Chief Petty Officer Initiation

Teaching to the Creed

Our goal is to develop a program resulting in a leader who exemplifies the core values, competencies and understand the expectations of a Chief Petty Officer stated in the CPO Creed. The importance of Chief Petty Officer Initiation is to ensure our sailors are successful as we continue to stay ahead of our competition. This is accomplished through intentional education, preparation and empowerment. Our Navy’s future is now and we must develop a force that complements our Design for Maintaining Maritime Superiority.

Teaching to the Creed:
The CPO Creed is read each year at every CPO Pinning Ceremony. It’s what newly-pinned CPOs, their families, their sailors, their officers and their fellow Chiefs hear and come to understand as the ideals, values and expectations of a CPO. The eloquently flowing phrases in the Creed align all CPOs and energize them to provide vigorous leadership, enabling our Navy Team to fight and win in any environment – from sea floor to space. During initiation training, CPOs will educate and develop CPO Selectees to the individual and institutional ideals embedded on the Creed using a provided curriculum. This curriculum enables Senior Enlisted Leaders a way to effectively and efficiently deliver this training to Chief Selects.
This course also allows the flexibility for each command, unit, platform, organization or community to add specific items that are inherent to the success of their people and mission. This course should be viewed as executive level education to create discussion and experiences from CPOs and Chief Selectees. We must ensure we are appointing the right/qualified individual to educate our Chief Selectees on this curriculum and involve Officers where possible and appropriate. Each module is design to be a 50 minute lesson, but can be increased based on additional information added or length of discussions.
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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.
Facilitator Guide

1.00 Leadership, Advocacy, Tradition, and Trust

Discussion Point

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. Pursuit of Excellence video
   3. Define Leadership, Advocacy, Tradition and Trust
   4. History of the Charge book & Initiation
   5. Exercise

Related Instructor Activity

Display S 1.0-1.
A. Introduce yourself and lesson module.

Display S 1.0-1.
1. Discuss purpose of the lesson.

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

Display S 1.0-2 (E0s).
ATTENTION TO THE CREED. Follow the hyperlink.

Display S 1.0-3 (Overview)
Display S 1.0-4
Discuss the 1st paragraph of the creed. Explain what you will be discussing.
Discussion Point

II. Presentation

A. CPO Creed section One (1).

Related Instructor Activity

DISPLAY S 1.0-4

The Chief Petty Officer Creed:

Leadership: The pursuit of Excellence (vid.). (SLIDE 1.0-5)

Read:
“The only place success comes before work is in the dictionary.” Vince Lombardi.

Thought Provoking Questions:

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

How does Vince Lombardi’s quote pertain to leadership and advocacy in the Navy? How is success measured?

What factors of Tradition and Trust is Coach Lombardi trying to convey?

DISPLAY Slide 1.0-6

Video: Vince Lombardi’s Speech
https://www.youtube.com/watch?v=mSQvXic_n1s

Discussion Points:
1.00 Leadership, Advocacy, Tradition, and Trust

Discussion Point

B. Advocacy, Tradition and Trust. Video: What is advocacy? By: Kate Mercer (you tube video)

- 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?
- What is your leadership style? Does it work, all the time?

DISPLAY S 1-00-7.

- The next video provides us with an understanding of advocacy.
  Play video: https://www.youtube.com/watch?v=NnOk2rTz468
- Do you trust in our traditions or trust in the CPO Mess?

- Give specific examples of who and what you trust?
  Ask the question, What do the definitions mean to you?

C. Definitions

DISPLAY S 1.0-8

Have students read definitions

ASK: Why are these characteristics important as a leader?

- In regards to the quote
  As a Chief Select, can anyone provide an example when you had to make a significant leap of trust?
1.00 Leadership, Advocacy, Tradition, and Trust

Discussion Point

- How did it impact your situation?
- Direction (have each Sailor give example of advocacy, traditions and trust)

D. Charge Book

E. Practical Exercise

DISPLAY S 1.0-9
- 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?

DISPLAY S 1.0-10
- Have students read slide 10

DISPLAY S 1.0-11
- Practical Exercise:

  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, 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
1.00 Leadership, Advocacy, Tradition, and Trust

Discussion Point

F. Summary

- 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.

G. References

Related Instructor Activity

The below URL accesses the CNO msg DTG 231853ZJUL05  ALL AHEAD FULL http://www.news.navy.mil/palib/cno/speeches/mullen050723.txt
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.”
<table>
<thead>
<tr>
<th>Discussion Point</th>
<th>Related Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00 Leadership, Advocacy, Tradition, and Trust</td>
<td></td>
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</tbody>
</table>
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 leading junior peers and senior personnel.

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.
Leadership, Advocacy, Tradition and Trust

Overview

• Chief’s Creed
• Pursuit of Excellence Video
• Definition Leadership, Advocacy, Tradition and Trust
• History of the Charge Book/Initiation
• Exercise
• Summary
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](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
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?

[https://www.youtube.com/watch?v=NnOk2tTz468](https://www.youtube.com/watch?v=NnOk2tTz468)  (What is advocacy? – Kate Mercer)
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
Leadership, Advocacy, Tradition and Trust

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?

- CPO 365
  - What does it mean for you?
Our Charge Book


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.
LEADERSHIP, ADVOCACY, TRADITION AND TRUST

PEER GROUP EXERCISE

TRUST!
Summary

• ALWAYS REMEMBER!

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


Student Preparation Material

A. Student Support Material

   1. Syllabus 2.0.

B. Reference Publications

   1. The Chief Petty Officer Creed.
Module 2.0 Character and Competence

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


Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan

1. Slideshow
   a. S 2-00-1 – S 2-00-15

3. Practical Exercises
   a. PE 2-00-13

4. Video Tape:

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

6. Support Equipment
   a. VAP or SMART Board and Butcher Paper
   b. Markers
   c. Audio/Video Equipment

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. First period: A through end.
Module 2.0 Character and Competence

Discussion Point

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

Related Instructor Activity

Display S 2.0-1.
A. Introduce yourself and lesson module.
   1. Discuss purpose of the lesson.
   2. Provide a motivating statement on the importance of the subject matter.

Display S 2.0-2 (EOs).

Display S 2.0-3 (Overview)

Leadership Seven Cs
II. Presentation

A. CPO Creed module three.

B. Challenge

---

DISPLAY S 2.0-04

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
Discussion Point

C. Leadership Seven Seas

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

D. Definition of Character

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

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?

Display S 2.0-5

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?
D. Definition of Competence

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

E. Definition of Courage
Discussion Point

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

Related Instructor Activity

- 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 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)

Display S 2.0-9.
Note: Let the students read the definition

F. Definition of Commitment

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

- 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
Module 2.0 Character and Competence

Discussion Point

G. Definition of Caring

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

- 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)

Display S 2.0-11.
Note: Let the students read the definition

- Ask the question, what does the definition mean to you?

Related Instructor Activity

- Does the quote mean to you as a leader?
- How do you know if a leader has courage? (Facilitator picks an attendee)
Discussion Point

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

I. Definition of Community

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

Related Instructor Activity

- In regards to the quote at the bottom of the slide: “To have empathy, compassion and consideration is an essential aspect of effective leadership.”
  
  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 S 2.0-12.
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
Discussion Point

J. Peer Group Exercise

Seven Cs of Leadership

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

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

Related Instructor Activity

effectively? (Facilitator picks an attendee)

Display S 2.0-13.
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 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)

DISPLAY S 2.0-14

- Practical Exercise:

- 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
Discussion Point

- 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

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)

DISPLAY S 2.0-15

- 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
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
“...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 defined:

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

Character is the most important Leadership C.
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 it 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.”

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
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
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 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.
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.

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. The Chief Petty Officer Creed


3. The Blue Jackets Manual

4. The CPO Mission, Vision & Guiding Principles

Student Preparation Material

A. Student Support Material

1. Syllabus 3.0.

B. Reference Publications

1. The Chief Petty Officer Creed

2. The Blue Jacket’s Manual

3. CPO Mission, Vision & Guiding Principles

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required
1. Personalized lesson plan

2. Slideshow
   a. S 3.0-1 – S 3.0-15

3. Practical Exercises
   a. PE 3-00-1

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. First period: 1 hour.
Discussion Point

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 – Section 4
      2. Credibility and its importance
      3. Unique duties and responsibilities of a CPO
      4. How CPOs differ from other E7s

Related Instructor Activity

A. Introduce yourself and lesson module.

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

Display S 3.0-1.

Display S 3.0-01.

Display S 3.0-02 (EOs).

Display S 3.0-03

Display S 3.0-04

Blank Screen
Discussion Point

II. Presentation

A. CPO Creed section four (4).

DISPLAY S 3.0-04

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

Display S 3.0-05.

Note: Let the students read the definition

- Ask the question, “What does the definition
C. Building Trust & Toxic Behavior

- 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?

D. Credibility and Leadership

- Discuss the importance of “walking the walk” as a Chief Petty Officer.

DISPLAY S 3.0-07

- How does credibility impact ability to lead?
<table>
<thead>
<tr>
<th>Discussion Point</th>
<th>Related Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>E. Responsibilities and Privileges</strong></td>
<td>- Give examples for each group:</td>
</tr>
<tr>
<td></td>
<td>Enlisted</td>
</tr>
<tr>
<td></td>
<td>Peers</td>
</tr>
<tr>
<td></td>
<td>Junior Officers</td>
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**DISPLAY S 3.0-08**

|                                                                                   |                                                                                                                                                           |
|                                                                                  | - Have students read excerpt from 1918 Bluejackets Manual                                                                                               |
|                                                                                  | - DISCUSSION: Does this apply to today’s Navy? If so, how?                                                                                                |

**DISPLAY S 3.0-09**

|                                                                                   |                                                                                                                                                           |
|                                                                                  | - **Practice Exercise:**                                                                                                                                  |
|                                                                                  | - 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                                                                                                                             |
Discussion Point

G. Differences between Navy Chief and other service E7

Related Instructor Activity

DISPLAY S 3.0-10

DISPLAY S 3.0-11
- ASK: What is the difference between Navy Chief and other Service E7?
- Discuss history of Navy Chief

Display S 3.0-12
- Students read slide

Display S 3.0-13
- Summary
- Recap main point from the presentation

Questions

- Questions
Module 3.0 Credibility of a Chief vs E7

Discussion Point

Related Instructor Activity

The below URL accesses the CNO msg DTG 231853ZJUL05  ALL AHEAD FULL
en050723.txt
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 and laterally.

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.
Overview

• CPO Creed – section 4.
• Definition CREDIBILITY.
• Unique responsibilities and privileges.
• How a CPO differs from E7s of other services.
...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...
- *Sailors*
- *Peers*
- *Junior Officers*

What’s the difference: loyalty to the institution vs loyal to individuals?
Credibility of a Chief vs E7

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 that is steeped in 125 years of tradition and heritage.

How do Navy Chiefs differ from the E7s of the other branches?
Credibility of a Chief vs E7

Navy Chief vs Other Service E7

WHILE IN AFRICA, YOU MAY ENCOUNTER ANY OF VARIOUS DEADLY CREATURES.

THIS IS THE AFRICAN COBRA. IF YOU HAVE A RUN IN WITH ONE OF THESE, GET TO THE EMF IMMEDIATELY.

THIS IS THE GREEN MAMBA, CONSIDERED TO BE ONE OF THE DEADLIEST SNAKES ON THE PLANET.

IF YOU'RE BITTEN, YOU HAVE A VERY SHORT WINDOW TO GET MEDICAL ATTENTION.

AND THIS IS A NAVY CHIEF.

IF THIS ONE GETS A HOLD OF YOU, JUST GO AHEAD AND MAKE YOUR PEACE WITH GOD.
Summary

• CPO Creed
• Definition CREDIBILITY.
• Unique responsibilities and privileges.
• How a CPO differs from E7s of other services.
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 a 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 then 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.
Module 3.1 Teamwork and Loyalty

Learning Outcome

3.1 Upon completion of this block of instruction, the student will have gained and 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. The Chief Petty Officer Creed

2. The Blue Jackets Manual

3. The CPO Mission, Vision & Guiding Principles

Student Preparation Material

A. Student Support Material

1. Syllabus 3.00.

B. Reference Publications

1. The Chief Petty Officer Creed

2. The Blue Jacket’s Manual

3. CPO Mission, Vision & Guiding Principles

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required
Module 3.1 Teamwork and Loyalty

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. First period: One hour.

1. Personalized lesson plan
2. Slideshow
   a. S 3-1-1 – S 3-10-14
3. Practical Exercises
   a. PE 3-10-1
4. Support Equipment
   a. VAP or SMART Board and Butcher Paper
   b. Markers
Module 3.1 Teamwork and Loyalty

Discussion Point

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. CPO Creed – section 3.1.
      2. TEAMWORK and LOYALTY.
      3. Our “responsibility to comrades” and vice versa.
      4. Fellowship within the Chiefs’ Mess.

Related Instructor Activity

Display S 3-1-1.
A. Introduce yourself and lesson module.
   Display S 3-1-1.
   1. Discuss purpose of the lesson.
B. Provide a motivating statement on the importance of the subject matter.
   Display S 3-1-2 (EOs).
   Display S 3-1-3

Blank Screen
Module 3.1 Teamwork and Loyalty

Discussion Point

II. Presentation

A. CPO Creed section four (4).

DISPLAY S 3-1-04

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

DISPLAY S 3-1-5.

Note: Let the students read the definition

- Ask the question, “What does the definition
Facilitator Guide

Module 3.1 Teamwork and Loyalty

Discussion Point

Related Instructor Activity

mean to you?"

- Why is teamwork so important to the Chiefs’ Mess?

- How do you inspire teamwork within your division/department/command?

**Display S 3-1-6.**

- 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 main the chain stronger?"

- Have you been putting in effort in the CPO Process as a Team/Individual?

**DISPLAY S 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

D. Responsibility to Comrades

Related Instructor Activity

DISPLAY S 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 S 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 S 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

E. Fellowship in the Chiefs’ Mess
Discussion Point

Related Instructor Activity

their info)

DISPLAY S 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?

F. Hierarchy of the Chiefs’ Mess
- Discuss the importance of interpersonal relationships to the Chiefs’ Mess.

DISPLAY S 3-1-12
- Discuss the roles and responsibilities of the following:
  - MCPON
  - FLTCM
  - FORCM
  - CMDCM
  - MCPO
  - SCPO
  - CPO
- Answer the question on the slide.
Module 3.1 Teamwork and Loyalty

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

**DISPLAY S 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.

**DISPLAY S 3-00-14**
- Read the SUMMARY bullets.
- Ask the students if they have any questions.
<table>
<thead>
<tr>
<th>Discussion Point</th>
<th>Related Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>231853ZJUL05 ALL AHEAD FULL</td>
<td><a href="http://www.news.navy.mil/palib/cno/speeches/mullen050723.txt">http://www.news.navy.mil/palib/cno/speeches/mullen050723.txt</a></td>
</tr>
</tbody>
</table>
Teamwork & Loyalty

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.
Teamwork & Loyalty

Overview

• CPO Creed – section 4.
• TEAMWORK and LOYALTY.
• Our “responsibility to comrades” and vice versa.
• Fellowship within the Chiefs’ Mess.
• Hierarchy of the Chiefs’ Mess.
...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
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?
A chain is only as strong as its weakest link.
Teamwork & Loyalty

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 4
• TEAMWORK and LOYALTY.
• Our “responsibility to comrades” and vice versa.
• Fellowship within the Chiefs’ Mess.
• Hierarchy of the Chiefs’ Mess.
Facilitator Guide

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. The Chief Petty Officer Creed.

2. Humility is the New Smart, Katherine Ludwig, Edward D. Hess. Batten Institute for Entrepreneurship and Innovation.

3. MCPON Message to the Mess (26Jan18).

Student Preparation Material

A. Student Support Material

1. Syllabus 4.0.

B. Reference Publications

1. The Chief Petty Officer Creed.


3. MCPON Message to the Mess (26JAN18).

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan

1. Slideshow

   a. S 4-0-1 – S 4-0-11
3. Practical Exercises
   a. PE 4-0-1
   b. PE 4-0-2

5. 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. First period: A through end.
Discussion Point

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

Related Instructor Activity

A. Introduce yourself and lesson module.

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

Display S 4-0-1.

1. Discuss purpose of the lesson.

Display S 4-0-2 (EOs).

Display S 4-0-3

Blank Screen
Discussion Point

II. Presentation

A. CPO Creed section four (4).

Related Instructor Activity

DISPLAY S 4-0-04

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?

Display S 4-0-5.
Module 4.0 Humility

Discussion Point

B. Definition of Humility
   Definition of Pride

   Note: Let the students read the definitions

   - ASK: What do these definitions mean to you?
   - ASK: Are there positive and negative attributes associated with humility? Does humility lead to 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?
   - ASK: How do your Sailors view you – humble, prideful, or arrogant? Are you sure?
   - ASK: As Sailors, we took an oath to serve. What does that mean to you as a leader and as a Chief Petty Officer in regards to service and humility?

C. Spectrum of Pride
Display S 4-0-6.

- 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 it 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
Discussion Point

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

Related Instructor Activity

questioning norms.

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

**DISPLAY S 4-0-7**

- **Practical Exercise:**

- On a small sheet of paper, 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. (5 minutes – 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. Carry this sheet of paper with you from here on out, and stop to look at it periodically. This question, and the reflection it demands, should follow you for the rest of your career. The attributes you seek to embody may mature over the years, but the requirement to accurately assess your own behavior will never change.

D. Humility and the CPO Creed
Discussion Point

**DISPLAY S 4-0-08**

- **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?

- **ASK:** During this process, have you thought more about yourself, or others? Give examples.

**DISPLAY S 4-0-9**

- **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 Chiefs face is the temptation to feel like you have “arrived.” The Chief Petty Officer.

E. The Best CPO Selectee
Module 4.0 Humility

Discussion Point

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.

- 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 S 4-0-10**

- **Practical Exercise:**

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

Related Instructor Activity
Module 4.0 Humility

Discussion Point

- If at any point you have zero paperclips in your 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?

DISPLAY S 4-0-11

- 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 quiet, humble, servant leader?
Module 4.0 Humility

Discussion Point

Related Instructor Activity
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
  ➢ Spectrum of Pride
  ➢ Activity: What kind of Chief do I want to be?
• Humility and the CPO Creed
  ➢ Activity: The Best CPO Selectee
“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.”

CPO Creed
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”

“2) the quality of having an excessively high opinion of oneself or one’s importance”
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
- Undervalues oneself
- Submissive
- Excessively modest
- Poor self-esteem
- Lacks confidence

HUMBLE

ARROGANT
- Self absorbed and self-serving
- Aggressive and hostile
- Craves spotlight
- Entitled, defensive
- Obsessed with dominance
Activity: What Kind of Chief Do I Want to Be?

On a small sheet of paper, write down this question, plus three traits and attributes you aspire to embody once you don the uniform. Carry this paper with you from here on out, and stop to look at it periodically.

- How are these traits different from your performance over these past few weeks?
- What resources will you use to listen, learn, and grow as a leader?
- When will you become the Chief you want to be?
Humility and the CPO Creed

- “During the course of this day 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 demonstrated today.”
- “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!**
Humility

Activity: 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.

If at any point you have zero paperclips in your 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.

- 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

“True humility is not thinking less of yourself, it is thinking of yourself less.”
C. S. Lewis
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. 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. The Chief Petty Officer Creed:


Student Preparation Material

A. Student Support Material


B. Reference Publications

1. The Chief Petty Officer Creed:


Module 4.1 Interpersonal Relationships

C. Instructional Materials Required

1. Personalized lesson plan
2. Slideshow
   a. S 4-1-1 – S 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. First period: A through end.
Module 4.1 Interpersonal Relationships

Discussion Point

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. CPO Creed.
   2. Definition interpersonal relationships.
   3. Analyze interpersonal relationships.
   4. Discuss importance of interpersonal relationships as Chief Petty Officers.

Related Instructor Activity

Display S 4-1-1.
A. Introduce yourself and lesson module.

Display S 4-1-2.
1. Discuss purpose of the lesson.
B. Provide a motivating statement on the importance of the subject matter.

Display S 4-1-3 (EOs).
Module 4.1 Interpersonal Relationships

II. Presentation

A. CPO Creed module four.

B. Types of interpersonal relationships

C. Friendship definition

DISPLAY S 4-1-4

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

- Ask questions to stimulate discussion: “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?
- Ask, Can interpersonal relationships affect good order and discipline? Can they affect the command ability to meet the mission?

DISPLAY S 4-1-5.

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

DISPLAY S 4-1-6.
Module 4.1 Interpersonal Relationships

Discussion Point

D. Romance/Love definition

E. Platonic definition

F. Family definition

Related Instructor Activity

Note: Ask for volunteers to read each definition

- Ask, do friendships support or conflict with good order and discipline? How?

- Ask, do you expect any changes in current friendships as you (or your friend) advances?

DISPLAY S 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 friendships as you (or your friend) advances?

DISPLAY S 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?

- Do you have any examples when family relationship could pose a concern? How do
Module 4.1 Interpersonal Relationships

Discussion Point

G. Professional

DISPLAY S 4-1-9

Note: Ask for volunteers to read each definition

- 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?

H. Importance of appropriate interpersonal relationships

DISPLAY S 4-10-10

- Understanding the various types of relationships, why is it important to maintain appropriate ones? Discuss multiple examples.

I. Challenges to maintaining appropriate interpersonal relationships

Display S 4-1-11

- Ask, what are the challenges?
## Module 4.1 Interpersonal Relationships

### Discussion Point

<table>
<thead>
<tr>
<th>Related Instructor Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask, what are some ways to overcome these challenges?</td>
</tr>
<tr>
<td>- Ask, what is the result if the entire CPO Mess is not working together to overcome these challenges?</td>
</tr>
</tbody>
</table>

#### J. Command, Mission, and Navy Impact

<table>
<thead>
<tr>
<th>Display S 4-1-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Ask, how do interpersonal relationship of all types influence, command, mission, and Navy?</td>
</tr>
<tr>
<td>- Ask, are you doing your part to support good order and discipline through your choices or interpersonal relationships?</td>
</tr>
<tr>
<td>- Ask, is your CPO Mess doing its part?</td>
</tr>
</tbody>
</table>

### Summary

<table>
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<tr>
<th>Display S 4-1-13</th>
</tr>
</thead>
</table>
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 relationship 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.
...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!
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.
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.
Importance of appropriate interpersonal relationships with Junior, Peers and Senior personnel:

- 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

Command, Mission, and Navy Impact

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

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

You are now the Chief!
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. The Chief Petty Officer Creed.


Student Preparation Material

A. Student Support Material

1. Syllabus 5.0.

B. Reference Publications

1. The Chief Petty Officer Creed.

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan

1. Slideshow

a. S 5-0-1 – S 5-0-11

3. Practical Exercises
a. PE 5-0-1

5. 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. First period: A through end.
Module 5.0 Ethical Decisions

Discussion Point

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 Ethics
   3. Bathsheba Syndrome
   4. Activity: What kind of Chief do I want to be? PE 5-0-1
   5. One bad apple

Related Instructor Activity

A. Introduce yourself and lesson module.

   Display S 5-0-1.

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

   Display S 5-0-2 (EOs).
Discussion Point

II. Presentation

A. CPO Creed section five (5).

Related Instructor Activity

DISPLAY S 5-0-04

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.
### Discussion Point

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<thead>
<tr>
<th>B. Definition of Ethics</th>
<th>Related Instructor Activity</th>
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<tbody>
<tr>
<td></td>
<td><strong>Display S 5-0-5.</strong></td>
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<tr>
<td></td>
<td>Note: Let the students read the definitions</td>
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<tr>
<td></td>
<td>- ASK: Do we all come into the Navy with the same ethics? Where do our values, morals, and ethics come from?</td>
</tr>
<tr>
<td></td>
<td>- 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.</td>
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<tr>
<td></td>
<td>- 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”.</td>
</tr>
</tbody>
</table>

| C. The Bathsheba Syndrome                                                                | **Display S 5-0-6.**         |
Discussion Point

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

- **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?

C. Bathsheba Syndrome (Modern Examples)
Module 5.0 Ethical Decisions

Discussion Point

C. Activity

D. One BAD Apple

Related Instructor Activity

- Display S 5-0-7.

- ASK: How did these decisions affect the individual? How did they affect those that trusted them?

DISPLAY S 5-0-8

- Practical Exercise:

- 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.

DISPLAY S 5-0-09
Module 5.0 Ethical Decisions

**Discussion Point**

- 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.

**Summary**

**DISPLAY S 5-0-10**

- ASK: Does the gravity of the trust about to be bestowed upon you have a different perspective now than before the module? How?
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
“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.”
Ethical Decisions

Ethics defined:

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

“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
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 Patraeus

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

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

“Relativity applies to physics, not ethics.”
A. Einstein
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 Officer 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. The Chief Petty Officer Creed:


Student Preparation Material

A. Student Support Material

1. Syllabus 5.1.

B. Reference Publications

1. The Chief Petty Officer Creed:


C. Instructional Materials Required

1. Personalized lesson plan

2. Slideshow
Module 5.1 Influence and Honesty

a. S 5-1-1 – S 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. First period: A through end.
Module 5.1 Influence and Honesty

Discussion Point

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. 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.

Related Instructor Activity

Display S 5-1-1.

A. Introduce yourself and lesson module.

Display S 5-1-2.

1. Discuss purpose of the lesson.

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

Display S 5-1-3 (EOs).
II. Presentation

A. CPO Creed section five (5).

- 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 Questions below before Display S 5-1-5.)
Discussion Point

C. Types of influence definitions

D. Honesty/Honest definition

E. Importance of honesty

Related Instructor Activity

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

ASK: Can anyone provide an example of one?

Display S 5-1-6 and S 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?

DISPLAY S 5-1-8

- ASK: Does honesty affect good order and
Module 5.1 Influence and Honesty

Discussion Point

F. Command, Mission, and Navy Impact

- ASK: Can you provide an example of a Chief that was dishonest?
- What happened?
- How did you try to prevent his/her actions?
- ASK: does honesty affect one’s ability to influence others? How?

Summary

- 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?

Related Instructor Activity

DISPLAY S 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.

Display S 5-1-10

- Ask, How does one’s ability to influence Sailors affect the command? The mission? The navy as a whole?
Module 5.1 Influence and Honesty

Discussion Point

- ASK: What is the result if the entire CPO Mess is not working together to maintain actual and 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?

Display S 5-1-11
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 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.
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 Creed

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.
Influence and Honesty

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.
Influence and Honesty

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!
Learning Outcome

6.0 Upon completion of this block of instruction, the student will have developed 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 how it relates to Chief Petty Officers in leading junior, peers and senior personnel.

6.0c Analyze and discuss effort, persistence, direction and goals as it relates to motivate and engagement to juniors, peers, seniors.

Curriculum Development References

1. The Chief Petty Officer Creed:

Student Preparation Material

A. Student Support Material

B. Reference Publications

1. The Chief Petty Officer Creed:

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized facilitator guide

2. Slideshow

   a. S 6-0-1 – S 6-0-07

3. Support Equipment
Module 6.0 Motivation and Engagement

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. First period: A through end.
I. Introduction

A. Attention
   1. Establish contact

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

C. Overview
   1. The CPO Creed
   2. Define and discuss motivation as it relates to the CPO Creed, the Mess and the Chief.
   3. Define and discuss engaged as it relates to the CPO Creed, the Mess and the Chief.

Display S 6-0-1.
A. Introduce yourself and lesson module.

Display S 6-0-2.
1. Discuss overview of the lesson.
   B. Provide a motivating statement on the importance of the subject matter.
II. Presentation

A. CPO Creed section six (6).

**DISPLAY S 6-0-03**

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

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

  ASK: “What does this mean, “Your motivation and Engagement will determine your future?”

- 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: Can anyone provide an example during this process or any other time where Chiefs were not engaged?
Module 6.0 Motivation and Engagement

Discussion Point

B. Definition of Motivation
   Definition of Engagement

Related Instructor Activity

Display S 6-0-4.

Note: Let the students read the definitions

- Ask the question, What do the definitions mean to you as a Chief within the Mess?

- In regards to the quote at the bottom of the slide: “You cannot buy engagement, and you will pay for disengagement”

   ASK: As a FCPO, as a Chief Select, as a Chief, can anyone provide an example when someone was engaged or not engaged?

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

Display S 6-0-5.

- This slide provides us with more detail on motivation and being engaged.

- ASK: Have you been putting in effort in the CPO Process as a Team/Individual?

- Has your CPO Mess being putting in effort?
Discussion Point

C. Activity: 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

Why or why not?

- Persistence (Tasks-Have you completed them?)
- Direction (have them read out loud)
- Goals (Are your goals in line with each other?)

DISPLAY S 6-0-06

- 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.

STATE: There will come a point in time during the process where this may come into play: “Are you worried about favorable judgment
Module 6.0 Motivation and Engagement

Discussion Point

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.

Related Instructor Activity

from senior personnel or have you’ve taken feedback to increase your competence to make you a better leader?

Summary

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

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The below URL accesses the CNO msg DTG 231853ZJUL05 ALL AHEAD FULL

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 junior, peers and senior personnel.

6.0c Analyze and discuss effort, persistence, direction and goals as it relates to motivate and engagement to juniors, peers, seniors.
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 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 Creed

Your Motivation and Engagement will determine your future!
Motivation defined:

“the extent to which persistent effort is directed toward a goal”

Engagement defined:

“the act of engaging: the state of being engaged”

“You cannot buy engagement, and you will pay for disengagement.” Adele du Rand, professional speaker
Motivate and Engagement:

1. Effort - must be defined in relation to its appropriateness to the objectives being pursued.

2. Persistence - relates to the willingness of the individual to stay with a task until it is complete.

3. Direction - measured in terms of how persistent effort is applied in relation to the goals being pursued.

4. Goals - individual goals and organizational goals (must be compatible).
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.
Summary

• CPO Creed.
• Definition Motivation and Engaged.
• How to motivate a team, individual ourselves.
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 the definition of acceptance as it relates to Chief Petty Officer’s Initiation and the CPO Creed.

6.1b Analyze and discuss the need to accept a Chief Petty Officer.

6.1c Discuss the importance of acceptance.

6.1d Discuss the CPO Creed as the framework to acceptance.

Curriculum Development References

1. The Chief Petty Officer Creed.

2. Tradition of Change, Leuci, James L., Naval History and Heritage Command

Student Preparation Material

A. Student Support Material


B. Reference Publications

1. The Chief Petty Officer Creed.

2. Tradition of Change, Leuci, James L., Naval History and Heritage Command


4. MCPON’s Message to the Mess: 26JAN18

Instructor Preparation

A. Review assigned student support material

B. Reference Publications

C. Instructional Materials Required

1. Personalized lesson plan

1. Slideshow

   a. S 6-0-1 – S 6-0-11
Module 6.1 Acceptance

3. Practical Exercises
   a. PE 6-0-1
   b. PE 6-0-2

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. First period: A through end.
Module 6.1 Acceptance

Discussion Point

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 Initiation
      3. Definition of Acceptance
      4. Activity: What kind of Chief do I want to be? PE 7-00-1
      5. Humility and the CPO Creed
      6. Activity: The Best CPO Selectee PE 7-00-2

Related Instructor Activity

Display S 6.1-1.

A. Introduce yourself and lesson module.

Display S 6.1-1.

1. Discuss purpose of the lesson.

Display S 6.1-2 (EOs).

Display S 6.1-3

Blank Screen
Module 6.1 Acceptance

Discussion Point

II. Presentation

A. CPO Creed section six (6).

B. Discuss the definition of Initiation as it relates to CPO Creed and the process.

Related Instructor Activity

DISPLAY S 6.1-04

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

ASK: What does this phrase mean,

Display S 6.1-5.

Note: Let the students read the definition

- ASK: What do these definitions mean to you?

- 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

C. Activity:

   Initiation + CPO Creed = The Chief

Related Instructor Activity

Display S 6.1-6

- 5-10 Minutes: Split into two groups and have Selectees compare their journey to the FCPO’s in the video. Are they the same? Why/Why not?

- ASK: What professional development conversations are you going to have with FCPO now that you are the Chief?

- ASK: Can some explain their thoughts on this formula and do you believe it is true? Why do you think it is true?


- Have Selectees read the definition of Initiation.

- ASK: What does this 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?
Module 6.1 Acceptance

Discussion Point

Activity:
What do you bring to the Mess?

Discuss the importance of acceptance.

Related Instructor Activity

- **ASK:** Can someone provide an example of a Chief that is living up to this definition? Why do you think they are?

**DISPLAY S 6.1-8**

- **Practical Exercise:**
  - **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.

**DISPLAY S 6.1-9**

- **STATE:** Let’s talk about Acceptance!
  - **ASK:** What do you think it means?
  - **ASK:** Why do some Selects not get Accepted?
  - **ASK:** How does humility play a role in your acceptance as a CPO and how does it affect you as a leader?

**NOTE:** There will be many answers, will prepare
Module 6.1 Acceptance

Discussion Point

Acceptance:
Activity “Acceptance Starts with you”

Related Instructor Activity

DISPLAY S 6.1-10
- Have Chief Selects read the comments from Chief Hensley.
- ASK: What does his words mean to you?

DISPLAY S 6.1-11
- STATE: We have been through many name changes however, there are a couple of items that are consistent, What do you think they are?
- ANSWERS should be: CPO Creed and Acceptance

DISPLAY S 6-0-12
- Have each Selectee write a paragraph (5 to 10 lines) on what they think acceptance means in relationship to their performance/participation during initiation. Also, have the Selectee’s Sponsor write a
Module 6.1 Acceptance

Discussion Point

Related Instructor Activity

Summary: 

paragraph about how acceptance relates to the Selectees’ performance/participation from the Sponsor’s point of view.

DISPLAY S 6-0-13

- Let Chief Selects read the slide

STATE: It is our CPO Creed, and the definition of a Chief that is the expectation and framework to acceptance.

DISPLAY S 6-0-14
Module 6.1 Acceptance

Discussion Point

Related Instructor Activity
Acceptance

OBJECTIVES

6.1a Discuss the definition of acceptance as it relates to Chief Petty Officer’s Initiation and the CPO Creed.

6.1b Analyze and discuss the need to accept a Chief Petty Officer.

6.1c Discuss the importance of acceptance.

6.1d Discuss the CPO Creed as the framework for acceptance.
Acceptance

Overview

• CPO Creed.
• Definition of Initiation.
• Defining a Chief Petty Officer.
• Definition of 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
Initiation defined:

“Oral teachings, whose purpose is to produce a decisive altercation of the person totally different from which they possessed before initiation began.’
"It was our intention that you never forget this day."

The Making of a Chief


Initiation + CPO Creed = The Chief
Acceptance

Defining a Chief Petty Officer

“A Visible, Confidently Humble Chief Petty Officer, leading our Navy team forward!”
Activity: What do you bring to the Mess?

Do they differ?

Week 1

Week 6
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
“Not all experience the same sentiment while doing the exact same activity”
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.
Summary

- CPO Creed.
- Definition of Initiation.
- Defining a Chief Petty Officer.
- Importance of Acceptance.