Charting your Course

Basic Introduction Course (BIC)

Lesson 5

Auxiliary University Programs

Core Values at the core of our service

Honor "Integrity is our standard. We demonstrate uncompromising ethical conduct and moral behavior in all of our actions. We are loyal and accountable to the public trust."

Respect "We value our diverse workforce. We treat each other with fairness, dignity, and compassion. We encourage creativity through empowerment. We work as a team."

Devotion to Duty "We are professionals, military and civilian, who seek responsibility, accept accountability, and are committed to the successful achievement or our organizational goals. We exist to serve. We serve with pride."

Honor is to serve yourself; Respect is to serve others; Devotion to Duty is to serve your country.

Coast Guard Ethos

I am a Coast Guardsman.

I serve the people of the United States.

I will protect them.

I will defend them.

I will save them.

I am their shield.

For them I am Semper Paratus.

I live the Coast Guard core values.

I am proud to be a Coast Guardsman.

We are the United States Coast Guard.

(ADMIN 1)
DID YOU LOG AND SUBMIT YOUR TIME?

Getting started in the Auxiliary

All members wishing to contribute should:

– Complete the BIC and BQ courses;

– Complete the FEMA ICS courses online;

– Choose a mission area, and begin training on a qualification (Boat Operations, Communications, Marine Safety, Vessel Examiner, Public Affairs Specialist);

Those interested in being an officer should:

– Complete all of the tasks above;

– Begin consulting with a mentor to develop your leadership competencies;

– Take the LAMS or AUXLAMS course.

(BIC 5.1)

WHO ARE THE "OPERATORS"?

Member Development Continuum

New Members	Non-Quals	Operators	Experts
AP	**IQ**	**BQ**	**AUXOP**

Focus On

- Training: BIC, Boating Course, ICS (online).
- Experience: Watch and Observe, support the mission where you can.

Typical Jobs

- Trainee.

IQ when your security screening is complete.

Focus On

- Training: BIC, Boating Course, ICS (online).
- Experience: Watch and Observe, support the mission where you can.

Typical Jobs

- Trainee.
- Some people serve as officers in area of interest

Complete the boating course to become BQ.

Focus On

- Training: Operational as OP, CM, MS, VE, or PA.
- Experience: Become proficient in your field.

Typical Jobs

- Performing the OP, CM, MS, VE, or PA mission.
- Some serve as officers.

Complete 7 credits to become AUXOP.

Focus On

- Training: Courses that enhance your skills.
- Experience: Maintaining expert proficiency in craft and leadership.

Typical Jobs

- Leading the OP, CM, MS, VE, or PA mission.
- Some serve as officers.

Work to lead, teach, and mentor others.

Officer Development Continuum

Junior Officers

FSO	SO/VFC

Mid-Level Officers

BA/ADSO/FC	BC/DSO/VCDR

Senior Officers

DVC/DDC/DCDR	DIR/DCAPT/DCOS

Focus On

- Basic Introduction Course (BIC)
- Basic Boating Course (BQ)
- ICS 100, 200, 700, 800
- Leadership and Management School
- Operational training

Focus On

- Auxiliary Mid-Level Officers Course
- Varied USCG / professional experience
- Continued education
- "Mid-Level Manager" Competencies
- Sharpening proficiency in chosen operational area(s)
- Two years of service at each "Junior Officer" level

Focus On

- Diverse experience in increasingly complex program and mission areas
- "Senior Manager" Competencies
- Operational expertise (terminal qualification)
- Two years of service at each "Mid Level Officer" level

Typical Jobs

- Leadership of a small group or process
- Assist in the leadership of a Flotilla

Typical Jobs

- Leadership of a unit or a national / district level program area

Typical Jobs

- Leadership of a Division, Department, or Sector

(BIC 5.2)

Boat Operations (Boat Crew)

Communications Specialist

Marine Safety Specialist

Vessel Examiner

Public Affairs Specialist

Something else?

WHAT ARE YOUR INTERESTS?

Performance Qualification System

Much of your operational training will be measured by a "Performance Qualification Standard" (PQS). The PQS for each qual is different, but generally includes:

– A series of components that may include completion of additional outside training; and

– A series of tasks, many of which are intended to be completed "on the job," that must be performed in front of and signed off by a mentor.

– Competency might sometimes also be measured by a written (or online) examination, an interview with a qualification board, or by some other method.

Sample "PQS" Pages

Auxiliary Administrative and Management Specialist

RECORD OF VERIFYING OFFICERS

Title	Verifying Officer's Name	Initials

RECORD OF MAJOR TASKS COMPLETED

Task Number	Major Tasks	Date Completed
1.0	Coast Guard Prevention (Marine Safety) Structure and Function	
2.0	Auxiliary Prevention (Marine Safety) Program Management	
3.0	PQS Verifying officer program, structure and function	
4.0	AUXDATA documentation and management	
5.0	Training skills	

RECORD OF COMPLETION

Training Prerequisites	Date	Training Coordinator's Signature
A. Completion of correspondence courses:		
1. Introduction to Marine Safety and Environmental Protection (IMSEP)		
2. Good Mate Course		
3. a. ICS 100		
b. ICS 200		
c. ICS 210 *or* ICS 300		
d. IS 700		
e. IS 800		
4. Complete 2 yrs in either an Auxiliary staff or elected office		
4. Complete one of the following: APC, LAMS, AUXMIN or AUXLEA course.		
B. Completion of PQS Workbook.		
C. Successful completion of oral board.		
D. Designation Letter submitted for approval.		
E. Once Designation Letter is signed, enter certification AUXDATA.		

All qualification requirements have been satisfactory completed by _____

Revision Date: 01 September 2009

Auxiliary Marine Safety Administrative and Management Specialist

Task Number	AUX-MSAM Task	Date Completed	Verifying Officer's Initials
1.0	**Coast Guard Prevention (Marine Safety) structure and function**		
1.1	Describe the working relationship between the Auxiliary Prevention staff positions and the active duty Prevention positions.		
1.2	Describe the organizational structure and elements within a typical Coast Guard Sector.		
1.3	Describe the responsibilities of the Sector Prevention Department		
1.4	Describe the responsibilities of the Sector Response Department		
1.5	Describe the responsibilities of the Sector Logistics Department		
1.6	List which legacy Marine Safety functions moved to the Response Department of the Sectors.		
1.7	Describe the relationship between a Sector and its MSU/MSD.		
1.8	Describe the organizational structure within the Coast Guard's "M" program, from Headquarters (CG-5) down to Sectors and MSUs.		
1.9	Describe the term "as needed" when applied to the training and use of the Auxiliary in Prevention (Marine Safety) qualifications.		
2.0	**Auxiliary Prevention (Marine Safety) Structure and Function**		
2.1	Describe the different Divisions of the National Prevention Department and their specific areas of responsibility.		

1

Revision Date: 01 September 2009

(BIC 5.3)

WHICH OF THE FOLLOWING USES A PQS?

Developing future leaders

Leadership is essential to the success of our service. Whether commanding a small boat or leading thousands of your shipmates, Coast Guardsmen are leaders from day one.

– As you begin your Coast Guard Auxiliary Career, consider:

- Auxiliary Leadership and Management School (AUXLAMS) develops skills for junior officers (worth 3 college credits);

- Leadership Development Framework measures leadership development progress and establishes goals for the future;

- Individual Development Plan (IDP) allows you and your mentor to design personal goals.

Leadership Development Framework

The Commandant has established the Leadership Development Framework for the entire Coast Guard (COMDTINST 5351.3).

- The Framework outlines 28 leadership competencies, cross referenced with 5 levels of responsibility, along with a description of expertise and level of performance expected in each competency at each level.

- Use it as a guide as you develop your leadership skills and experience within the Auxiliary, particularly as you consider serving in positions of increasingly more responsibility.

- Available online from the LDC at:

  - http://www.uscg.mil/leadership/resources/framework.asp

Leadership Development Framework

28 Leadership Competencies

5 Responsibility Levels

Expertise and level of performance expected in each competency at each level.

Twenty-Eight Leadership Competencies

Leading Self	Leading Others	Leading Performance and Change	Leading the Coast Guard
Accountability and Responsibility	Effective Communications	Conflict Management	Financial Management
Aligning Values	Team Building	Customer Focus	Technology Management
Followership	Influencing Others	Decision Making & Problem Solving	Human Resource Management
Health & Well-Being	Mentoring	Management & Process Improvement	External Awareness
Self Awareness & Learning	Respect for Others & Diversity Management	Vision Development & Implementation	Political Savvy
Personal Conduct	Taking Care of People	Creativity & Innovation	Partnering
Technical Proficiency			Entrepreneurship
			Stewardship
			Strategic Thinking

Responsibility Levels

Performance Level	Attendant Responsibilities	Auxiliary
Executive	The highest level policy and decision makers within the USCG.	COMO
Senior Manager	Officials with programmatic or command responsibilities including overall supervision of an organization or unit.	DC, DCOS, DCAPT, DSO
Mid-Level Manager	Managers of first-line supervisors, such as department heads, executive officers, executive petty officers, or division chiefs.	DVC, DCDR, VCDR, BC, ADSO, BA, SO
First-Line Supervisor	Supervision of others with responsibility for the accomplishment of specific tasks.	FC, VFC, FSO
Worker	No significant supervisory duties.	Member

The full table is provided in the Leadership Development Framework; responsibility levels for Enlisted, Officers, and Civilian Employees are also provided alongside the levels for Auxiliarists shown here in column three above.

(BIC 5.4)
WHAT LEVEL OF RESPONSIBILITY?

Sample: Accountability and Responsibility

Level	Anticipated Level of Expertise
Executive	Develops and establishes Coast Guard policies and regulations governing the accountability and responsibility of subordinate leaders and provides appropriate formal tools to allow subordinate leaders to hold others accountable as the situation warrants. Accountable for the performance of the Coast Guard.
Senior Manager	Implements Coast Guard policies and regulations and ensures compliance by subordinate activities/sections/departments. Evaluates the performance of subordinate managers and uses formal Manager tools to reward and correct performance. Accountable for the overall performance of the command or program. Holds subordinates accountable for demonstrating anticipated level of expertise.
Mid-Level Manager	Applies Coast Guard policies and regulations and solves performance/compliance issues within activity, section, or department. Makes recommendations to senior managers concerning rewards and corrective Manager actions. Accountable for the overall performance of the activity, section, or department.
First-Line Supervisor	Supervises the job activities and performance of others to ensure compliance with Coast Guard policies and regulations. Solves individual and team performance problems. Refers individuals for rewards and Supervisor corrective action as warranted. Accountable for the overall performance of those being supervised.
Worker	Recognizes the impact of personal behavior and job performance on co workers and the Coast Guard. Complies with Coast Guard policies and regulations and accepts responsibility for personal performance and the performance of the work group.

(BIC 5.5)

WHAT IS AN INDIVIDUAL DEVELOPMENT PLAN?

Individual Development Plan (IDP)

Operational Excellence through Personal Professional Development.

- The Coast Guard is committed to the personal and professional growth of all our shipmates.

- Individual Development Plans (COMDTINST 5357.1A) facilitate that personal professional development.

- IDPs are mandatory for first-term enlisted members, junior officers, and AUP students; optional, but highly encouraged, for more senior active duty, reserve, and auxiliary.

- Available at http://www.uscg.mil/LEADERSHIP/idp/.

Whose responsibility is the IDP?

(BIC 5.6) Which of the following is not true?

- The commanding officer or unit leader should establish an IDP process for new members, encourage others to use IDPs, afford time for training and developmental opportunities listed in crewmembers' IDPs, and then follow-up with new and related opportunities for the crew.

- The supervisor and/or mentor should guide participants through their own familiarity with the process, act as a coach and mentor to help individuals reflect on their potential, and assist in setting goals and exploring career options to integrate with the IDP.

- The individual's shipmates should have a copy of and be familiar with the IDP so that they can assist the member in identifying opportunities for development and so that they can provide informal feedback to the member on his or her ongoing performance.

- The individual should be concerned about planning your own time in the Coast Guard, thinking about what you need to learn and what you want to do next, research ways to meet your aspirations and enhance your own performance, draft your own IDP with input from your supervisor and mentors, work actively to complete agreed upon milestones, and revisit with your mentor to review the IDP on a regular basis.

Individual Development Plan, Page 1

U. S Department of Homeland Security CG-6021 (10-05)	Individual Development Plan (IDP) for Coast Guard Civilians/Officers/Auxiliarists		
Name:	**Unit/flotilla**:		
Position Title and Grade/Rank:			
Developmental Goals for Current Job			
Goals:			
Competency (Knowledge/Skill/Ability) to develop	Developmental Activity, On-the-job Training, Education or Classroom Training	Outcome Desired	Intended Completion Date & Cost

PRIVACY ACT STATEMENT, 5 U.S.C. 552(a) Privacy Act: A. AUTHORITY: 5 U.S.C. 301 Departmental Regulations. B. PURPOSE: To collect information to permit effective IDP counseling. C. ROUTINE USES: The information on this form is to be used by units, supervisors and members in the coaching of employees in career development and goal setting. D. DISCLOSURE: Mandatory for first-term junior officers (active duty and reservists). Voluntary for civilian employees, all other military officers, and Auxiliarists.

U. S DEPARTMENT OF HOMELAND SECURITY, USCG, CG-6021 (10-05)   page 1 of 3

Individual Development Plan, Page 2

Encl. (4) to COMDTINST 5357.1A

Individual Development Plan (IDP) for Coast Guard Civilians/Officers/Auxiliarists			
Future Professional Development Goals			
Short-term Goals (usually 1-2 years):			
Competency (Knowledge/Skill/Ability) to develop	Developmental Activity, On-the-job Training, Education or Classroom Training	Outcome Desired	Intended Completion Date & Cost

U. S DEPARTMENT OF HOMELAND SECURITY, USCG, CG-6021 (10-05)   page 2 of 3

Individual Development Plan, Page 3

Individual Development Plan (IDP) for Coast Guard Civilians/Officers/Auxiliarists			
Future Professional Development Goals			
Long-term Goals (usually 3-5 plus years):			
Competency (Knowledge/Skill/Ability) to develop	Developmental Activity, On-the-job Training, Education or Classroom Training	Outcome Desired	Intended Completion Date & Cost
I will pursue the training and development outlined in this plan. However, I understand that this is not a contract for training. Member Signature:		I will support the training and development outlined in this plan. However, I understand that this is not a contract for training. Supervisor Signature:	
Date:		Date:	
6 month review date:		1 year review date:	

U. S DEPARTMENT OF HOMELAND SECURITY, USCG, CG-6021 (10-05)   page 3 of 3

Auxiliary University Programs

HOW WOULD YOU DESCRIBE YOUR GOALS?