

Merriam-Webster:

“The quality or state of being comradely.”

“Meaningful communication for building trust and *fellowship*.”

Why is fellowship important to the Chiefs' Mess?

Chiefs' Mess

Master Chief Petty Officer of the Navy

Fleet Master Chief

Force Master Chief

Command Master Chief

Master Chief

Senior Chief

Chief

Do we need a hierarchy in the Chiefs' Mess? Why/Why Not?

Hierarchy of the Chiefs' Mess

We all have a role to play within the Mess and our commands.

It is vital to the success of our commands and our Navy that we understand these roles and execute them to the best of our ability, being loyal to one another, and working together as a unified team.

The power of a united Chiefs' Mess is an awesome thing.

Summary

- CPO Creed – Section 5
- TEAMWORK and LOYALTY
- Our “responsibility to comrades” and vice versa
- Fellowship within the Chiefs’ Mess
- Hierarchy of the Chiefs’ Mess

Humility



Module 4.0

Humility

OBJECTIVES

- 4.0a Analyze and discuss the importance of humility as it relates to the CPO Creed.
- 4.0b Analyze and discuss the definitions of humility and pride, and how they relate to Chief Petty Officers in leading junior, peers and senior personnel.
- 4.0c Explain the spectrum of pride and how it relates to being a Chief Petty Officer.

Overview

- CPO Creed
- Definitions of Humility and Pride
- Humility and the CPO Creed

Humility

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

TPO Greed



Humility defined:

“freedom from pride or arrogance; the quality or state of being humble”

Pride defined:

“1) a reasonable or justifiable self-respect; delight or elation arising from some act, possession, or relationship”

CPO pride, being proud of accomplishments

“2) the quality of having an excessively high opinion of oneself or one’s importance”

Being prideful, arrogant

Humility

Spectrum of Pride

Self aware (accurate self-assessment)

Listens to learn (not confirm)

Takes responsibility for actions

Thinks deliberately

Confident and authentic

SELF-DEPRECATING

HUMBLE

ARROGANT

Undervalues oneself

Submissive

Excessively modest

Poor self-esteem

Lacks confidence

Self absorbed and self-serving

Aggressive and hostile

Craves spotlight

Entitled, defensive

Obsessed with dominance

Activity #1: What Kind of Chief Do I Want to Be?

Within your Charge book, write down this question, plus three traits and attributes you aspire to embody once you don the uniform. Additionally, right down three areas of weakness you aspire to improve upon. You will reflect upon this from here on out as you strive for a renewed sense of being as the Chief throughout your career.



- How are these traits different from your performance over these past few weeks?
- How and when will you become the Chief you want to be?

Humility and the CPO Creed

- “During the course of initiation, you have been caused to ***humbly accept challenge and face adversity.***”
- “You must face each challenge and adversity with the ***same dignity and good grace*** you have already demonstrated.”
- “***More will be expected of you; more will be demanded of you.***”

As the Chief, there is a temptation to feel like you have “arrived”

We are charged to remain humble - to remember that we have never “made it”

CHIEFS ARE NOT ABOVE MENIAL TASKS!
CHIEFS HUMBLLY LEAD BY EXAMPLE!

Activity #2: The Best CPO Selectee

*Each CPO Selectee receives a paperclip. One by one, a Selectee names the **Best CPO Selectee** in the group; if you name yourself, keep your paperclip. If you name someone other than yourself, give your paper clip(s) to the Selectee you chose. Be honest and courageous with your choice.*

- Which Selectee had the most paperclips?
- Who is the Best CPO Selectee?
- Which group most embodies the traits of the Chief?



Humility

Summary

- CPO Creed
- Definitions of Humility and Pride
 - Spectrum of Pride
 - Activity: What kind of Chief do I want to be?
- Humility and the CPO Creed
 - Activity: The Best CPO Selectee

“Humility is key – regardless of how much you feel you’ve earned your salt and proven your own.”

R. L. Smith 15th MCPON USN

“True humility is not thinking less of yourself, it is thinking of yourself less.”

C. S. Lewis

Interpersonal Relationships



Module 4.1

MAY 2019 Version 2.0

Interpersonal Relationships

Objectives

- 4.1a Define and discuss interpersonal relationships as they relate to the CPO Creed.
- 4.1b Analyze and discuss the various types of interpersonal relationships and how they relate to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.
- 4.1c Explain the importance and challenges associated with maintaining appropriate interpersonal relationships in and out of the work place and how it relates to being a Chief Petty Officer. *Chief Petty Officer Creed.*
- 4.1d Discuss how interpersonal relationships impact the command, the mission, and the Navy and how this relates to the Chief Petty Officer process and being engaged.

Overview

- CPO Creed
- Definition interpersonal relationships
- Analyze interpersonal relationships
- Discuss importance of interpersonal relationships as Chief Petty Officers.

Interpersonal Relationships

...The rank of E7 carries with it unique responsibilities.

...Your new responsibilities and privileges do not appear in print.

Chiefs before you have freely accepted responsibility beyond the call of printed assignment. Their actions and their performance demanded the respect of their seniors as well as their juniors...

...It shall exist only as long as you and your fellow Chiefs maintain these standards.



Your Actions and Performance impact our entire CPO Mess!

Interpersonal Relationships

Types of interpersonal relationships:

- Friendship
- Romance/Love
- Platonic
- Family
- Professional

Interpersonal Relationships

Friendship:

1. The emotions or conduct of friends; the state of being friends.
2. An unconditional interpersonal relationship where individuals enter into by their own will and choice.
3. A relationship where there are no formalities and individuals enjoy each other's presence.

Interpersonal Relationships

Romance/Love:

1. Romance – A Love Affair.
2. Love - Strong affection for another arising out of kinship or personal ties.
3. Love -warm attachment, enthusiasm, or devotion.
4. An interpersonal relationship characterized by passion, intimacy, trust and respect.

Interpersonal Relationships

Platonic:

1. Of, relating to, or being a relationship marked by the absence of romance or sex.
2. A relationship between two individuals without any feelings or sexual desire for each other.

Family:

1. A group of persons of common ancestry.
2. Individuals related by blood or marriage.

Interpersonal Relationships

Professional:

1. Individuals working together for the same organization are said to share a professional relationship.
2. Individuals sharing a professional relationship are called colleagues. Colleagues may or may not like each other.

Interpersonal Relationships

Importance of appropriate interpersonal relationships up, down, laterally, and across the organization:

- Good order and discipline
- Trust
- Perceptions
- Fairness
- Equal opportunity for everyone
- Able to lead (respect)
- Teamwork

Challenges to maintaining appropriate interpersonal relationships:

- Need to fit in
- Need for approval
- Need to be liked
- Same or similar age group
- Similar interests
- Similar beliefs
- Long hours in close working environment

Interpersonal Relationships

How do these relationships impact the Command, Mission, and Navy?

- Good order and discipline
- Morale
- Organizational culture
- Trust
- Motivation
- Performance

Interpersonal Relationships

Summary

- CPO Creed.
- Definition interpersonal relationships
- Analyze interpersonal relationships
- Discuss importance of interpersonal relationships as Chief Petty Officers.

You are now the Chief!

Ethical Decisions



Module 5.0

MAY 2019 Version 2.0

Ethical Decisions

OBJECTIVES

- 5.0a Analyze and discuss the importance of ethics as it relates to the CPO Creed and the trust given to CPOs.
- 5.0b Analyze and discuss the definition of ethics. Discuss how our diversity impacts ethics and how the Navy and CPOs align ethics of all Sailors.
- 5.0c Discuss the effects of unethical behaviors/decisions within leadership and how it erodes trust and credibility of leadership.
- 5.0d Discuss how an individual Chief's ethical failure reflects upon the entire community.

Ethical Decisions

Overview

- CPO Creed
- Importance of trust
- Definition of Ethics
- Ethical Alignment
- Discussions
- Examples of unethical behavior
- Effects of unethical behavior

Ethical Decisions

“It is now required that you be the fountain of wisdom, the ambassador of good will, the authority in personal relations as well as in technical applications. “Ask The Chief” is a household phrase in and out of the Navy. You are now “The Chief.” The exalted position you have achieved – and the word exalted is used advisedly – exists because of the service, character, and performance of the Chiefs before you. It shall exist only as long as you and your fellow Chiefs maintain these standards.”

TPO Creed



John Finn



Carl Brashear



Ethical Decisions

Ethics defined:

“moral principles that govern a person’s behavior or the conducting of an activity.”

“rules of behavior based on ideas about what is morally good and bad.”

“the moral correctness of specified conduct.”

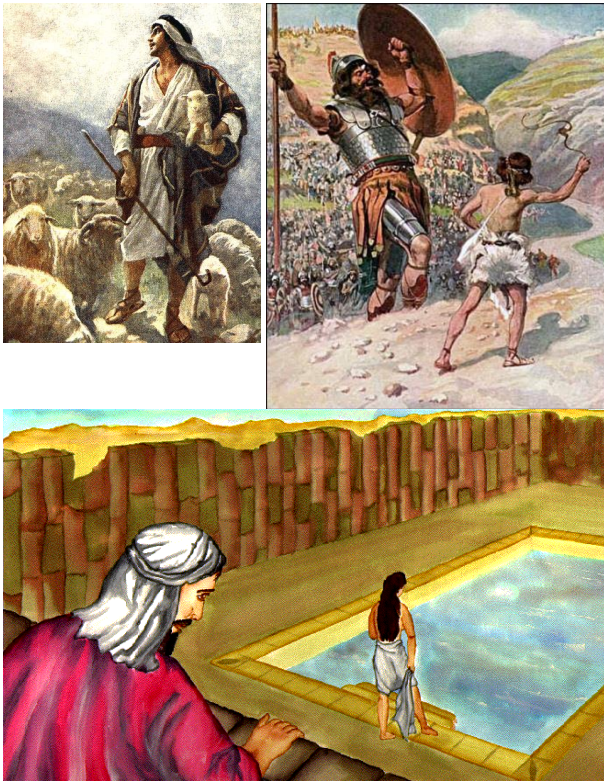


The Bathsheba Syndrome

Basis: Biblical story which depicts how power can corrupt our ethical decision-making ability.

KING DAVID

- Humble beginnings
- Rises to power
- Charismatic / Influential
- Strong moral character
- Temptation to abuse position and power for personal gain
- Made the unethical decision and went to lengths to cover it up
- Results in punishment (by God) and upheaval within his kingdom



Ethical Decisions

The Bathsheba Syndrome

Modern Examples



A sex scandal sunk six senior enlisted Sailors

The failure of the Chiefs mess began back in February when scores of Sailors departed off the cruiser in the Lithuanian port town of Klaipeda, ready to blow off some steam.

That night would end with a drunk Chief Sonar Technician, or STGC, having sex with a junior Sailor in the Senior Chief's hotel room.



General Petraeus

Provided classified information to his biographer with whom he was having an extra-marital affair.



Insert a unethical story?

Ethical Decisions

Activity: Ethical decisions

Break into two groups.

- Group 1: List 5 reasons we make bad decisions (5 minutes)*
- Group 2: List 5 reasons we make good decisions (5 minutes)*

Once the activity is complete have someone from each group discuss their lists and give explanations for their choices.



*Positions afford us the “**right**” to make decisions, but the key is to use our positions to make the “**right**” decisions.*

Ethical Decisions

One BAD Apple

- Although there is the accountability to ourselves as individuals to do the right thing as a CHIEF, it is not just the individual CHIEF who suffers when one does wrong.
- “What’s said in the Mess, stays in the Mess” is a message that describes how we can disagree and have differences as a functional Mess; free to provide input to the process and come out in UNITY...
- It is NOT permission to cover our tracks, provide blind loyalty, and violate our ethical obligations to the Navy, our Sailors, and ourselves.

Ethical Decisions

Summary

- CPO Creed
- Importance of Trust
- Definitions of Ethics
- Ethical Alignment
- Discussions
- Examples of unethical behavior
- Effects of unethical behavior

Influence and Honesty



Module 5.1

MAY 2019 Version 2.0

Influence and Honesty

Objectives

- 5.1a Define and discuss influence and honesty as they relate to the CPO Creed.
- 5.1b Analyze and discuss the types of influence and how it relates to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.
- 5.1c Analyze and discuss how honesty affects an individual's ability to influence others and how they relate to Chief Petty Officers leading and mentoring junior, peers, and senior personnel.
- 5.1d Discuss how influence and honesty impact the command, the mission, and the Navy and how they relate to the Chief Petty Officers.

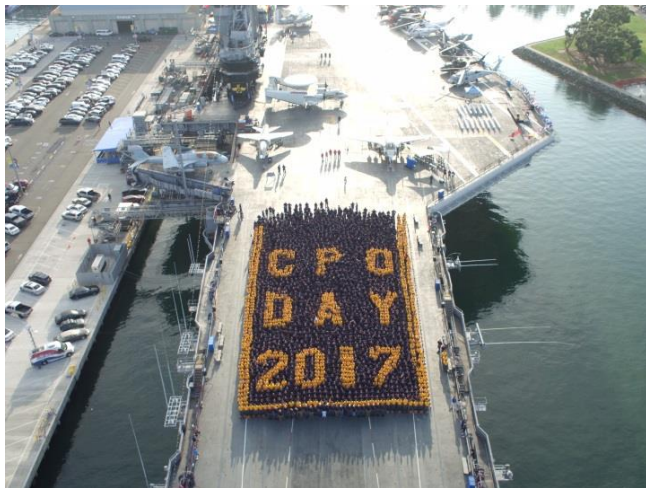
Influence and Honesty

Overview

- CPO Creed.
- Definition of types of influence and honesty.
- Analyze influence and honesty.
- Discuss importance of influence and honesty as they relate to Chief Petty Officers.

Influence and Honesty

...It is required that you be the fountain of wisdom, the ambassador of good will, the authority in personal relations as well as in technical applications. "Ask the Chief" is a household phrase in and out of the Navy. You are now the Chief. The exalted position you have achieved – and the word exalted is used advisedly – exists because of the service, character, and performance of the Chiefs before you. It shall exist only as long as you and your fellow Chiefs maintain these standards....



CPO Pride Day onboard USS Midway

CPO Creed



CPO Stewart Hedley Pearl Harbor Survivor

You Are Now The CHIEF!

Types of influence:

- **Compliance**
- **Identification**
- **Internalization**
- **Conformity**
- **Minority Influence**
- **Self-fulfilling prophecy**
- **Reactance**
- **Obedience**
- **Persuasion**
- **Psychological Manipulation**

Influence definitions:

Compliance - going along with explicit requests made by others.

Identification - assimilates an aspect, property, or attribute of the model that other provides.

Internalization - acceptance of a set of norms established by people or groups.

Conformity - change in behavior, belief, or thinking to align with those of others or with normative standards.

Minority Influence - when a majority is influenced to accept the beliefs or behaviors of a minority.

Influence definitions (cont):

Self-fulfilling prophecy - a prediction that directly or indirectly causes itself to become true due to positive feedback between belief and behavior.

Reactance - the adoption of a view contrary to the view that a person is being pressured to accept.

Obedience - giving in to the commands of an authority.

Persuasion - the process of guiding oneself or another toward the adoption of an attitude by rational or symbolic means.

Psychological Manipulation - aims to change the behavior or perception of others through abusive, deceptive, or underhanded tactics.

Honesty_(n) definition

Fairness and straightforwardness of conduct.
Truthfulness, frankness

Honest_(adj) definition

Free from fraud or deception. Legitimate, truthful

“The exalted position you have now achieved – and the word exalted is used advisedly – exists because of the attitude and performance of the Chiefs before you. “

Importance of honesty:

- Good order and discipline
- Trust
- Perceptions
- Fairness
- Equal opportunity for everyone
- Able to lead (respect)
- Teamwork

Command, Mission, and Navy Impact:

- Good order and discipline
- Moral
- Organizational culture
- Trust
- Motivation
- Performance

Summary

- CPO Creed.
- Definition of types of influence and honesty.
- Analyze influence and honesty.
- Discuss importance of influence and honesty as they relate to Chief Petty Officers.

Positive or Negative, **Chiefs influence everyone** around them!

Motivation and Engagement



Module 6.0

MAY 2019 Version 2.0

Motivation and Engagement

Objectives

6.0a Analyze and discuss the importance of team and individual motivation and engagement as it relates to the CPO Creed.

6.0b Analyze and discuss the definition of Motivation and engagement how it relates to Chief Petty Officers in leading up, down, laterally and across the organization.

6.0c Analyze and discuss roles, goals, purpose and recognition as they relate to motivation and engagement.

Motivation and Engagement

Overview

- CPO Creed
- Define and discuss motivation as it relates to the CPO Creed, the Mess and the Chief
- Define and discuss being engaged as it relates to the CPO Creed, the Mess and the Chief

Motivation and Engagement

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

CPO Greed



Your **Motivation** and **Engagement** will determine your success!

Motivation and Engagement

Motivation defined:

Cambridge – Enthusiasm for doing something

Oxford – A reason or reasons for acting or behaving a particular way

Merriam-Webster – The act or process of motivating / the condition of being motivated

Engagement defined:

Cambridge – The process of encouraging people to be interested in the work of an organization, etc

Merriam-Webster – Emotional involvement or commitment

“No good decision was ever made in a swivel chair.”
– General George S. Patton, U.S. Army

Motivation and Engagement

Extrinsic Motivation

Desire to fulfill action based on external cues (gain rewards or avoid consequences)

Vs.

Intrinsic Motivation

Desire to fulfill action based on internal cues (enjoyment or interest in action)

Motivation and Engagement

Team Motivation

1. Defined roles – Understand position in the team and have clearly defined responsibilities and duties
2. Goals – More passionate about effort when achievable goals are defined. Feeling of progress is a positive, intrinsic motivator that appeals to almost everyone.
3. Purpose – Need to feel effort matters, show how contribution fits into the bigger picture
4. Recognition – Even intrinsically motivated people desire to be rewarded, it keeps the fire burning

Motivation and Engagement

Engagement

1. Start early
2. Encourage professional development
3. Ensure organization/team goals are understood
4. Provide recognition
5. Don't micromanage – give clear guidance and expectations

“Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity.” – General George S. Patton, U.S. Army

Motivation and Engagement

Activity: Motivation and Engagement;



- How are these traits different from your performance over these past few weeks?
- List five ways you are going to motivate your junior, peers and senior personnel.
- List five ways you are going to be engaged with your junior, peers and senior personnel.

Motivation and Engagement

Summary

- CPO Creed.
- Definition Motivation and Engagement.
- How to motivate a team, individual ourselves.

Acceptance



Module 6.1

MAY 2019 Version 2.0

Acceptance

OBJECTIVES

- 6.1a Discuss and define Acceptance as it relates to the CPO Creed
- 6.1b Analyze and discuss the history of the initiation process
- 6.1c Importance of Acceptance by the CPO Mess
- 6.1d Discuss continuing the conversation after acceptance

Acceptance

Overview

- The CPO Creed
- Definition and importance of Acceptance
- History and goal of initiation
- Importance of being accepted
- Continuing the conversation after Acceptance

Acceptance

You must first understand trust:

“Your faith in the fellowship of the Chief Petty Officer was necessary...The goal was to instill in you that trust is inherent with the donning of the uniform of a Chief.”

To reach acceptance:

“...We take deep and sincere pleasure in clasping your hands, and accepting you as a Chief Petty Officer in the United States Navy.”

CPO Creed

Acceptance

The Why – Vision of the Chief Petty Officer:

“A senior enlisted force that serves first and foremost as Deck-plate Leaders committed to developing Sailors and enforcing standards; remains responsive, aligned and well-connected to both leadership and Sailors; and conducts itself in a consistently professional, ethical, and traditional manner.”

CPO MVGP

Acceptance

Old Initiation
Induction
Transition
CPO 365
CPO Initiation

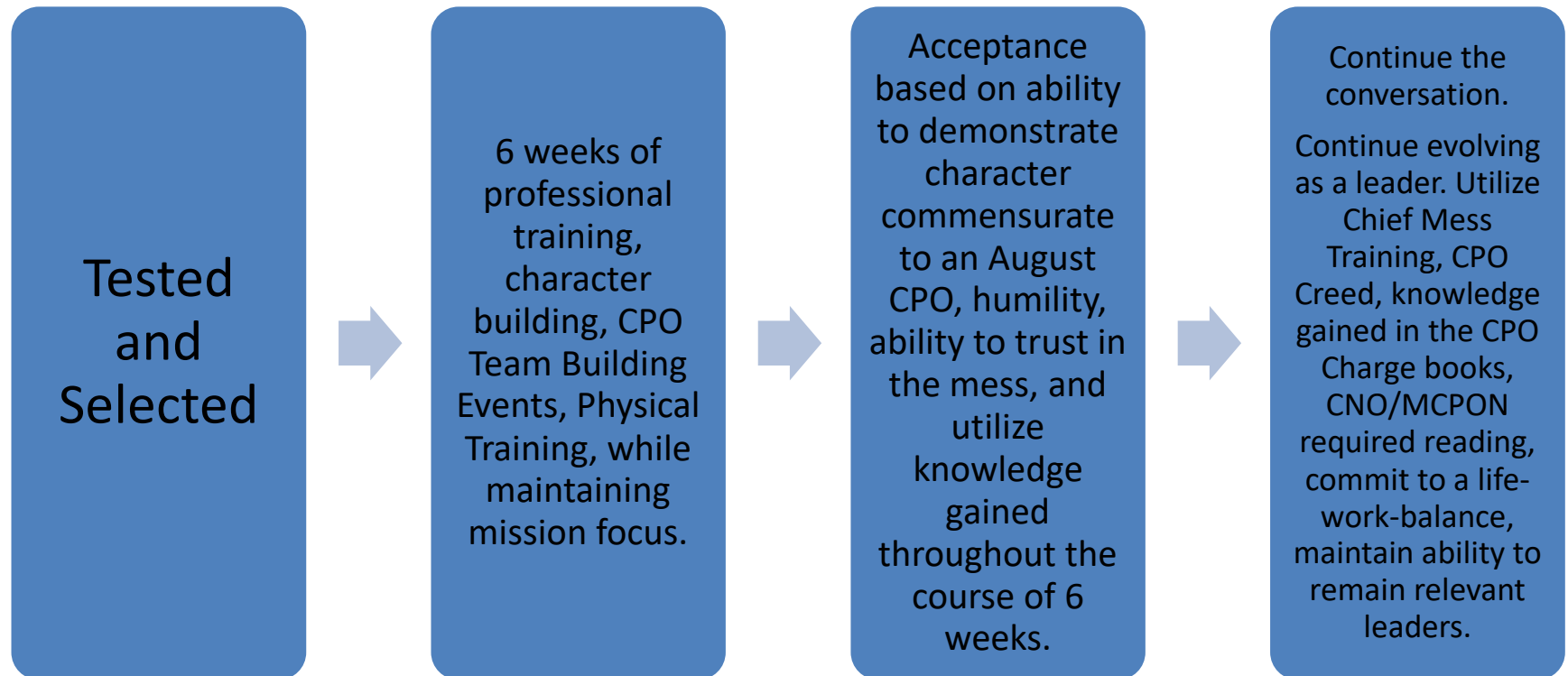
“Not all experience the same
sentiment while doing the exact
same activity”

Acceptance

Goal for initiation

- *“Challenge is good; a great and necessary reality which cannot mar you...”* CPO Creed
- Evolve selectee leadership into team builders who are selflessly focused on mission accomplishment through challenging selectees mentally, physically, and emotionally.

Acceptance



Acceptance

“During the course of initiation, you have been caused to humbly accept challenge and face adversity.”

The Making of a Chief

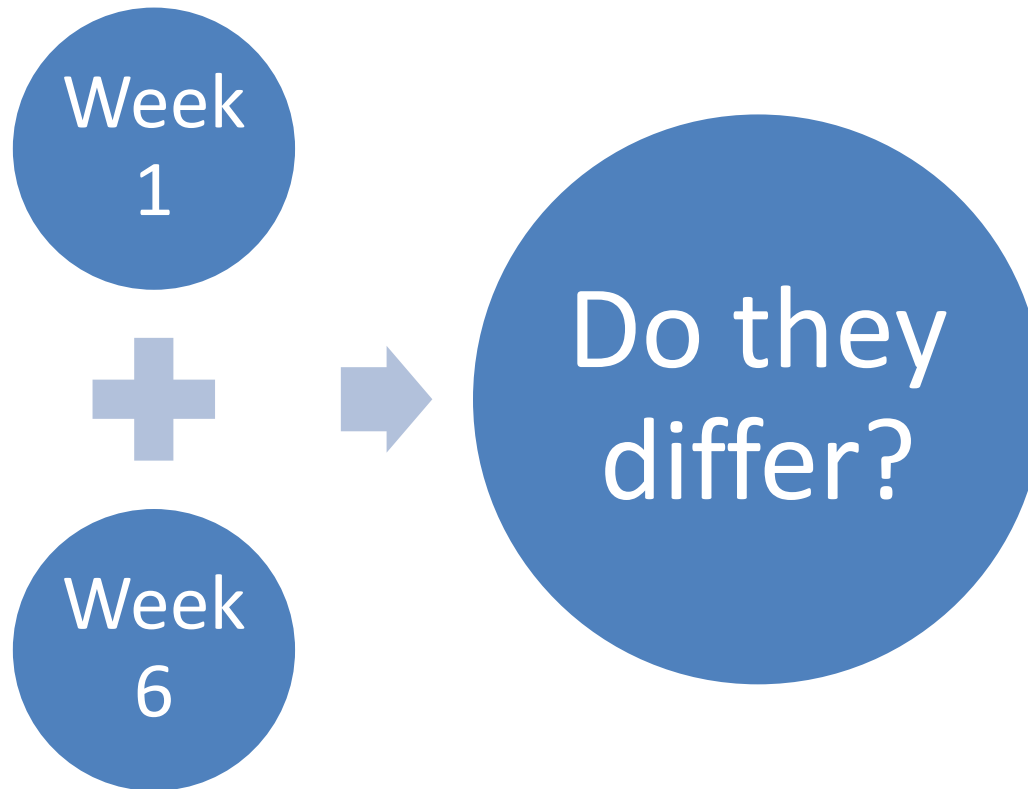
<https://www.youtube.com/watch?v=jcolegY4Pg>

Initiation + CPO Creed = The Chief



Acceptance

Activity: What do you bring to the Mess?



Identify your flaws. Is it writing evals, conflict management, developing briefs? How do you improve?? Constantly work to improve! Leadership is not tied to a single qualification, but it is a never ending pursuit to develop and improve.

Acceptance

“I was initiated in Pensacola in 1982. Believe it or not, I was apprehensive about initiation but looking forward to it. I have to say, it was the more challenging and humbling experiences of my life and man was I proud. It was years later that I realized that I could walk into any Chief’s mess or Chief’s office in the world and feel perfectly welcome. I could strike up a conversation with any Chief or ask for assistance and know I had his or her full attention. Like “Cheers” it is good to go where everyone knows your name – Chief.”

Chief Larry Hensley

August 7, 2010

Defining a Chief Petty Officer

“A Visible, Confidently Humble Chief Petty Officer, leading our Navy team forward!” (Change with Laying the Keel update)

Acceptance

Your performance has assured us that you will wear "the hat" with the same pride as your comrades in arms before you.



Acceptance

Summary

- The CPO Creed
- Definition and importance of Acceptance
- History and goal of initiation
- Importance of being accepted
- Continuing the conversation after Acceptance