

## **Unit 1: Leadership Development**

### **Lesson 4: Deckplate Leadership**

**Lesson Duration:** 120 minutes

#### **ENABLING OBJECTIVES:**

- **EXPLAIN** the significance of deckplate leadership.
- **DESCRIBE** characteristics of positive deckplate leadership.
- **EXPLAIN** ways the Chief Petty Officer exemplifies deckplate leadership.

#### **INSTRUCTOR PREPARATION:**

1. Review Lesson 4 objectives.
2. Review Lesson 4 lesson plan, role-play instructions, and corresponding presentation.
3. Prepare to give an overview of each topic.
4. Prepare to facilitate the questions with the group.

5. Prepare to facilitate a discussion on the posed questions or capture the answers of the participants on a chart pack or white board.

#### 6. Materials:

- a. Lesson 4 presentation
- b. Pens
- c. Sticky notes
- d. Chart pack paper/white board
- e. Role-play scenarios included at the end of this lesson

#### **REFERENCES:**

Mission, Vision, and Guiding Principles

The Navy Core Values

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-0 Chief Petty Officer Selectee Leadership Course</b></p>	<p><b>DISPLAY:</b> Slide 4-0 Chief Petty Officer Selectee Leadership Course.</p>
<p><b>4-1 Lesson 4</b></p>	<p><b>DISPLAY:</b> Slide 4-1 Lesson 4.</p> <p><b>SAY:</b> Our Sailors are our most valuable resource. They are the key to your success as a leader and the success of the mission. You cannot have one without the other.</p> <p>To be a successful leader, you need to know your Sailors. What motivates them? What are their concerns, both professional and personal? What are their goals?</p> <p>To know and understand your Sailors, you must spend time with them; you cannot be a leader sitting behind a desk all the time. It is important that you can relate to them and they to you.</p> <p>Encourage their successes and demonstrate an understanding for their concerns. When they succeed, you have succeeded.</p> <p>Sailors need to see their Chiefs out in the work centers and on the deckplates, guiding and instructing them. Being visible to our Sailors allows us to leverage our experience to help them solve complex issues on the spot.</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-2 Objectives</b></p>	<p><b>DISPLAY:</b> Slide 4-2 Objectives.</p> <p><b>REVIEW:</b> Objectives. Discuss what trainees will be able to accomplish after this session.</p>
<p><b>4-3 How Would You Define Deckplate Leadership?</b></p>	<p><b>DISPLAY:</b> Slide 4-3 How Would You Define Deckplate Leadership?</p> <p><b>INDIVIDUAL ACTIVITY (5 min):</b> In your own words, what is deckplate leadership? Share your answers with the group.</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Ensuring proactive development and training of the team</li> <li>• Fixing problems at lowest possible level</li> <li>• Knowing the team (Sailors)</li> <li>• Knowing what is actually happening on the deckplates</li> <li>• Setting the standards (good order and discipline (GOAD))</li> <li>• Understanding Sailor issues</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-4 Deckplate Leadership</b></p>	<p><b>DISPLAY:</b> Slide 4-4 Deckplate Leadership.</p> <p><b>REVIEW:</b> Have a trainee read aloud the slide.</p> <p>Chiefs are visible leaders who set the tone. We will know the mission, know our Sailors, and develop them beyond their expectations as a team and as individuals.</p>
<p><b>4-5 Deckplate Leadership as a Guiding Principle</b></p>	<p><b>DISPLAY:</b> Slide 4-5 Deckplate Leadership as a Guiding Principle.</p> <p><b>GROUP DISCUSSION (10 min):</b> As a group, brainstorm answers to:</p> <p><b>ASK:</b> Why is it important for Chief Petty Officers (CPO) to be deckplate leaders?</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• CPOs are the visible leaders.</li> <li>• Sailors feel appreciated when they see you in a work center.</li> <li>• CPOs need to know their Sailors well to get the most out of them and to challenge and develop them.</li> <li>• CPOs learn more about their Sailors.</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> <li>• CPOs must know the condition of their spaces, equipment, and people.</li> <li>• CPOs must be actively involved in the operational running of the division and the division development.</li> <li>• CPOs must be the one setting the standards (Good Order and Discipline (GOAD)).</li> </ul> <p><b>ASK:</b> What value does deckplate leadership bring to a command?</p> <ul style="list-style-type: none"> <li>• It solves problems at the lowest level.</li> <li>• It puts experience and expertise on the front lines; training and developing the team to achieve its mission.</li> <li>• It provides the best example of standards.</li> <li>• It is a force-multiplier at the command level; it gets more out of the team than it could individually.</li> </ul>
<p><b>4-6 Traits of a Deckplate Leader</b></p>	<p><b>DISPLAY:</b> Slide 4-6 Traits of a Deckplate Leader.</p> <p><b>GROUP ACTIVITY (15 min):</b> As a group, brainstorm 10 traits of a deckplate leader. Write out the 10 traits on chart pack paper and then rank them from 1-10.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Is confident, yet humble</li> <li>• Demands excellence from self and others</li> <li>• Knows the mission, his/her people, and the right person for right job</li> <li>• Is calm under pressure</li> <li>• Has focus</li> <li>• Gives credit where credit is due</li> <li>• Learns from mistakes</li> <li>• Doesn't point fingers</li> <li>• Creates a one-team, one-fight mentality</li> <li>• Uses time effectively</li> <li>• Is visible</li> <li>• Leads by example</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> <li>• Inspires team</li> <li>• Communicates effectively</li> <li>• Involves everyone</li> <li>• Sacrifices personal “glory” for good of the team</li> <li>• Provides feedback effectively</li> <li>• Mentors/Develops JOs/Coaches</li> <li>• Empowers others</li> <li>• Promotes Navy Core Values</li> <li>• Promotes ethical behavior</li> <li>• Has self-awareness and awareness of others</li> <li>• Promotes a climate of inclusion</li> <li>• Promotes honesty</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-7 Area of Influence</b></p>	<p><b>DISPLAY:</b> Slide 4-7 Area of Influence.</p> <p><b>SAY:</b> You are responsible for the things over which you have control. For example, as an instructor, right now all of you are in my area of influence. I have a responsibility to set the tone for this training and ensure that you, as selectees, receive the highest level of instruction that I can offer. Right now, you are all in my area of influence.</p>
<p><b>4-8 Area of Influence</b></p>	<p><b>DISPLAY:</b> Slide 4-8 Area of Influence.</p> <p><b>GROUP DISCUSSION (10 min):</b> Ask the group to discuss what they will and will not have control over and ways they can make an impact as a Chief.</p> <p><b>POSSIBLE ANSWERS:</b></p> <p>Control Over:</p> <ul style="list-style-type: none"> <li>• Work space</li> <li>• Deckplates</li> <li>• Work hours/Liberty</li> <li>• Maintenance</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> <li>• Morale/Job satisfaction</li> </ul> <p>No Control Over:</p> <ul style="list-style-type: none"> <li>• Command policies</li> <li>• Navy policies</li> </ul> <p>Impact:</p> <ul style="list-style-type: none"> <li>• Be engaged with Sailor development via job/work assignments</li> <li>• Build morale of your division</li> <li>• Be engaged with how your division supports the command as a whole to accomplish the mission</li> <li>• Be approachable to help any Sailor</li> <li>• Remember: Do not dwell on what you can't control!</li> </ul> <p><b>SAY:</b> Often there are barriers or obstacles that will prevent you from doing what you need to do and what is expected of you.</p> <p>The best way to overcome a barrier is to anticipate and plan ahead.</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-9 Barriers</b></p>	<p><b>DISPLAY:</b> Slide 4-9 Barriers.</p> <p><b>GROUP DISCUSSION (30 min):</b> Ask the group to identify some barriers to effective deckplate leadership.</p> <p><b>POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• No time/Time management</li> <li>• No one told me how/Inexperience</li> <li>• It's not important/Low priority</li> <li>• Someone else will do it</li> <li>• Micromanagement from above</li> <li>• Lack of empowerment</li> </ul> <p><b>SAY:</b> Now that we've identified some of the barriers, let's break into small groups and address overcoming these barriers.</p> <p><b>GROUP DISCUSSION (10 min):</b> Break trainees into working groups. Assign a barrier to each, and ask them to come up with a plan for overcoming the assigned barrier. Once completed, ask groups to share their findings.</p>

TITLE	RELATED FACILITATOR ACTIVITY
<p><b>4-10 Barrier Example</b></p>	<p><b>DISPLAY:</b> Slide 4-10 Barrier Example.</p> <p><b>SAY:</b> Here are some ways to overcome the lack of empowerment barrier.</p> <ul style="list-style-type: none"> <li>• Ask to be responsible for the job/task/duty</li> <li>• Provide feedback/communication to the tasker, e.g., the department head (DH) as to the status and plan to accomplish</li> <li>• Meet deadlines</li> <li>• Be enthusiastic—you will build trust and confidence with the tasker</li> <li>• Accomplish task— eventually you will be given more responsibility and authority to get things done.</li> </ul>
<p><b>4-11 Role-Play</b></p>	<p><b>DISPLAY:</b> Slide 4-11 Role-Play.</p> <p><b>ROLE-PLAY (30 min):</b> Role-play scenarios are at the end of this lesson. Ask for two volunteers for each of the three role-plays.</p> <p>Have the volunteers come to the front of the room.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>Provide each pair with the role-play scenario, and allow them a few minutes to plan their session.</p> <p>Ask the remaining trainees to observe and provide feedback.</p> <p>After each role-play, debrief and discuss with the trainees.</p> <p><b>ROLE-PLAY #1 POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Let the Sailor know that s/he will do very well and that one of my responsibilities is to help train and develop an effective Sailor.</li> <li>• Let the Sailor know that I am available to answer questions and that we will come up with a development plan together.</li> </ul> <p><b>ROLE-PLAY #2 POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Discuss the division’s situation—that equipment is not ready to support the unit underway and that we will need to work through the weekend to get it fixed and tested.</li> <li>• Brief them on why it is important that we make the underway on Monday—to support another unit’s deployment in support of the nation’s interest.</li> <li>• Make it clear that the Director of Operations (DO) and I will be here this weekend, too.</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> <li>• Ensure everyone gets the opportunity to go home and get their needed underway items.</li> <li>• This decision will impact everyone in some way. I am in this with them and together we can accomplish anything (to support mission).</li> <li>• Build esprit de corps, teamwork, problem-solving, and commitment.</li> </ul> <p><b>ROLE-PLAY #3 POSSIBLE ANSWERS:</b></p> <ul style="list-style-type: none"> <li>• Get the three Sailors into my office and ask them to tell me why they feel this way.</li> <li>• Ask if they know why the Sailor is going to these appointments. Explain to them that, in the Navy, we help each other.</li> <li>• If they needed time off for legitimate reasons, we would accommodate them as well.</li> <li>• If they have doubts about someone’s efforts in the division, they should come to me.</li> <li>• They should trust that I will ensure that everyone is putting forth his/her share of the workload, and that I will ensure Sailors that need assistance and time off will get our support.</li> </ul>

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none"> <li>• We need to support each other in difficult times; we all need to be willing to help out shipmates.</li>   <li>• Make it clear I will not tolerate a climate that prevents a Sailor from achieving their utmost.</li> </ul>
<p><b>4-12 Deckplate Leadership Quote</b></p>	<p><b>DISPLAY:</b> Slide 4-12 Deckplate Leadership Quote.</p> <p><b>DO:</b> Ask a trainee to read slide aloud.</p> <p>"Deckplate leadership is about being tuned into your Sailors, understanding what is required to accomplish the mission and bringing those two factors into alignment. Effective deckplate leaders balance their time between administrative requirements and being out-and-about, personally leading and supervising their Sailors. Both aspects are equally important."</p> <p style="text-align: right;">-MCPON Michael Stevens</p>
<p><b>4-13 Knowledge Check</b></p>	<p><b>DISPLAY:</b> Slide 4-13 Knowledge Check.</p> <p><b>ASK THE FOLLOWING QUESTIONS TO CHECK FOR UNDERSTANDING:</b></p> <p>Define deckplate leadership.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>Provide six characteristics of positive deckplate leadership.</p> <p>Name three areas that you influence as a deckplate leader.</p> <p>Provide one barrier and a way to overcome it to be an effective deckplate leader.</p>
<p><b>4-14 Objectives</b></p>	<p><b>DISPLAY:</b> Slide 4-14 Objectives.</p> <p><b>REVIEW:</b> Objectives.</p>
<p><b>4-15 Summary</b></p>	<p><b>DISPLAY:</b> Slide 4-15 Summary.</p> <p><b>SAY:</b> Deckplate leadership is about investing in you and investing in the future of the Navy. As a Chief, you set the example for all Sailors. You are the front-line leader who sets the tone, gets the most out of every Sailor while developing them beyond what they imagined, all while accomplishing the mission.</p>

## **ROLE-PLAY SCENARIO #1 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best demonstrate deckplate leadership in welcoming the new Sailor to the command and detailing your expectations.

**SITUATION:** As the Chief, it is your responsibility to know your Sailors. You need to listen to them and understand their concerns. As a leader and role model, you are expected to demonstrate effective deckplate leadership by setting expectations and leading by example.

### **The Role of Chief:**

You have just been assigned a new Sailor. During your check-in, you learn that s/he is a recent graduate of Fordham University who entered the Navy via Officer Candidate School (OCS). S/he tells you that s/he is excited to be here but worried that s/he doesn't know much about the Navy. What can you do to make him/her feel welcome and part of the command?

## **ROLE-PLAY SCENARIO #1 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best present the role of a new Sailor; new to the Navy and new to the command.

**SITUATION:** Your family has a long naval history, and you don't want to let anyone down, especially your new Chief. You have a lot of questions, but you don't want to appear too eager. You are reporting aboard your first command.

### **The Role of Sailor:**

You have just graduated from Fordham University and recently completed Officer Candidate School (OCS) in Newport, Rhode Island. You are very excited, nervous, and anxious to report aboard. You don't know much about the Navy and are looking for some guidance.

## **ROLE-PLAY SCENARIO #2 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best demonstrate deckplate leadership in communicating command decisions while empathizing the concerns of your Sailors.

**SITUATION:** Announcing bad news is never fun. In this situation, you need to communicate to your division the need to work the weekend. How will you communicate this decision without compromising the morale of the crew and maintaining a positive attitude yourself?

### **The Role of Chief:**

You have a division of 15 Sailors. The command has been in a refit/maintenance period for four weeks, and you get underway on Monday morning for a two-week exercise to support another unit's deployment certification.

You just finished the Friday morning meeting with your department head, and your division will need to work all weekend to get a piece of equipment repaired and tested. You just arrived to your division quarters.

## **ROLE-PLAY SCENARIO #2 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best present the role of a Sailor who may be disappointed and frustrated by a command decision.

**SITUATION:** You are a team player, and you strongly believe in getting the job done right. You do your very best to balance work and family; some days are easier than others.

### **The Role of Sailor:**

Your division has been working on a refit for the past four weeks. You are set to get underway on Monday to assist with another unit's certification. It's Friday morning, and you cannot wait for the weekend. It's been a long couple of weeks, and you are really looking forward to spending some time with your friends and family this weekend. In fact, this Saturday afternoon, you are having a birthday BBQ for your son who will be turning seven.

## **ROLE-PLAY SCENARIO #3 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best demonstrate deckplate leadership within the situation. You have a Sailor who has an exceptional family member (EFM) child. You need to ensure you are supporting the Sailor, while making sure jobs within the division are being addressed.

**SITUATION:** Often you need to provide leadership and support to a Sailor who has an issue at home that is weighting on him/her. You must ensure that strict confidentiality of the situation is maintained while taking care of his/her needs and concerns. Additionally, you have found that some of your Sailor's peers are making assumptions about the situations and are frustrated.

### **The Role of Chief:**

One of your Sailors has just briefed you privately about the medical condition of his/her EFM child. The child is very ill and will need many medical appointments in the coming weeks as the medical teams completely diagnose the condition. The Sailor mentioned that s/he doesn't want others in the division to know any details. A month goes by, and you enter your division shop and notice three other Sailors making disparaging remarks about the Sailor and how s/he is always going to medical appointments and how they have to take up the slack.

### **ROLE-PLAY SCENARIO #3 – Lesson 4 Deckplate Leadership**

**DIRECTIONS:** Review the scenario. Take a few minutes to consider how to best demonstrate the role of a Sailor who is tired of picking up the slack for another Sailor.

**SITUATION:** Your Chief initiates a conversation with you when s/he overhears you complaining about a fellow Sailor. You are a good worker and strongly believe in doing your fair share. Sometimes you get frustrated by the lack of dedication that you see in your fellow Sailors.

#### **The Role of Sailor:**

You've been working very hard the past few weeks to pick up the slack for a Sailor who seems to constantly be away from the division. You can't understand why this Sailor is receiving such special treatment and why you and your buddies must pick up the slack. It's starting to get really annoying, and you can't help but mention it within in the division shop. In fact, you are complaining about the absent Sailor when the Chief walks in.