

# CIVILIAN MARINE

## Career & Leadership Development

### A Message from the Head Civilian Workforce Management Branch



In November of 2003, the President signed into law the Department of Defense (DoD) Authorization Act for FY04. The Act granted the Secretary of Defense the authority to establish a National Security Personnel System (NSPS). There has been a great deal of publicity about NSPS and many of you are anxious for more information.

In addition to pay banding and pay-for-performance, NSPS grants DoD-wide latitude in areas such as recruitment, assignment, promotion, reductions in force, union rights and appeal rights. It will continue to follow several basic principles of federal employment, including the merit principles, veterans preference, equal pay for equal work, and protection against retaliation for whistle blowing and other "prohibited personnel practices." The planned pay-for-performance system will have certain features, including a performance rating process that includes communication and feedback requirements, performance scoring systems, a system for linking performance scores to salary increases and performance incentives, a review process, and performance factors to ensure that comparable scores are assigned for comparable performance.

The language in the Authorization Act only establishes a broad framework and does not provide enough detail to implement NSPS. Prior to any implementation of NSPS, there are several steps that DoD must complete (such as consulting with employee representatives and Office of Personnel Management; making changes to the Human Resources automated system; etc.). In addition,

DoD must develop and publish more specific guidance on the system. DoD, in conjunction with representatives from the other DoD components, is working on draft language with much of the specific guidance we will need to implement the system. The Marine Corps is working closely with the Department of the Navy (DON) and DoD to assist in DoD-wide implementation planning.

The Assistant Secretary of the Navy (Manpower and Reserve Affairs) will be working with the Human Resources Service Delivery Board of Directors on DON's planning and implementation of NSPS. The Board is made up of senior executives from Echelon 1 and 2 commands and we will be counting on them to help us make NSPS work in DON. The Marine Corps representative on the Board is Mr. Michael Rhodes. Although there are many details to be finalized before DoD can put the new system in place, implementing NSPS is a top priority for both DoD and DON. To find out the latest information, DoD maintains an NSPS web site at

<http://www.cpms.osd.mil/nsps/index.html>.

I will continue to provide regular updates as we work our way through this process.

Ann Marie Khinoo

---

### Women's History Month

To celebrate the many accomplishments of our Nation's women, the President of the United States proclaimed March 2004 as Women's History Month. The 2004 theme, "Women Inspiring Hope and Possibility" celebrates the hope and sense of possibility that comes to our lives from the inspirational work of women. "Through vision, hard work, and determination, countless American women have broadened opportunities for themselves and for others at home, in the community, and in the workplace", says President

Bush. As we celebrate all the remarkable women who have played a significant role in contributing to America's greatness, we would like to highlight two of our own, both past and present who have contributed greatly to the Marine Corps.



Ms. Karin Dolan is currently serving in the Senior Executive Service, as Assistant Director of Intelligence for Intelligence Support, Headquarters United States Marine Corps in Washington, DC. Ms. Dolan's roots with the Marine Corps began with her birth at Camp Lejeune, NC and she was reared in a Marine Corps family. She is a graduate of George Mason University and holds a Master of Business Administration degree from Marymount University. She is the recipient of the National Intelligence Achievement Medal, and the Department of the Navy Meritorious Civilian Service Medal.

*Excerpt by permission from USMC official biography*

In 1952, SgtMaj Michael De Boo and his wife Katherine came to the Marine Corps Base (MCB) in Quantico, Virginia. Four years later, MajGen Smedley D. Butler, USMC, appointed Mrs. De Boo as the official hostess of MCB Quantico. Mrs. De Boo opened her home to hundreds of enlisted Marines. Her offers of smiles, comfort, understanding and motherly advice to young Marines away from home earned her the honorary name, "Mother". She faithfully served as "Mother" De Boo for almost 15 years. Her role as official hostess included welcoming visiting parents to Quantico, MCB, arranging dinners, and visiting the sick. She also played the role of matchmaker for young ladies and young Marines throughout the

Northern Virginia area. Her reputation as "Mother" De Boo even got the attention of the entertainer, Bob Hope, and he and his cast visited the U.S. Naval Hospital, Quantico in November 1942.

*Source: QUANTICO: CROSSROADS OF THE MARINE CORPS, by LtCol Charles A. Fleming, USMC; Capt Robin L. Austin, USMC; Capt Charles A. Braley, III, USMC; undated Pamphlet from the HQMC History and Museums Division, Washington, DC*

## Managers vs. Leaders

*By James Colvard*

We often talk of management and leadership as if they are the same thing. They are not.

The two are related, but their central functions are different. Managers provide leadership, and leaders perform management functions. But managers don't perform the unique functions of leaders.

Here are some key differences:

- A manager takes care of where you are; a leader takes you to a new place.
- A manager deals with complexity; a leader deals with uncertainty.
- A manager is concerned with finding the facts; a leader makes decisions.
- A manager is concerned with doing things right; a leader is concerned with doing the right things.
- A manager's critical concern is efficiency; a leader focuses on effectiveness.
- A manager creates policies; a leader establishes principles.
- A manager sees and hears what is going on; a leader hears when there is no sound and sees when there is no light.
- A manager finds answers and solutions; a leader formulates the questions and identifies the problems.

- A manager looks for similarities between current and previous problems; a leader looks for differences.
- A manager thinks that a successful solution to a management problem can be used again; a leader wonders whether the problem in a new environment might require a different solution.

Multiple functions, limited resources and conflicting demands for time and resources, require management. It involves setting priorities, establishing processes, overseeing the execution of tasks and measuring progress against expectations. Management is focused on the short term, ensuring that resources are expended and progress is made within time frames of days, weeks and months. Leadership, which deals with uncertainty, is focused on the long term. The effects of a policy decision to invest in staff development, for example, might never be objectively determined or, at best, might only be seen after many years.

Management involves looking at the facts and assessing status, which can be aided by technical tools, such as spreadsheets, PERT (program evaluation and review technique) charts, and the like. Leadership involves looking at inadequate or nonexistent information and then making a decision. Leaders must have the courage to act and the humility to listen. They must be open to new data, but at some point act with the data available.

Management's concern with efficiency means doing things right to conserve resources. Leadership is focused on effectiveness--doing the right thing. For example, the military must manage its resources well to maximize efficiency. But in waging war, the military's critical responsibility is to be effective and win the war regardless of the resources required. Getting a bargain does not reflect effective leadership if it means losing the war. Good management is important, but good leadership is essential.

The public sector develops a lot of good managers, but very few leaders. Government focuses too much on abstract or formal education, rather than experience. The Senior Executive Service has

provisions for mobility and development through experience, but they are rarely used.

### **Developing Leaders**

Developing managers and leaders involves stages of understanding, not prescriptively, but conceptually.

Phase 1 is higher education or academic training that focuses on abstract learning, in which solutions to problems are provided in textbooks.

Phase 2 applies that abstract process to the actual workplace, in which there are often no right or wrong answers. This is the critical phase in which a future manager or leader develops the confidence to make decisions without knowing the right answers. This requires attempting tasks that are challenging, so that success will demonstrate competence.

Phase 3 involves social and political dimensions, as a performer moves from working independently to working with others as a supervisor or member of a product or process team. It is no longer enough to simply know the facts, since the process now includes others and involves subjectivity.

Phase 4 replaces simpler tasks that involve teams or small groups with complex tasks that involve independent, but often interrelated, large groups. In this pivotal stage, managers accept responsibility for things outside their expertise and rely on someone else to provide the facts. The manager may have more authority, but has become more dependent upon others. This might be the time to get more formal training, such as seminars or academic programs in management, to develop skills that weren't addressed in earlier education. There is no turning back after this transition from performing objective tasks to subjective decision-making and problem solving.

Phase 5 separates leaders from managers. The management role changes from maintaining an organization's values to creating them. Leaders establish the principles upon which their subordinates formulate policies.

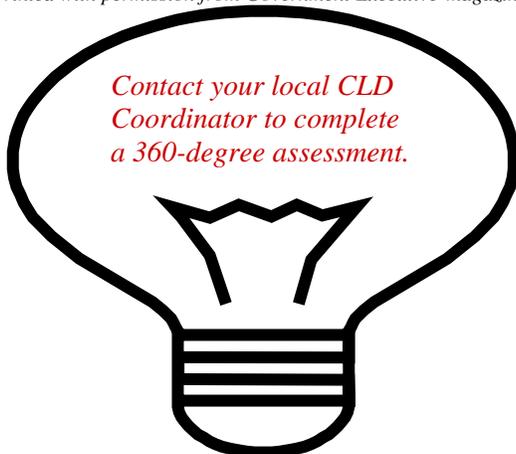
## Building on Strengths

Becoming a leader requires understanding oneself. There are many tools available, such as the Meyers Briggs profile, to help with that assessment. Recognizing personal characteristics is important in learning how to deal with others, recognizing strengths and weaknesses, and adopting an appropriate leadership style. An extrovert must learn to listen more and talk less. An introvert must speak up more and get heard. A manager who is more comfortable knowing all the details and giving explicit orders should not adopt a participative management style, but rather recognize the limitations of an authoritative style. Adopting a style that is inconsistent with one's personality not only creates stress but it often leads to failure.

Leaders also must understand their professional traits. One useful tool is the 360-degree feedback survey, which allows managers to get the perspectives of their bosses, peers and subordinates. Such a total view is valuable because managers tend to assess their behavior in terms of their intent, not the effect.

Today the federal system, both its structure and processes, is changing. New agencies, such as the Homeland Security Department, are being formed. The federal personnel system is being modified significantly. Outsourcing has become a household word in the government. Civil servants are going to a new place, and it will take leaders-not just managers-to get them there.

*Reprinted with permission from Government Executive magazine*



## Parris Island Serves Up First Civilian Marine Breakfast

*By: Cpl Jennifer Brofer  
Staff Writer for "The Boot"*

With a hearty tray of eggs, waffles and pastries, 291 Depot civil service workers gathered for the first Civilian Marine Breakfast at the WFTBn. Mess Hall Jan. 21.

The purpose of the meeting was to build camaraderie among civilians and Marines, conduct professional education and pass on pertinent information to the Civilian Marines aboard the Depot, according to Brenda Nix, management analyst for the Plans, Programs and Assessment Office.

"I think it makes civilians feel that they're included in what's going on aboard the base, and it helps build esprit de corps among the civilians and the military working as a team," she said.

"Just like we do Professional Military Education for Marines, we're trying to expand this out to our Civilian Marines," added BGen. Joseph J. McMenamin, Commanding General for MCRD/ERR Parris Island.

BGen McMenamin said he hopes to hold quarterly meetings, which will ultimately lead to better quality of life aboard the Depot.

"Civilians play an important role in the Depot's daily operations, so it is essential to keep them abreast of what is going on", said Col. John Valentin, Assistant Chief of Staff, Installation and Logistics.

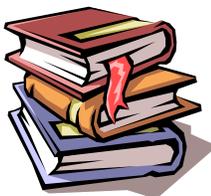
"First of all, we couldn't do what we've been charged with doing – making Marines --without our civilian workforce – it's that simple," he said. "We couldn't get the time to make Marines without the wonderful, dedicated men and women who are here. That's why it's important that we nurture them and keep them informed because they play an integral part of recruiting and recruit training."

For the first meeting, guest speaker Nancy Brandau, director of Human Resources, informed the civilians of upcoming changes and how it will affect them, such as the implementation of a new personnel and promotion system, as well as the Base Realignment and Closure process.

Aside from the training the civilians already received, on each table were slips of paper for them to give suggestions on what topics they would like covered during the next meeting. The meetings will be held every three months and after the second breakfast a survey will be conducted to determine if civilians believe them to be beneficial, said Nix.

---

## Civilian Marine Reading List



### *“Geeks & Geezers: How Era, Values, and Defining Moments Shape Leaders”*

*Written by Warren G. Bennis and Robert J. Thomas (Harvard Business School Press, 2002)*

When leadership experts Warren G. Bennis and Robert J. Thomas embarked on a study of exceptional leaders older than seventy or younger than thirty-five, their main goal was to determine how era and values shape people who lead. Along the way, however, they discovered something even more profound--why some people become and remain leaders while other, equally talented individuals do not.

In "Geeks & Geezers", the authors assert that it is our response to the "crucibles" of life, those "utterly transformational experiences" that either shatter us or make us stronger, that determines whether we have what it takes to be a lifelong leader. Each of the 43 "geeks" (individuals under thirty-five) and "geezers" (leaders over age seventy) that Bennis and Thomas interviewed had undergone at least one such defining moment, and all emerged powerfully emboldened to learn and lead.

The crucible experiences described were as varied as the interviewees themselves. One was transformed by surviving sixteen years in a Chinese prison; another was forever changed by working for a year in a Japanese factory. The death of a child, important mentoring relationships, service in World War II and even a Girl Scout troop's discussion about deforestation were among the other defining moments cited. "Whether the crucible was harrowing or not, it is seen by the individual as the turning point that set him or her on the desired, even inevitable, course," the authors write.

To put it mildly, the two groups of leaders surveyed came of age in vastly different worlds (Bennis and Thomas devote two fascinating chapters to describing and comparing the "age of limits" that the geezers grew up in and the "era of options" that helped shape the geeks). But despite the stark cultural and societal differences that existed between these two eras--and despite the different ways the two groups viewed everything from career and family to heroes and making wealth--the authors discovered that the leaders they interviewed shared some critical characteristics. These traits, they believe, are what set the enduring leaders apart from less successful people.

Topping the list is adaptive capacity, which Bennis and Thomas define as an "almost magical ability to transcend adversity, with all its attendant stresses, and emerge stronger than before."

"People with ample adaptive capacity may struggle in the crucibles they encounter, but they don't become stuck or defined by them," the authors write. "They learn important lessons, including new skills that allow them to move on to new levels of achievement and learning."

The other common traits include the ability to engage others in shared meaning, a distinctive and compelling voice, and a sense of integrity (which the authors say is made up of a balance among ambition, competence and a moral compass).

"Geeks & Geezers" doesn't include much practical, step-by-step help for people who are looking to become better leaders. It does, however, offer a great deal of perspective about what influences and drives individuals from different eras. This could

be particularly beneficial for older leaders and Baby Boomers who may have a hard time understanding employees under the age of thirty-five.

Finally, there's something very inspiring about people who refuse to be defined by their age--seventy- and eighty-year-olds who, although "ripe with hard-won insight and ability," are also hungry for the next big adventure. Regardless of our age, we can all use a bit of such inspiration every now and then.

*This article is used by permission from Dr. John C. Maxwell's free monthly e-newsletter 'Leadership Wired' available at [www.MaximumImpact.com](http://www.MaximumImpact.com).*

---

## Key "Word":

### Strategic Vision

*Creates a shared vision of the organization; promotes wide ownership; and champions organizational changes.*

---

### LEADERSHIP—INTENTION OR PERCEPTION

*Article by Dr. Ed Dail, Civilian Career and Leadership Development Officer, MCAS Cherry Point, North Carolina*

A person (leader) will tend to judge self by intentions. But leadership goes beyond personal intent, good ideas and initiatives to carry the ideas out. Others will judge the behavior or actions of the leader. These judgments become the realities of leadership. The leader's behaviors and attributes will be observed, analyzed, and interpreted by others. What the leader does is viewed as concrete and the true persona of the leader. Hence, the leader will be viewed as effective or ineffective, good or bad, or right or wrong.

The leader may wish to carry something out. The leader may judge the appropriateness of his or her own actions by personal intentions. Again, leadership goes beyond self. The quality of

leadership becomes a matter of choice based upon perception of others concerning the leader's actions. The leader will choose actions to influence others. Others will decide whether the actions are congruent and appropriate. The leader who "walks the talk" will be viewed as credible.

Leaders are called upon to convert intentions into effective practices. This is a tremendous challenge. Actions taken by a leader will either support or contradict intentions. Effective leaders are congruent. Their works are reflected in their actions. They say what they mean. They truly mean what they say. Their actions coincide with what is said rather than contradict. Other people will see what the leader does. These observations will be more influential than what the leader says. People will tend to believe, either accept or reject, what they see rather than what they hear. The perceptions of others become the basis of judgments about leadership.

Behavior exhibited by a leader must be in sync with the other person and what needs to be accomplished. Effective leaders go beyond saying words. They live by both their words and their actions. Words are transformed into actions. These actions are based upon knowledge of desired results and procuring the involvement and commitment of others. Being credible and building trust is reflected through actions to both accomplish tasks and support people. A leader's actions will be judged by potential followers. The actions will be founded in the leader's unique personality, knowledge of others, knowledge of the situation, and skills in carrying out the actions.

Leadership is likened to gold—to riches. For those who have it, it can be extremely valuable. It can be used to serve self, take an ego trip, or serve others. The true essence of leadership will be reflected in service to others.

Effective leaders have "people" tools. The tools are founded in knowledge of self and others. To reemphasize, leadership starts with self. Just like clothes, the tools or practices must fit. These tools can be used to unleash the potential of others. The tools can be sharpened through continuous

learning. The tools can be used when the leader needs to achieve desired results through others. Once developed, the tools can be used effectively, ineffectively, or not at all.

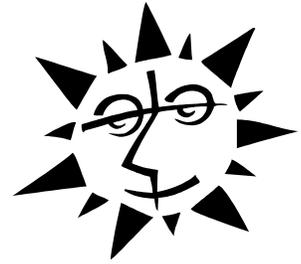
### **Have a story to tell or a book review to share?**

Do you have a story or book review for the **Civilian Marine**? We are looking for news about civilian leadership best practices, highlights of Civilian Marines accomplishing great things in support of our Marines and reviews of your favorite leadership books. Submissions should be in Word format via e-mail to [ReillyKE@manpower.usmc.mil](mailto:ReillyKE@manpower.usmc.mil). Not all stories will be published due to space limitations, and we reserve the right to edit for content and applicability. Author's by-line will appear as well as work location.

---

Point of Contact for the CCLD newsletter is Karen Reilly, (703) 432-9247, DSN 378-9247

---



## **Closing Thought:**

“To dream anything you want  
to dream:

That is the beauty of the  
human heart.

To do anything you want to  
do: That is the strength of the  
human will.

To trust yourself to test your  
limits: That is the courage to  
succeed.”

**Bernard Edmunds**

