



U.S. Coast Guard Leadership Development Center Midgrade Officer & Civilian Transition Course (MOCTC) Syllabus

COURSE DESCRIPTION

As officers and civilians transition to roles of greater responsibility and broader impact they must continue to develop their leadership approaches to meet the complex challenges they will certainly face.

The Midgrade Officer and Civilian Transition Course (MOCTC) will provide O-3s and GS-12s an environment of learning to activate their transition from officers focused on operations and tactical competency to leaders who are dedicated to lifelong leadership learning and can effectively inspire others to achieve success.

Students will develop their self-awareness, critical thinking, and interpersonal mastery abilities to effectively lead others with the highest of integrity and respect. This outcomes-based course is designed to challenge each student's mental models and assumptions while helping them expand their views, learn through personal reflection, and provide opportunities to practice and gain valuable feedback. MOCTC is primarily focused on the Coast Guard Leadership Framework competency areas of Leading Self, Leading Others and Teams, and Leading Performance and Change.

COURSE VISION

To create a transformative learning environment using immersive experiences that empowers individuals to become effective leaders of self and others.

COURSE LEARNING OUTCOMES

MOCTC is aligned with the Coast Guard Leadership Development Framework and focuses on the first 3 pillars which are fundamental to the success of O3's and GS12's:

1. Leading Self - Understanding of self and one's own abilities to include personality, values, and preferences while simultaneously recognizing one's potential as a Coast Guard member.
2. Leading Others and Teams - Working with and influencing others to achieve a common goal and fostering a positive work environment.
3. Leading Performance and Change - Developing a vision, managing conflict, managing projects, problem solving, creativity, innovation, decision making, and customer focus enables each leader to perform to the utmost in any situation.





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COURSE LEARNING FRAMEWORK

This course is built on andragogy (adult learning) and transformational learning principles. It is likely different than many of the other courses students have taken as it will rely on students' experiences and discourse to generate ongoing learning. To gain the most from this course, it is crucial to be familiar with the following adult learning concepts the course utilizes:

- Experiential Learning Model based upon Kolb's Experiential Learning Cycle: Concrete Experience, Publish and Process, Generalize New Information, and Application. (Simplified as **input, processing, reflection, and application**)
- Transformational Learning Definition (Mezirow, 1994): the process of constructing and appropriating a new or revised interpretation of the meaning of one's experience as a guide to action
- Metacognitive Reflection (Fogarty, 1994): increasing awareness of and control over one's thinking behavior.
- 4 Principles of Adult Learning (Knowles 1984):
 - o Involved adult learners – adults need to be involved in the planning and evaluation of their instruction
 - o Adult learners' experience – provides the basis for the learning activities
 - o Relevance and impact to learners' lives – adults are most interested in learning subjects that have immediate relevance and impact on their jobs or personal life
 - o Problem centered: adult learning is problem-centered rather than content-oriented

COURSE STRUCTURE

MOCTC is a 1-week in-person residency. Students will graduate upon completion of all course requirements.

Pre-work: You will be given pre-work that must be completed prior to attending the residency portion of the class. See course requirements section for more information.

- o LPI
- o DISC Profile
- o Who Am I Slide
- o Personal Leadership Philosophy (PLP) Draft

Residency: A detailed residency schedule will be provided to you upon arrival to class.

What to Bring?

1. Personal Leadership Philosophy Draft
2. Personal Computer (You can bring your work laptop, but we recommend a personal)
3. DiSC profile report (Printed)
4. Examples of when you were at your personal best as a leader.
5. Leadership quotes from people who have inspired you.



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COURSE REQUIREMENTS- PRE-WORK (MUST BE COMPLETED PRIOR TO CLASS)

Leadership Practices Inventory (LPI)

Overview: Complete the Leadership Practices Inventory (LPI). You will receive two emails (one system-generated email and one from the SLTC staff) explaining how to set up your LPI. The LPI is the 360° assessment associated with The Leadership Challenge, the leadership model you will learn about during the Resident Session. For the LPI, you will be asked to complete a survey about yourself and provide email addresses of supervisors, co-workers, and direct reports from whom you would like to get feedback. You will receive the results of this feedback on the first day of the Resident Session.

You should receive at least 3 responses. You will not need to bring these as we will print them for you, but before you leave make sure you have at least 3. Students have provided feedback that they wished they received more before attending the class so we recommend at least 3, between 5-7 is the sweet spot, but more is better!

Do not delay in starting your LPI! This is one of the most impactful exercises of MOCTC.





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COURSE REQUIREMENTS- PRE-WORK (**MAY** BE COMPLETED PRIOR TO CLASS)

Reading-The Leadership Challenge

Overview: We will be referencing The Leadership Challenge, by James Kouzes and Barry Posner. The book can be obtained for free using the <https://www.dodmwrlibraries.org/>. Reading the book is **OPTIONAL** and is not required for class but we recommend getting familiar with it beforehand if you have the time.

To get the book:

1. Go to <https://www.dodmwrlibraries.org/>
2. Scroll to "Continuing Education".
3. Access "O'Reilly".
4. Sign in with your DOD ID.
5. Search "The Leadership Challenge".

The 7th edition is available to listen to and the 5th edition is available to read. You may have to set an account on O'Reilly and you can also use your personal email to sign in if you go your "My Account" on dodmwrlibraries and adjust.

Authorization Required
Access to DoDMWR Libraries.org is strictly limited to those who are verified as MWR eligible.

Eligibility is being verified through DEERS per DODI 1015.10 and COMDTINST 1710.13E

Verify Your Eligibility
Learn who is eligible | Where can I find my EDI-PI

Are you a Local National? ☒ No ☐ Yes

DoD Identification Number (i.e., EDI-PI)

Date of Birth

Submit

SECURE AUTHENTICATION

Data privacy
Please be assured, we have limited our request to the absolute minimum information required to verify eligibility. The verification process uses the latest in data encryption technology to ensure that your personal information is kept confidential throughout the process. Once the process is complete, the information you have provided will be deleted.
Privacy Act Statement

O'REILLY Explore Skills Start Learning Featured Answers

Search the leadership challenge

Reset Filters

Your Role +
Formats +
Skills +
Publication date +
Ratings +
Publishers +
Level +
Language (1) +
Duration +
Start Time +
Quizzes +
Sandbox +
Certification +
Certification Vendors +

their latest update to one of the world's bestselling works on leading others in organizational settings.

AudioBook

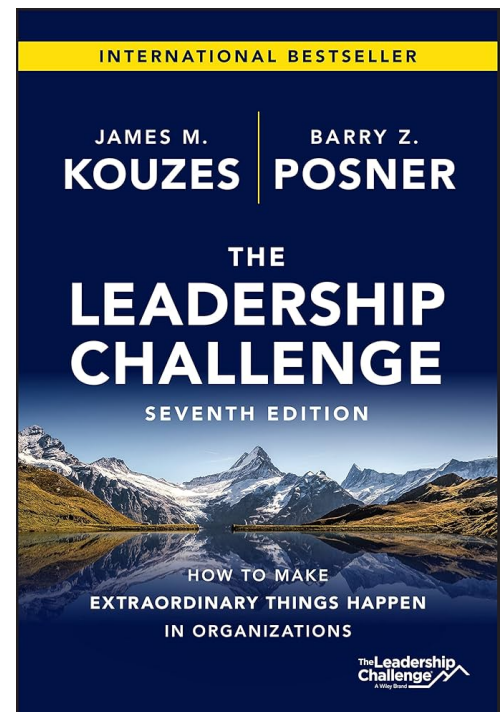
The Leadership Challenge, 7th Edition
By James M. Kouzes and Barry Z. Posner
Write the first review | © 19th Jan
Accent Audio | January 2023

The most trusted source of leadership wisdom, updated to address today's realities, *The Leadership Challenge* is the gold-standard manual for effective leadership, grounded in research and written by the premier authorities in the field. With deep insight into the complex interpersonal dynamics of the workplace, this book positions leadership both as a skill to be learned, and as a relationship that must be nurtured to reach its full potential.

eBook

The Leadership Challenge: How to Make Extraordinary Things Happen in Organizations, 5th Edition
By James M. Kouzes and Barry Z. Posner
★★★★★ 1 | 448 pages
Jossey-Bass | July 2012

The 25th anniversary edition of the bestselling business classic, completely revised and updated for more than 25 years, *The Leadership Challenge* has been the most trusted source on becoming a better leader, selling more than 2 million copies since its first publication. Based on Kouzes and Posner's extensive research, this all-new edition casts their enduring work in context for today's world, proving how leadership is a relationship that must be nurtured, and most importantly, that it can be learned.





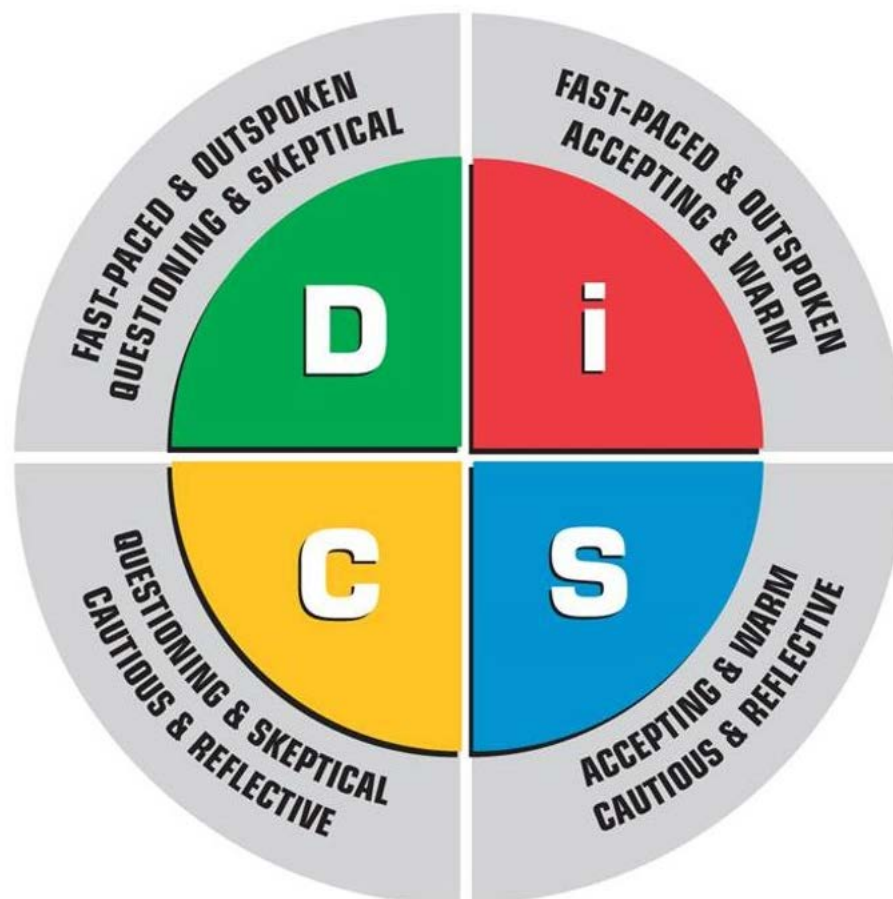
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COURSE REQUIREMENTS- PRE-WORK (MUST BE COMPLETED PRIOR TO CLASS)

DiSC Profile

Overview: Complete the Everything DiSC for Managers Profile when you receive the email with login information (you may have received it last week). The instructions for completing the assessment are sent from a system email address (USCG-LDC / E-DISC@inscape-epic.com), and the subject line will have your name in it (ie. Joe Coastie has been registered to complete the Everything DiSC for Managers Pro

Print: Please print and bring with you for the first day of class.





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COURSE REQUIREMENTS- PRE-WORK (MUST BE COMPLETED PRIOR TO CLASS)

Who Am I slide

Overview: Reflect upon who you are as a person, specifically in the context of leadership. What experiences influenced your personal and professional growth? Who inspired you in the past? Who inspires you now? What values are most important to you? Create a PowerPoint slide that summarizes what you reflected upon and embodies who you are. Post your slide one week before class in Teams. View your teammates' posts.

Post: Post slide in Teams channel.

Examples:





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COURSE REQUIREMENTS- PRE-WORK (MUST BE COMPLETED PRIOR TO CLASS)

To graduate MOCTC, you must complete the following course requirement:

Personal Leadership Philosophy (PLP) Draft

"Successful Leaders know their Personal Leadership Philosophy (PLP) and communicate it by living it passionately every day in all they say and do.

They have taken the time to determine who they are, their values and priorities. They know their course and have set their internal compass, which gives them greater self-knowledge, greater self-confidence, and improved effectiveness as a leader."

This is accomplished by writing a Personal Leadership Philosophy, which states the core values you live by, what you expect of your people, what they can expect of you, and how you will evaluate performance."

Ed Ruggerio

The Leader's Compass: A Personal Leadership Philosophy Is Your Key to Success

What is a PLP? - This is your personal approach to leadership. Your PLP is uniquely your own and is often deeply personal. It's the guiding framework that outlines your beliefs, values, and principles. It serves as a reflective tool that helps leaders navigate their decisions, interactions, and strategies. **A PLP is different than a command philosophy.** - A command philosophy outlines specific directives, expectations, and behaviors for subordinates while a PLP is individualized and emphasizes personal growth, ethical considerations, and the relational aspect of leadership. Simply, a PLP is NOT a command philosophy, which is what you expect of people under your command. A PLP is what people should expect of you. If you already have a PLP, - revisit it and ensure it is still a reflection of your current leadership philosophy. If you have a Command Philosophy or Guiding Principles, there may be some aspects that relate to your PLP, but it is unlikely that these documents capture the intent of a PLP.

Write your Personal Leadership Philosophy. We will use a two-step iterative process. Come to class with a prototype/draft. You will share it with your group who will provide you with candid, constructive feedback. With those ideas, you will refine your PLP. The prototype does not have to be perfect or refined; it is simply your first attempt at developing a PLP that reflects who you are as a leader.

There is no prescribed format. Typically, no more than one- two pages, but can be anywhere between a paragraph to two pages long depending on the individual.

References: "Leadership, Leader and Command Philosophies: What's the Difference, Why Does it Matter," by T. Thomas and G. Haley.



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COURSE REQUIREMENTS- COMPLETED DURING RESIDENCY CLASS

Personal Best Leadership Experience (PeBbLE)

"We do not learn from experience...we learn from reflecting on experience"

John Dewey



What is a PeBbLE? - During class on the first day, we will ask the question "what is your best leadership moment". On your own time, you will turn a rock into a representation of when you were at your best (your PeBbLE). You will present your PeBbLE on the last day of class.

How do I do this? At some point during the course, you will find a rock. We will provide paint markers that you can use to paint your rock. Some people will use values or key words on their PeBbLE while others will use symbols/pictures to represent their best. The instructors will have theirs on display in class as examples. **There will not be time in class to work on this.** You can do it during your breaks, lunch, or after class.

It doesn't have to be a rock. Typically we tell students to take a small rock, but it can be any object that is easy to travel with (ie. you can take through airport security). We have seen shells, hockey pucks, baseballs, and more. The end goal is the same, this should be something that you look at which can remind you of when you were at your best.



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COURSE REQUIREMENTS- COMPLETED DURING RESIDENCY CLASS

Team Dynamics Presentation- Everest Simulation

"Life is a Journey, not a destination." -Ralph Waldo Emerson

Overview: Over the past 6 weeks you have been on a journey. Hopefully you have had what David Kolb would describe as a "concrete experience" (MOCTC). Now it is time to holistically reflect on your Coast Guard leadership experience as a team. **Please note this assignment will be completed during the residency section of the course with your group.**

Assignment: The staff at the OCLC is looking to build a course called "team dynamics." This course would be offered to future groups of climbers. We would like you to come up with a 10-minute presentation that we could use. Each team will develop a presentation that demonstrates your team's learning throughout the six weeks. The presentation should show an understanding of course content including material from the Leadership Development Framework (COMDINST 5351.3A) competencies of "Leading Self" and "Leading Others." We **do not** want to know what decisions you made during your simulation. We **do** however want to see what changed within your group decision making dynamics as you progressed through the pre-residency, residency, and simulation.

Questions to answer during your presentation

Overview

What were key team takeaways from this experience?
What was most useful to your team?
How would this course help other teams?

Team Dynamics:

What changes occurred to thinking as your team progressed through the course residency? How did this impact group dynamics?
What material was used during the simulation?
Did the team define success and if so how?
Did the team have any "aha" moments?

Now What:

Having reflected on this what is one takeaway the team would suggest to future teams they supervise or work with?





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COURSE REQUIREMENTS- COMPLETED DURING RESIDENCY CLASS

Commitment Plan

Purpose: MOCTC is not the end, but just the beginning of your leadership learning. The “Commitment Plan” is designed to help you continue your reflection and then apply the learning you have gained through the MOCTC experience. This plan will build upon the diagnostic capabilities you have practiced to provide a catalyst for you to continue your leadership journey.

Requirements: Please complete the following within 1-2 months after your MOCTC graduation:

- ☐ Course Survey – Complete the “Level 1” course survey sent to you via email
- ☐ Discussion with Supervisor – Provide a general overview and key learnings of your MOCTC experience. I am going to talk to my supervisor _____.
- ☐ I am going to recommend _____ for this class.
- ☐ Dialogue with a class peer(s)– Seek out three people to share a specific learning from your MOCTC experience. Meet with this person at least once after the class.

Person 1 _____	(Date) _____
Person 2 _____	(Date) _____
Person 3 _____	(Date) _____
- ☐ Display your PBLE!!! Place your PBLE in a spot for others to see it. Use it as a reminder of the class and your Personal Best Leadership Experience. I will display my PBLE _____.
- ☐ **NOTE:** Your supervisor will receive a “Level 3” survey 6-9 months after your MOCTC. In this survey they will be asked if you successfully completed your commitment plan.

Process and Guidance: You will graduate MOCTC on the last day of your residency upon successful completion of all course requirements. The goal of the MOCTC staff is to achieve our course vision. To create a transformative learning environment using immersive experiences that empowers individuals to become effective leaders of self and others.



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COURSE DISENROLLMENT POLICY

Students may be disenrolled from the course for administrative or punitive reasons:

Administrative disenrollment – Students who have extenuating or emergent circumstances may be administratively disenrolled, and orders cancelled at any time. They should contact their assigned team advisor to start this process to get approval through the LDC chain of command. Students will be responsible for undertaking all of the necessary administrative coordination with their unit, ETQC, and LDC once their disenrollment is approved.

Punitive disenrollment – Students who engage in behavior contrary to our Coast Guard core values and/or fail to complete their assignments on time will be considered for disenrollment by the LDC chain of command. Specifically:

Pre-Work. Students who make no effort will be contacted by their assigned team advisor. Further action and warnings will be taken if no progress is made.

Residency. Students who miss sessions will be contacted by a staff member. Further action and warnings will be taken if the absences continue.

Remediation for administrative or punitive reasons will be considered on a case-by-case basis by the MOCTC Course Chief.

Academic Honesty Policy: MOCTC maintains a policy of strict academic honesty and integrity. Students shall strictly adhere to the Coast Guard core values of Honor, Respect, and Devotion to Duty. No exceptions will be made. Honesty in the performance of academic assignments is essential to the mastery of a subject and intellectual development. The responsibility for such honesty rests with the individual student. While teamwork and cooperation are encouraged, the following practices are expressly prohibited:

Cheating: Cheating is presenting someone else's work as one's own. All work is expected to be original.

Plagiarism: Plagiarism is using the exact words, phrases, ideas, or sentences of another person or paraphrasing information obtained from another person or his/her work (facts, opinions, ideas, or language) without proper documentation. Students should include citations for direct quotes and paraphrasing; print online posting of downloads for personal use only (do not alter or re-distribute); and always check permission restrictions for using electronic material.

Course Material Copyright Restrictions: Copying or redistributing protected intellectual property violates copyright law. Copyrighted material limits access and use to students enrolled in MOCTC for the course duration; therefore, copyrighted materials are used MOCTC by students only while enrolled in the course.



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ATTENDANCE, PARTICIPATION, AND CONDUCT REQUIREMENTS

Student Responsibilities and Expectations:

Overall

- You are responsible for completing course requirements and assignments on time
- You are expected to display an inquisitive attitude and the willingness to engage constructively with peers and staff consistent with a graduate-level seminar experience
- You must attend the entire duration of the course to graduate

Residency

- MOCTC students receive orders to the in-person residency and are expected to be present on a full-time basis. Please ensure your supervisor and unit are prepared for your absence
- Students must contribute actively and positively in classroom discussions. Students must review assigned readings for modules and engage speakers with relevant, insightful questions to contribute to session discussions

Teams/Groups: Students will be divided into teams or groups, and each has an assigned staff member, who will act as a advisor, coach, and facilitator. Also, this staff member should be a student's first point of contact for questions or concerns. Advanced notification of anticipated absences should be made to your assigned staff member. If you cannot reach your facilitator for any issue, please contact the lead staff member or Course Chief. Your team rosters will be sent in a separate document.

COURSE EVALUATION CRITERIA AND FEEDBACK

Course Requirements and Residency Assignments Evaluation Criteria/Expectations: The in-person residency consists of sessions every day from Monday to Friday. Students are expected to attend all sessions, be prepared to engage, and complete all assignments. Assignments will include course requirement deadlines, module homework, and team project work. Assignments will be evaluated through a mixture of peer and staff feedback.

Course Survey and Feedback: To continue improving and providing the best possible MOCTC course, the LDC staff will be employing a variety of surveys during and after the course. Each student's critical, constructive and honest feedback is essential for future generations of the course. Detailed instructions for each survey will be provided via separate email correspondence to each student. Feedback from the students and their immediate supervisors will be solicited approximately six months after course completion. Please complete all surveys as completely and as honestly as you can. Feedback is a gift!