

Holm Center Training Manual



***Jeanne M. Holm Center for Officer Accession
and Citizen Development (AETC)***

Maxwell AFB, Alabama 36112

Jeanne M. Holm Center for Officer Accession and Citizen Development (AETC)

The Holm Center Training Manual (HCTM) contains both the policy guidance and instructions on how to train and supervise Holm Center students. The *HCTM* requires students, officers, and staff to apply the guidelines spelled out in this guide.

This guide applies to all Holm Center students providing a five-step, continuous leadership development process to produce better-trained and more qualified officers for the United States Air Force and better citizens for America. It is designed to develop trust and mutual respect between supervisors and subordinates in order to maximize the working relationship.

We challenge each of you to do your utmost to make the training atmosphere at the Holm Center professional and beneficial. Following the guidelines outlined in the *HCTM* will be an important first step.

This version of the HCTM (T-700) replaces the 2007 and 2004 ATM and the 1998 AFOATS Training Manual, and 1997 and 1994 AFROTC Training Guides. Previous editions may not be used.

Copyright © January 1994, with concurrence of original author.

Edited from original manual by Rosebush, Michael A. "Applying the Academy Training Philosophy"

All Rights Reserved. No part of this publication may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without prior permission of Michael A. Rosebush.

Concepts and format of the Academy Training Philosophy were created by Michael A. Rosebush and Carl Bryant, Copyright April 1984.

Edited with permission of the author, Michael A. Rosebush

Table of Contents

Overview	1
Rationale for the Holm Center Training Manual	1
What is Mutual Respect?	3
How Do You Establish Mutual Respect?	4
Guidelines	6
Trainee Abuse and Hazing	6
Chapter One: Expectations	12
Introduce Yourself	12
Set a Positive Atmosphere	13
State the Obligations of the Subordinate	17
Explain the Rationale Behind the Task	19
Provide an Overview of What is Going to Happen ..	20
Chapter Two: Skills	23
What Do Supervisors Try to Accomplish When Teaching or Training	23
Modeling the Desired Skill	25
Using Rehearsal Skills	26
Chapter Three: Feedback	29
Rules for Feedback	29
Providing Feedback for Positive Behavior	32
Providing Feedback for Negative Behavior	34
Chapter Four: Consequences	41
Rules of Consequences	42
Techniques for Providing Rewards	46
The Purpose and Intent Behind Discipline	48

Table of Contents (continued)

Chapter Five: Growth	53
Establishing a Performance Goal	54
The Importance of Self-Esteem	58
Actions that Increase Self-Esteem	59
Actions that Decrease Self-Esteem	62
Providing Realistic Challenges.	66
Conclusion	68
References	68

Overview

Rationale for the Holm Center Training Manual (HCTM)

Before you start to study the *HCTM*, it is important for you to understand why it exists. More importantly, why are you studying leadership? The more you understand the concepts of leadership, the better you'll be able to apply your own natural leadership abilities and styles.

The first question we must answer is, "Why do we train leaders?" The answer lies in the Air Force and nation's need for leadership. General Charles Gabriel, former Chief of Staff of the USAF said, *"The Air Force's real strength lies in its people. The mission is not done by machines, it is done by people. The best weapons are of little value without trained and motivated people to operate and support them. Those of us in leadership positions have a special responsibility to develop and support the high quality people who will lead the Air Force in the 21st century."*

The Air Force, and the nation it serves, will always need highly qualified leaders. Leadership is not just a job, it is a process (Hughes, 1993). Just because a person is in a position of authority does not make that person a leader. A leader must understand the processes that make up a leadership situation and be able to deal with them effectively. You, as a future leader, must commit yourself to understanding the processes of leadership.

The *HCTM* is the Commander's definition of how all supervision and training is conducted in AFROTC, OTS and AFJROTC and serves as a set of guidelines for behavior that apply in working with a subordinate. The purpose of the

HCTM is to strengthen the working relationship between the supervisor and subordinate and develop a relationship of mutual respect.

The *HCTM* offers you a “beginning-to-end” approach to developing a successful environment for leadership. You can use the *HCTM* as a starting point to develop your own leadership style. The principles described in the *HCTM* are in most respects, the fail-safe fundamentals of leadership. These ideas will be used to make you a more effective leader.

After all, what is an officer? In the final analysis, an officer is a leader first and foremost. Everything else you do, as a specialist in the Air Force, is subordinate to your role as a leader. Whether you become a maintenance officer, intelligence officer, or an F-15 pilot, you are an officer first and a specialist second. Being an officer brings the obligation of being a leader.

The *HCTM* is not a “cookbook”; you are not guaranteed success as a leader if you follow its ideas in proper sequence. Each leadership opportunity offers unique situations and people that add to your challenge. You will be better prepared to face the challenges of Air Force leadership if you fully understand the ideas contained in the *HCTM*.

During your leadership training and development at the Holm Center, you will be expected to use and apply the five basic principles spelled out in the *HCTM* as a starting point. There is much more to leadership than Expectations, Skills, Feedback, Consequences, and Growth. These five parts of the *HCTM* are important, but the linchpin that holds all of them together is mutual respect.

The responsibility of developing mutual respect lies with the supervisor. The supervisor treats the subordinate with respect by demonstrating certain fundamental behaviors that, in turn, produce in the subordinate a feeling of respect for the supervisor and increased motivation, performance, and loyalty.

What is Mutual Respect?

Aren't subordinates supposed to show respect for their supervisors? While true, there is a huge difference between respecting your supervisor's position and respecting your supervisor as a person.

Having a strong feeling of respect for your supervisor as a person produces dramatic effects compared to merely respecting your supervisor because of their power over you. If you respect the person, you then feel committed toward that person and look forward to working for them again. You imitate the way that supervisor acts, and you take pride in your association with that person. Your increased motivation to "run faster and jump higher" for this supervisor results in increased effectiveness--especially in the long-run. However, if you only respect your supervisor because of their positional power, then you perform primarily out of obligation or fear and are motivated to only accomplish enough to keep that supervisor off your back; you swear you'll "never act that way when you're in that person's position" and you look forward to the time you can stop working for them.

Understand--a subordinate can still be effective working for someone whom they don't respect, especially in the short-term. When you work for a supervisor out of obligation or

fear, you normally have only one motivation for performing--to satisfy this supervisor right now and keep them off your back. You don't want anything to do with this supervisor, and the tasks get done primarily out of fear of the consequences or out of your own self-generated sense of obligation to at least do a satisfactory job.

Yet, isn't your motivation entirely different when you're working for someone whom you respect? You're proud to be associated with that supervisor and are attracted to their style of supervision. Not only do you want to be around them, but also you're more willing to work for, imitate, support, and carry out their policies in the long-term. All out of respect--mutual respect.

Do these scenarios sound familiar? They should. There are plenty of supervisors whom you obey simply out of fear or obligation; and, yet, you can picture that other supervisor--the one you had the utmost respect for and would do anything to support. Just think of the terrific potential that would exist in the Air Force if more supervisors would motivate through mutual respect. It can happen!

How do you Establish Mutual Respect?

In order for mutual respect to occur, it is critical to remember what the word mutual implies--respect given out, as well as received. Some supervisors make the mistake of taking a position where they refuse to show any respect to the subordinate until the subordinate earns the respect. In other words, "When you produce, I'll treat you with dignity and respect; but, until then, I am free to treat you any way I please." The unfortunate mistake in this line of thinking is that while a supervisor is waiting for the subordinate

to perform before any respect is given, the subordinate is simultaneously not feeling any respect for the supervisor as a person. Therefore, the subordinate works and performs only out of obligation or fear of the supervisor and mutual respect never gets established! In order for a supervisor to get respect from a subordinate, the subordinate must first be shown respect.

At this point, you may be saying to yourself, “Okay, as a supervisor I should start by showing respect to my subordinates, but just how do I do that?” The *HCTM* attempts to help with that question by providing you some practical guidelines for how to behave as a supervisor for the purpose of maximizing a mutual respect relationship with your subordinates.

The only criterion for applying the *HCTM* is to be a supervisor or trainer. You don’t have to have a certain rank or a certain position or be in a certain program or situation. You simply need to say, “yes” to the following questions: Am I a supervisor or trainer? Do I have a subordinate?

If you are a supervisor, you already have all of the potential you need to develop mutual respect with your subordinate. You have been blessed with a wide range of unique talents that have worked for you in the past. Now let’s discuss some guidelines that will help you achieve a mutual respect relationship with your subordinates.

The *HCTM* requires you to accomplish five steps in building mutual respect with your subordinates. Over the next five chapters, you will learn these steps and some guidelines for application.

Guidelines

- **Set the Example.** Portray the attitude, “do what I do.”
- **Avoid Sarcasm.** Sarcasm only breaks down self-esteem.
- **No Profanity.**
- **Corrections Should Be Consistent.**
- **Physical Discipline.** Physical discipline is never allowed, nor authorized.
- **Know the Regulations and Published Guidance.**
- **Be Serious.** Treat hard work with respect.

Trainee Abuse and Hazing

The following information is Chapter 3, Trainee Abuse and Hazing, from the Air Education and Training Command Instruction 36-2909, *Recruiting, Education, and Training Standards of Conduct*, 2 December 2013, in its entirety. Compliance/adherence to this instruction is mandatory.

Overview. Leadership, faculty, and staff are responsible for safeguarding the safety, morale, and welfare of assigned trainees, cadets, and students, to include providing them with a healthy learning environment. Faculty and staff must treat all trainees, cadets, and students with dignity and respect. Trainee abuse and hazing, as defined by this instruction, are wholly inconsistent with these responsibilities and will not be tolerated.

Terms Explained.

Trainee Abuse. Any unauthorized physical or verbal act or omission by a faculty or staff member against a trainee, cadet, or student intended to cause, or likely to result in, unlawful physical, emotional, psychological, or financial harm. Examples include, but are not limited to: maltraining, cruelty and maltreatment (verbal and/or physical), hazing, unlawful discrimination, wrongful appropriation, abuse of authority, sexual harassment, rape, sexual assault, and forcible sodomy.

Maltraining. Any practice not designed to meet a course training objective. Examples of maltraining include, but are not limited to: using abusive or excessive physical exercise; unnecessarily rearranging the property of a trainee to correct infractions; and misapplication of motivational training tools. Any practice for the purpose of inducing a trainee, cadet, or student to self-eliminate is considered maltraining. Other examples include: making a trainee perform degrading or humiliating tasks; assigning remedial training to an entire group based on the deficiencies of an individual or a few individuals; and assigning remedial training that does not fit the deficiency. Training conducted in violation of applicable risk management plans and/or in violation of hydration and work rest cycle standards also constitutes maltraining.

Cruelty and Maltreatment Generally. Military personnel who are cruel toward, oppress, or maltreat persons subject to their orders are guilty of cruelty and maltreatment under Article 93, UCMJ. The cruelty, oppression, or maltreatment, although not necessarily physical, is measured by an objective standard. Assault, improper punishment, and

sexual harassment may constitute this offense. The imposition of necessary or proper duties and the exaction of their performance does not constitute this offense even though the duties are arduous or hazardous or both. Acts constituting this offense may also violate other provisions of the UCMJ. For purposes of this instruction, the offense of cruelty and maltreatment is further subdivided into physical maltreatment, verbal maltreatment, and sexual harassment.

Physical Maltreatment. Causing or engaging in unauthorized and unwanted physical contact with another or improperly depriving another of basic physical necessities. Examples include, but are not limited to: poking, hitting, thumping, pushing, grabbing, physical violence, physical intimidation, assault, rape, sexual assault, forcible sodomy, as well as unauthorized deprivation of medical care, basic sustenance, hydration, hygiene, restroom breaks, and recuperation.

Verbal Maltreatment. Verbal maltreatment includes any language that degrades, belittles, demeans, maliciously embarrasses, or slanders an individual or group. This includes any such language that unlawfully discriminates on the basis of the color, national origin, race, religion, age, ethnic group, gender, sexual orientation or physical stature of any individual or group. Examples include, but are not limited to: profanity; depicting, suggesting, insinuating, condoning, or encouraging immoral, unethical, illegal, or unprofessional conduct; crude, offensive language in rhymes or prose as memory devices (mnemonics); racially disparaging remarks; training tools that contain profane words, offensive language, or inappropriate sexual or gender references; and any language that establishes a hostile environment, promotes sexual harassment, or

engenders disrespect toward a particular race, religion, or gender.

Sexual Harassment. Sexual harassment is a form of sexual discrimination that involves unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of a person's job or career; (2) submission to or rejection of such conduct by a person is used as a basis for career or employment decisions affecting that person; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile, or offensive work environment. In short, it includes influencing, offering to influence, or threatening the career, pay, or job of another person in exchange for sexual favors, and deliberate or repeated offensive comments or gestures of a sexual nature.

Hazing. Any conduct whereby a military member or members, regardless of service or rank, without proper authority causes another military member or members, regardless of service or rank, to suffer or be exposed to any activity which is cruel, abusive, humiliating, oppressive, demeaning, or harmful. Soliciting or coercing another to perpetrate any such activity is also considered hazing. Hazing need not involve physical contact among or between military members; it can be verbal or psychological in nature. Actual or implied consent to acts of hazing does not eliminate the culpability of the perpetrator. Examples of hazing include, but are not limited to: unauthorized

psychological games (e.g., “loyalty checks”); initiation rites or rituals that threaten or result in bodily harm to any person (e.g., “blood wings,” branding, tattooing, striking); forced or coerced consumption of alcohol, drugs, or tobacco products; and forced or coerced consumption of excessive or harmful liquids, foods, or any other substances. Hazing may occur among faculty and staff members, between faculty and staff and trainees, cadets, and students; and among trainees, cadets, and students.

Specific Prohibitions and Responsibilities. Conduct that violates the prohibitions and mandatory provisions of this paragraph, including its subparagraphs, by military personnel is a violation of Article 92, UCMJ. Violations by civilian personnel may result in administrative disciplinary action without regard to otherwise applicable criminal or civil sanctions for violations of related laws.

Faculty and staff shall not engage in, or try to engage in, trainee abuse. Faculty and staff shall not encourage or condone trainee abuse by others.

AETC personnel shall not engage in, or try to engage in, hazing, regardless of the rank, position, or training status of the perpetrator or victim.

Allegations of trainee abuse and/or hazing will be reported in accordance with AETCI 36-2909, paragraph 1.3 (Misconduct Reporting Requirements).

Substantiated allegations of trainee abuse and/or hazing will be documented and maintained in the member’s PIF in accordance with AETCI 36-2909, paragraph 1.4 (Personnel Information Files). In addition to possible disciplinary

action, substantiated allegations of trainee abuse and/or hazing may result in a faculty or staff member's removal from the training environment, temporary/permanent decertification and/or withdrawal of associated Special Duty Identifiers.

Chapter 1

Expectations

Wouldn't it be awful if, on the first lesson of class, your instructor says to you, "Your final exam will be a written essay; I am not going to tell you what I want you to write it on, but you had better do it perfectly." Some people might get goose bumps just thinking about how poorly they might do in that instructor's class trying to guess what that instructor really wants. We often put our subordinates in this position.

In the EXPECTATIONS phase, you clearly spell out in advance what you require of your subordinates so they have every possible chance of doing the task correctly. You may not like this; but, when you do not clearly state your expectations to your subordinate and the job gets done incorrectly, the subordinate is not to blame--you are!

Introduce Yourself

The first thing you need to do with your subordinate is to introduce yourself. Even if you've been around this person for several years, it still needs to be done in a modified form. There are three points to emphasize in introducing yourself to your subordinate.

Position. You need to clearly state your position in regard to your subordinate. For instance, "Mr. Thomas, I am Captain Rosebush. I am in charge of how well you perform during training. If you have any concerns, I will be the one who helps you."

Background. State your background and experience that make you credible concerning the area you are supervising. An example might be, “This is my second year as an instructor. Last year I was in training, so I know what we have to do to be successful.”

Values. All of us have our own biases, beliefs, and values. It is important we immediately convey them to the subordinate in order to help that person appreciate our perspective. For example, “I expect you to make mistakes, and we can work with that; but I simply will not tolerate deception. If you’ve done something wrong, admit it. You will have to face the consequences of that act, but I can promise you it will be much less severe than if I find out about something you intentionally failed to tell me. You are entitled to mistakes with me - you are not entitled to deception.”

Set a Positive Atmosphere

As you well know, much of a relationship is based on first impressions. They often last long after the initial behavior change. If your goal is to establish a positive motivation in the subordinate, you need to set a positive atmosphere from the start.

Dr. James Dobson (1970), internationally known psychologist, contrasted how two people can achieve different results when they set out to establish a positive atmosphere. Pay close attention to the two different styles that Dr. Dobson talks about in his book *Dare to Discipline*. First, let’s hear from Captain Peach (paraphrased from Dr. Dobson’s *Dare to Discipline*):

"I'm so glad we had a chance to get together. This is going to be a good experience for you. You're going to like me and I'm going to like you, and we'll just have a ball." But, about three days later, Mr. Butch wants to know what everyone else is questioning, too. That is, how far can we push Captain Peach? At a well-calculated moment, he challenges Captain Peach with a small act of defiance. Now, the last thing that Captain Peach wants is conflict, because he had hoped to avoid this sort of thing in their relationship. He does not accept Mr. Butch's challenge; he pretends not to notice he didn't do what he told him to do. Everyone saw what happened; it wasn't a big deal, but Butch survived unscathed. From that moment on, chaos begins to grow and intensify. Two weeks later, Captain Peach is beginning to notice that things are not going very well. He's doing a lot of screaming each day, and he doesn't know how it got started; he certainly didn't intend to be a violent supervisor. Soon life has become intolerable, and the thing he wanted least begins to happen--the students openly reveal their hatred and contempt for him."

Sound similar to a scenario you've witnessed from a few immature supervisors? Many fall into the same mistake because they did not properly establish the right atmosphere in their EXPECTATIONS. Let's continue with this *student analogy*, paraphrased from Dr. Dobson's *Dare to Discipline*:

“Captain Justice wants to be liked by his subordinates, too, but he is more keenly aware of his responsibility to the subordinates. On his first meeting, he delivers his inaugural address. ‘This is going to be a good experience, and I’m glad you are my subordinates. I want you to know that each one of you is important to me. I hope you will feel free to ask your questions and enjoy learning in this flight. I will never embarrass you intentionally. I will set you up for success and give you the tools to do the job. If you fail, you will be held accountable for your actions. The Commander has given me the responsibility of teaching you some very important things, and I have to get you ready to demonstrate them. We have a lot to learn, so I think we’d better get started.’”

About three days later, Mr. Daring challenges him in a cautious manner, and Captain Justice responds with the pre-warned consequence. Everyone in the flight gets the message--it doesn’t pay to attack Captain Justice. The flight knows he’s tougher, wiser, and braver than they are. He can loosen his control; the flight can laugh together, talk together and interact together. But, when Captain Justice says, ‘It is time to get back to work’, they do it because they know he is capable of enforcing his expectations.”

Dr. Dobson’s international best-seller was not written only for students. His message is clear. All supervisors must establish the correct atmosphere when establishing EXPECTATIONS with the subordinate. Here are some guidelines to help achieve that positive atmosphere:

I Will Help You. A wise supervisor knows when the subordinate looks good, so does the supervisor. It is important to let the subordinate know you will support them. EXAMPLE: "I want you to succeed and I will be here to help you. I want you to be good at what you do."

I Will Not Carry You. No matter how helpful you are, you must always remember it is still the subordinate's responsibility to perform. You will willingly help them, but you will not take over for them. The subordinates must learn to be responsible for their own actions. EXAMPLE: "I will be with you every step of the way, but I will not carry you a single step. You need to be able to do it yourself."

Appreciation of Subordinate's Strengths. If you are working with a subordinate, especially a good one, chances are that person was very successful in a wide range of activities before coming to work for you. The subordinate who's been successful before will continue to be successful for you if that self-confidence still exists. One of the most foolish things you can do is tear down that person's self-confidence and then expect them to perform well. EXAMPLE: "You have a lot of strengths that make you an outstanding person. I now want you to apply those strengths for the team. I consider our mission to be vitally important, and I know you can help us."

Requirement for Feedback. Let me give you a quick example that will contrast positive motivation and negative motivation:

A positive motivator will say, "You need my feedback concerning your performance in order to improve. Likewise, I need your feedback on

what you don't understand so we can be effective in working together. Don't be thin-skinned about hearing feedback from me. It is given because I want you to succeed. Likewise, I must have your feedback in order to be more effective in helping you. Therefore, I will be as open as possible toward providing you the opportunity to give me feedback. I need it, you need it, so let's both agree to provide it."

A negative motivator will say, "I want you to listen up and listen up good." That is a true statement, however, it is incomplete. There is no mention of the supervisor doing any listening. That can prove fatal for any relationship!

Your Commitment to the Program. If you don't convey your commitment to the program, how can you possibly expect the subordinate to? An immature supervisor can sabotage a program by saying things like, "Good luck. I know I wouldn't be doing this if I had it to do over again." Instant letdown for the subordinate! If you can't support the program, then have the courage to get out instead of being hypocritical. EXAMPLE: "I'm committed to this great program as well to you. If you work hard, this can be a very rewarding experience for you, too."

State the Obligations of the Subordinate

There are certain obligations that need to be clearly spelled out by a supervisor so the subordinate knows in advance what's expected. With this objective, you are no longer introducing yourself or setting the right atmosphere. You are literally informing the subordinate of your requirements. Since these obligations can be numerous, let's focus on two that will be true regardless of the situation.

Compliance With Standards. It must become obvious to your subordinate you expect them to comply with the established standards and that you will enforce them. Let the subordinate know honest mistakes happen and are forgivable. Encourage your subordinate to let you know when they happen and as soon as they happen. We can all learn to overcome mistakes. However, what simply cannot be tolerated is intentional, willful noncompliance with standards. This is a flagrant attempt on the subordinate's part to challenge you, and shows they have little respect for the goals you are trying to accomplish. Such action must necessitate an established consequence. A squadron commander of a flying squadron once advised his pilots that, "You will make mistakes you are not proud of. Admit them, take your consequences, and then be better for it. I will respect you for that, and you will be forgiven. However, if you ever intentionally break a flying regulation, I want you to know in advance I will do everything in my power to take away your wings." There was absolutely no doubt in the squadron what that supervisor thought of compliance with standards!

Maximum Effort. One thing you can guarantee is you are not going to get maximum performance from your subordinates at all times, especially when they are first learning a new skill. Yet, there is something you can always expect from your subordinates--maximum effort. Collectively, it's the responsibility of both of you to meet the desired performance. Let your subordinate know if they will provide the effort, you will help transform it into success.

Explain the Rationale Behind the Task

Few things are more frustrating than doing something with no rationale or relevance to you. Most people are willing to provide honest effort if they believe their effort is purposeful; no one wants to waste their own efforts on something they perceive as meaningless. It is incumbent upon supervisors to provide some purpose or relevance to the given tasks. You may say to yourself, "But I don't have time to give rationales for everything I do; plus, I don't think I should have to. Subordinates must learn to do things regardless of whether they see the relevance behind them." Perhaps this analogy will clarify this point.

If I'm teaching a student how to fly and that student gets our aircraft into a spin, I can promise you that my reaction will be to immediately take control of that aircraft and get us out of the spin. I don't have time to explain why I'm taking control and exactly what I am doing to the aircraft to get it out of the spin. Obviously, I didn't explain my rationale to that student. However, before we went flying, I should have explained the rationale of why we do not get our nose so high that it stalls our aircraft and the dangers of getting into a spin--and I would take control if I had to! I should have stressed the degree of importance of what happens if we do stall and spin the aircraft. Also, once we were on the ground again, that subordinate deserves to know what I had to do to correct the spin, so it becomes relevant to them.

If the following two items are covered by the supervisor, you increase your chances the subordinate will find your tasks personally meaningful and, therefore, worth their energy.

Relevance. As a supervisor, you will often be tasked to do something that appears irrelevant to you. Yet, if you have any determination at all in what tasks your subordinates are supposed to accomplish, you had better do everything in your power to help insure its relevance. Do not pass the buck. If it doesn't seem relevant to you, try to clarify it with your supervisor or find some relevance for yourself. If you can't find any relevance in what you're doing, then your subordinates won't either.

Importance. When you provide a task to your subordinate, express the realistic degree of importance for that task. All tasks vary in importance. Let your subordinate know your "investment" in this task as well as their investment. All of you've seen some immature supervisor who seems to express that every task is critical. It doesn't take long before that subordinate is burned out on doing all those "critically important" tasks. Be realistic! If you aren't realistic, your subordinate will soon develop their own definition of the importance of your tasks - and it probably won't be the same definition as yours!

Provide an Overview of What is Going to Happen

In the field of psychology, it has been determined that "fear of the unknown" is a major contributor to stress. It is also known that some amount of stress is good and essential for increasing performance. However, there comes a point when too much stress becomes counterproductive and performance dramatically decreases no matter how hard the individual tries. Not providing an overview of what's going to happen is truly an unneeded stress.

Explain the Future. Don't keep it secret! You don't have to give a long, item-by-item analysis of what's about to happen. A very quick overview at the start of a task puts people's unknown fears to rest and gives them some appreciation of what is about to happen to the person they think most highly of--themselves!

Realistic Expectations. Let your subordinate know that these are realistic tasks that can be accomplished. Give your subordinate confidence they can do this task and you consider it to be a fair and realistic. Let the subordinate know this is a task you could accomplish yourself and have every confidence they can also.

Seek Feedback Concerning the Subordinate's Willingness. Before you jump headfirst into that task, do you have any appreciation of what the subordinate thinks of the idea? A quick reading of facial expressions will give you a good clue. Does the subordinate seem willing to accomplish the task? Does the subordinate think the task can be accomplished? A simple question like, "Does this sound good to you?" or "Are you ready to go?" will quickly find out those answers. If the answers are "no" then you may have some explaining or reassuring to do. If you don't have time, they may have to accept that fact; but be aware that you are going to have to keep a close eye on that subordinate, or the performance will probably turn out to be less than you desired.

Summary of Expectations

As you have seen in this chapter, EXPECTATIONS are important in ensuring your subordinate has a clear understanding of your requirements. By properly introducing yourself, you help set a positive atmosphere from the start. Stating the

obligations of the subordinate and the rationale behind your tasks helps the subordinate understand just what you want. Finally, in providing an overview, you help alleviate unneeded stress and give confidence to the subordinate. After establishing clear EXPECTATIONS, you can move to step two of the HCTM-SKILLS.

Chapter 2

Skills

In chapter one we discussed how important it is you let your subordinate know very clearly, and in advance, just what you expect from them. In the second step of the HCTM, you provide that subordinate with the necessary skills to succeed at the task. You cannot expect a child to learn how to write if that child is never taught to write, nor should you expect your subordinate to perform a task you have never taught them to properly do. Before you give any feedback or consequences, ensure the subordinate obtained the necessary skills to be a winner at what they do.

There are literally a myriad of skills each subordinate must have in order to be successful at their job. It is incumbent upon you, as a supervisor, to know which skills are essential, and then teach and train them until they can accomplish those skills on their own.

What Do Supervisors try to Accomplish when Teaching or Training?

In teaching you are trying to impart the desired information in an understandable manner. That sounds like a simple, obvious statement, but let me break it down to emphasize some key points. Is the information really what the subordinate needs to be successful? What does this person need to know? Teachers can ramble on all day long about various topics, but if those topics are not related to what you need to know, you will probably do very poorly on the test. Once the information is given we need to see if

it was understood? If a student doesn't understand what the teacher is saying, then simply repeating the same words over and over again probably won't do the trick. The teacher will have to use different words or different reference points to get that same message across. If your subordinate cannot understand the information you're teaching, don't assume the person is unteachable--change the manner in which you teach.

Once the information is understood, you will train through repetition of that task. Your goal in training is to perfect performance through repetition--it must become instinctive. When it becomes instinctive, you have truly mastered that skill.

Some people have a negative concept of the word "training." Unfortunately, some people see "training" as a form of "harassment." For our purposes, supervisors must see "training" as a commitment to subordinate skill development or else face a possible mission failure.

Your overall intention behind teaching and training is to help improve the subordinate in order to satisfy the mission--not to satisfy your ego! If you can't put your ego aside and do everything in your power to help improve that subordinate, then you shouldn't be a supervisor.

One other point worth mentioning along these lines: your initial intention should be to teach and to train your subordinate--not to screen! If you've devoted all your energy to teaching and training someone and, at the end, it is obvious this person still does not have the necessary skills to succeed the screening should be obvious. However, if you reverse that process and make your initial intention

to screen, then that subordinate will never acquire the necessary skills. An analogy would be if you made a quick screening decision on a student and said to yourself, "This person will never make it through this program and I had better do the Holm Center a favor by screening him/her out as soon as I can," then, of course, they are destined to fail. Yet, your initial job, as a supervisor is to do everything in your power to help them win! An example of this is an Instructor Pilot who is so concerned with screening a prospective pilot for UPT--they fail to provide the necessary teaching or training. Teach and train first--then let the screening process take its natural course. The screening will become obvious!

Modeling the Desired Skill

The impact that a supervisor can have, either positive or negative, is simply incredible. Just ask any parent how eerie it is to see their son or daughter have some values, mannerisms, expressions, or beliefs that are a direct copy of the parent. Since we know much of learning occurs through imitating/modeling someone else's behavior, it is absolutely imperative for supervisors to model the correct behavior. Whether you like it or not, when you become a supervisor, you become a role model!

Lead By Example. You should never expect your subordinate to do something that you aren't willing to do. If honor is something important for a student to live under, then it must be equally important for the instructor. No one likes hypocrites, and those motivators who lead by the adage, "Do as I say--not as I do," find very little respect for themselves by their subordinates. If you will not listen to your subordinates, then do not expect them to listen

to you. You cannot earn respect without giving it. If your subordinate is having a hard time learning a new skill, modeling that behavior yourself provides an example the subordinate can relate to.

Show Them, Don't Tell Them. Your actions always speak louder than your words. To quote an old John Wayne saying, "Big words don't make a big man!" It does little good to tell a child, "I love you" if you never spend any time with them. Actions speak louder than words. Likewise, if a supervisor says the words, "I care for you" or "I like what you are doing" and does not back that up with some action indicating approval, these words become meaningless.

Using Rehearsal Skills

As stated earlier, in training the desire is to perfect the performance through repetition, or as we'll call it, "rehearsal skills." This rehearsal can be done strictly in the mind (covert) or it can actually be demonstrated (overt).

Imaginary Rehearsal (covert). More and more people are discovering that if you see yourself perform a skill enough times in your mind, you will actually be able to do it in real life. There was an experiment done where young men of the same age were randomly divided into three different groups of equal size. Each person had to shoot a basketball an exact number of times from the same spot, and the total number of shots made was then recorded. Group A was not allowed to shoot anymore and went back to doing what they normally do. Group B also was not allowed to shoot anymore, but they were required to spend time each day imagining themselves shooting baskets and making them from that same spot. Group C was actually allowed to

practice shooting baskets from that spot each day. After one week, they remeasured each group by having them shoot the same number of shots from the same spot as before. Do you know which group showed the biggest improvement? Group B--the group using imaginary rehearsal.

There are numerous other examples of how imaginary skills are effective: the martial artist who visualizes himself striking his hand through a cement block; the Olympic diver who imagines exactly how the dive will look to obtain a perfect score before the dive is made; the F-22 pilot who pictures exactly what that bomb run will look like all the way to the "bull's-eye"; or the baseball pitcher who sees in his mind exactly where the ball will travel as it crosses the plate. The mind is an incredibly powerful organ, and people are beginning to use the power of imaginary rehearsal more and more. This is not to say visualization should entirely take the place of actually practicing something. There are times in which visualization, if improperly used, can be detrimental. However, visualization (in the proper context) can be an excellent aid in acquiring a skill. Help your subordinate learn a new skill by teaching them to picture doing that skill over and over again--perfectly each time!

Demonstrated Rehearsal (overt). Remember the story about the basketball shooters? Do you know which group showed the second best improvement? You guessed it--the group that actually practiced shooting the baskets. The actual repetition of doing something over and over again is invaluable for building confidence and skill in accomplishing that task. Examples would be reciting knowledge, taking tests, marching, athletics, and even learning to be assertive. A tip to help master this skill: start with a small task and master it; move on to an increasingly harder task and

master it; move on, etc., until the desired skill has been completely mastered. Learning the task in increments is a proven technique for mastering a particular skill.

Summary of Skills

As just discussed in the SKILLS step, you are trying to equip the subordinate with the necessary skills to succeed at the required tasks. The teaching and training process is vitally important--without it, the skills will never be acquired. Modeling and rehearsal skills are effective ways to teach and train to make these skills second nature. Once the SKILLS have been acquired, it's time to move to HCTM step number three—giving FEEDBACK.

Chapter 3

FEEDBACK

Picture for a minute how your emotions typically are when you go to class following an exam? You have a very strong desire to learn how you did on that exam, whether you fear you did poorly or hope you “aced” it. You want to get feedback (whatever it turns out to be) from the instructor as soon as you can to end the mystery. Sound familiar? Instructors are inundated the day after the exam with requests from students wanting to know how well they did. Heaven forbid the teacher should say, “I have not graded them yet.”

Feedback is incredibly important to people. Much of their future performance and self-esteem depends largely on the feedback they are given. It is essential in leadership development that feedback is given over and over and over again. Constantly giving feedback to your subordinates takes a lot of effort on your part. Yet, the effective supervisor knows feedback is essential and is willing to take the energy to give both positive and negative feedback.

Rules for Feedback

There are some guidelines that are useful when giving feedback whether that feedback is good or bad. INPUT + is an acronym that encompasses these rules for feedback.

Immediate Feedback. It is very important that feedback be given as soon as realistically possible. Reading your Officer Performance Report, several months after it’s been written,

to find out your boss disapproved of your performance isn't the way to go. If your boss had talked to you sooner, then maybe you could've corrected the problem. Another reason for the immediacy of feedback is the feedback is much more applicable then and more easily associated with the behavior demonstrated.

No Labeling. Many times supervisors have sarcastic or negative labels for a subordinate who's in trouble. When the supervisor talks about this subordinate to others, inevitably this label comes out and, normally, there are lots of laughs and everyone thinks that's really funny--except the subordinate! A supervisor who uses a negative label in referring to their subordinate is being very destructive. Everyone else who's heard that label now starts seeing that subordinate only in those terms. They may not even know the subordinate, but they sure know that label. They have to work out from under everyone else's negative perception. Likewise, if a subordinate keeps hearing a label associated with them, it's only a matter of time before they actually start believing that label. Labeling isn't productive, so keep it to yourself.

Proper Person. When you have feedback to give, make sure it's directed toward the person who needs it. If you're a leader in charge of twelve students and one student had a poor shoeshine, address the guilty student, not the entire group. How many times have you resented being generalized and accused of doing something that you did not do because you were lumped together with the rest of the people in your group when given this feedback? As a supervisor, you need to talk to the person who needs your feedback, not everyone in general.

Uniquely Specific. The feedback that is provided should be as specific as possible. “You marched poorly today” should be translated into, “Your arm swing was too large. Next time, shorten it by about four inches.” It does little good to tell someone that they have a “bad attitude” if that person does not specifically know what to change. The more specific you are with your feedback, the more likely it is to be changed.

Talk About the Behavior. What you’re really trying to focus on is the behavior demonstrated, not the person. As a supervisor, it is absolutely imperative that you acquire the skill of being able to discriminate between the behavior of the person and the person themselves. An instructor can like their class, respect them, and even be friends with them and still give them an “F” if their performance merits it. Just because the instructor likes you doesn’t mean that they like your behavior. The flip side of this is equally true. A supervisor may not have the same values as you, or may not personally enjoy being around you, and yet, they must be able to recognize the behavior you did that was well done. An immature supervisor will get so wrapped up in accepting or not accepting the person that the actual behavior is not even noticed.

Plus. No matter what kind of feedback you give, it’s important you end on a positive note. That does not mean by ending on a positive note you must negate or minimize all of the negative feedback you were giving. It simply means before you say good-bye, your last words should be something--anything--that the subordinate will see as positive. Obviously, if part of the subordinate’s behavior was good, you would want to mention it. Some might say, “But you have never met my subordinate. There’s nothing

positive about them!” There’ll be times when you’ll have to stretch your brain, but it’s important you end on a high note. It may have to be a simple statement like, “I know you are capable of doing much better work than this. I have every confidence in you.” The point is, if you only provide negative feedback, then your subordinate will walk away saying, “I’m not the problem, they are. He’s/she’s such a jerk!” However, if you can end it on a positive note, then you have maximized your chances the subordinate actually listened to what you had to say. This is, after all, your purpose in giving the feedback in the first place.

Providing Feedback for Positive Behavior

It is obvious the feedback given when your subordinate does something good will be different from when that subordinate does something bad. Let’s discuss some key points about providing feedback when your subordinate demonstrates a positive behavior.

INPUT +. Some areas of feedback do remain constant, regardless of whether or not you’re providing positive or negative feedback. INPUT + should always be used.

Provide It! At the expense of stating the obvious, there’s a critical need to provide positive feedback and, yet, this need is often neglected. Sometimes, supervisors don’t provide positive feedback because they assume their subordinates can somehow “read their minds” and know when they’re satisfied, or they take the approach that “no news is good news.” Positive feedback must be given when deserved.

Public Recognition. There is a simple adage with a remarkable amount of truth in it--“Praise in public,

discipline in private.” Most people enjoy having their good qualities well known and their embarrassments kept secret. Do not neglect the many, excellent opportunities that you have to praise your subordinates in public. It doesn’t have to be a formal ceremony with a lot of pomp and splendor (although there is nothing wrong with that). It can be something simple, like the next time you have an entire group together, speak to your subordinate in a loud enough voice that the other people in the group can also hear it. For example, as all of you are lining up in formation, you yell out to Mr. Smith, “Hey, Mr. Smith, terrific job today in drill competition.” Now, everyone has “subtly” heard about Smith, and Smith feels proud of what he did without being embarrassed.

However, there is one warning regarding this principle. Your public praise should not have the effect of pitting the other people against your subordinate. Nothing will get your subordinate into quicker trouble than to word your praise as, “I want you all to see how well Mr. Smith did. I’m sure proud of him while the rest of you should be ashamed of yourselves.” Just picture what will happen to Mr. Smith when you leave and he goes back to working with his “buddies”. However, do not become so paranoid about these cases that you fail to ever publicly praise your subordinate.

A subordinate shouldn’t have to finish at “the top” to receive public recognition. It’s a good idea to call attention to your middle-of-the-road performers who make a large improvement even if they didn’t end up at the top.

Challenge. After you’ve provided your positive feedback, it’s often valuable to give a realistic challenge. Chapter five,

GROWTH, will go into much more detail concerning how to provide challenges in an appropriate manner. Challenges provide a new level for the subordinate to reach and keep them from becoming complacent. An example might be, "I am very impressed with how you recited this quote today. I'll bet you'd even be able to recite General John M. Schofield's 'discipline' quote by Friday afternoon. What do you think?"

Providing Feedback for Negative Behavior

Often, supervisors only give feedback when something goes wrong. We just discussed some key principles for giving feedback for positive behavior. Now, let's take a look at how to give feedback for negative behaviors.

INPUT +. Again, INPUT + needs to be given whether the behavior demonstrated is positive or negative.

Get the Subordinate's Impressions. Before you actually start describing what you think is wrong with your subordinate's performance, stop and get that subordinate's impressions. This will give you a much better appreciation of the subordinate's thought about their performance. Fixing the bad behavior is so much easier if you know the thought process the subordinate went through before and after the task. The subordinate may have worked from the wrong assumptions. For instance, you are inspecting a closet and several of the items are out of order; one of the first questions you ought to ask that subordinate is, "What do you think of the organization of your closet?" If the subordinate responds, "Sir/ma'am, I think everything's in order," then you know this is a "skill" problem, i.e., that student needs to learn where they can find the proper

organization of a closet. That's an easy fix--show them the guide and have them read it closely. However, if the subordinate responded, "Sir/ma'am, my pants are out of order," then you know it's not a "skills" problem—it's a lack of application. This is known as a "will" problem. In this case, you won't waste time reminding the student about the guide, they obviously know it already. You need to apply a consequence for failure to comply with the known guidelines.

Ask "What" or "How." What is the typical response when you ask, "Why'd you do this?" You guessed it--"No excuse, ma'am/sir." Absolutely nothing has been learned except you have, indeed, trained someone to instinctively respond to a "why" question by stating, "No excuse, ma'am/sir." If you really want to learn the reason for someone's negative behavior, then start your sentences with "what" or "how." Remember the approach used in the closet scenario: "What do you think of the organization of your closet?" By using "what" instead of "why" you learn the real intentions of your subordinate. A good follow-up question would be, "How do you plan to keep this from happening again?"

Model the Observed Behavior. Sometimes the best feedback a person can get is by watching themselves actually doing the behavior. That's why using a camera, seeing pictures or looking in a mirror can be so helpful. Most football coaches' film their teams playing so the players can see their mistakes, learn from them, and keep them from occurring again. It'd be nice if we, as supervisors, could always walk around with a camera or a full-length mirror to show our subordinates what they look like. That'll never happen, but something can serve as that mirror. You guessed it--you! A very helpful technique

is to model the incorrect behavior that your subordinate is doing. For instance, show that subordinate how they pivoted incorrectly while marching. Once the subordinate sees what's wrong, it's easier to fix (rather than just telling them what is wrong). Then give the subordinate the correct picture by modeling the proper way.

“Sandwich Approach.” When providing negative feedback, one of the primary objectives is to make sure feedback is indeed heard and accepted. Experimentally, it's been shown that a person is in a much better mental framework for accepting negative feedback if it's been “cushioned” in the right manner. That's why the “sandwich approach” is successful in insuring the feedback is heard. This means providing some positive information (top piece of bread) followed by your negative information (the “meat” of your sandwich) and ending with positive information again (bottom piece of bread). Remember in the “rules for feedback” (INPUT +) you were told to always end on a positive note. The same thing is true now except that you also start with something positive. Sometimes your negative feedback is going to have to have a lot of “meat” to it. That's okay. You can provide plenty of negative feedback to help correct poor behavior. However, in giving all that “meat,” just make sure that you've “sandwiched” it with some positive information. Your feedback is useless if the subordinate refuses to hear it. The chances of your subordinate actually hearing the negative feedback is greatly increased if you use the “sandwich” approach.

Re-Support. Providing negative feedback does not mean that you have to be bitter enemies just because criticism is given. Most people feel detached or not as close to the supervisor when receiving negative feedback from them.

It's important to restate your message of support. "Mr. Jones, I don't like the way you let your hair get too long, and I want you to fix it ASAP. That's not like you. I need your help in this flight, and I want to keep you on my team." Just because a father provides some negative feedback to his child doesn't mean the child is now ostracized from the family--that'd be absurd. The father recognizes that what the child did was wrong, yet the father will always love the child, be willing to support them, and keep the child in the family. The same relationship needs to be true for a supervisor to a subordinate. The message is, "I don't like your behavior, it must change, but I will still support you and keep you on this team."

Their Responsibility. Just like your message during the EXPECTATIONS phase, it's important to reemphasize, although you don't like a person's behavior and are still willing to support them, you cannot--and will not--take responsibility for their actions. The subordinate must understand that a change in behavior has to occur and it's up to them to do the changing. Subordinates must be held accountable for their own actions.

Consequences. After telling the subordinate it's their responsibility to change this behavior, it's important for you to tell that subordinate what the predictable consequence will be if the negative behavior continues. This is not a threat, nor should it be conveyed as one. It's simply a stated fact of what will happen the next time this undesirable behavior occurs. For instance, "Tom, I think I've explained why I am disappointed in your performance. These reports must be turned in on time, and I expect this will not be a problem again. However, I want you to understand very clearly, if you turn a report in late to me again, I am going

to document failure to perform your duty. Tom, do you completely understand what I'm saying?" Again, this is not a threat. It is simply an automatic consequence that will happen if the negative behavior continues, and you have shown concern for your subordinate by clearly spelling it out in advance. You took the time to do this because you do care for the subordinate, and you really don't want to see that person perform that behavior again.

Game-Plan for Improvement. If you've told a subordinate what's wrong and you've warned them about the consequences if that behavior continues, you still cannot be confident this behavior will be corrected unless you know the subordinate's game-plan for improvement. Asking, "What do you plan to do differently next time?" or "How will you guarantee these reports will always get to me on time?" Notice how the words "what" and "how" are used in asking those questions? Now you have some idea of just how your subordinate plans to fix this undesired behavior. There are several questions you need to ask yourself to determine whether this subordinate has a smart game plan that'll work.

Does this plan satisfy you? When your subordinate describes this game plan to you, is it one that will work, or do you have a gnawing feeling it is doomed to fail? Without being autocratic, you should use your own experience and knowledge to help determine just what will work. That does not mean you should come up with the game plan. Force the subordinate to do that. However, you can add your input to help "shape" this plan into something you both honestly believe will work.

Is it realistic? It does absolutely no good to come up with a pie-in-the-sky plan that sounds great but you know will never be put into practice. Maybe it is just too complicated, or involves an unrealistic amount of work, or maybe constraints just will not allow implementing this plan the way it needs to be. Whatever the reason, if it's not entirely realistic, then it's time to get back to the drawing board and come up with another plan.

Is the subordinate committed to this plan? This is absolutely essential in order for this game plan to succeed. If your subordinate has a half-hearted willingness to carry out this plan, then it will surely fail. This is going to require a certain amount of effort to change this negative behavior. If the commitment to implement this plan is not there, the effort won't be either. When you suspect your subordinate is not committed to the plan, then immediately confront them. For example, "Bill, you don't seem totally committed to the plan. You'll continue to have problems unless you're willing to stick to the plan."

Follow-Up. People can do some marvelous things on their own and show a tremendous willingness at times to sacrifice self for the overall good. Yet, people can also be downright lazy if left to themselves. That is not a philosophical analysis of mankind; it is a statement of reality. If left unchecked, many tasks will never get done. That's why, as a supervisor, you need to conclude your negative feedback with a message that says you are going to follow-up.

For instance, "Mr. Richardson, I like your plan, and I think it'll work. Now, next Tuesday, after school, I want you to show me just exactly how much you have done on this project. Good luck--I will see you then." By all means, on Tuesday

afternoon follow-up exactly as you said you would do. If you don't establish a consistent follow-up to your feedback, your credibility with your subordinate will soon erode.

Summary of Feedback

The **FEEDBACK** phase is extremely important. Without it, the subordinate does not know whether they're performing properly, until it's too late! The feedback process is highly essential, yet oftentimes neglected. By applying INPUT + to any feedback situation, you maximize the chance of providing valid information to your subordinate. The feedback given for positive behavior will differ from that given for negative behavior, yet both forms make use of INPUT+. After FEEDBACK is provided, it's time for HCTM step number four--CONSEQUENCES.

Chapter 4

CONSEQUENCES

For those of you who have breezed through the first three chapters, slow down and pay particular attention to this section.

CAUTION: THE CHAPTER YOU ARE ABOUT TO READ CONTAINS IMPORTANT INFORMATION THAT IS OFTEN MISAPPLIED.

Much of the success you will have in instilling positive motivation in your subordinates will hinge on your ability to properly apply consequences. The HCTM starts by saying that you need to make your EXPECTATIONS very clear, next you need to teach and train the subordinate so the necessary SKILLS become instinctive, and then you need to continuously provide FEEDBACK to your subordinate on how they are performing that skill. However, if you stop there and stay at the feedback level, a positive motivation will never be instilled. You see, CONSEQUENCES add action to all those words you provided during feedback. Without the action, the feedback will eventually become meaningless.

Consequences are oftentimes not given. Sometimes this is due to apathy or laziness; but, to be quite honest, often they are not given due to lack of courage. It takes a lot of strength for you to go up to your supervisor and request a reward for your subordinate. Why? Because there will be some immature supervisors who believe that giving a reward is “soft” and that type of supervisor will fight you to keep from giving rewards because of their opinion that

“tough” equals “good.” So, it takes courage to stand up for your subordinates to try to see they get the reward they deserve. Likewise, it takes real courage to discipline someone, especially someone who you care deeply about. Many supervisors shy away from providing consequences because it hurts those supervisors too much to do it. Maybe it hurts because that supervisor wants to be liked, and they fear they’ll not be liked if they use discipline. Maybe it’s because that supervisor is not very confident in his or her own decisions. Maybe it’s because there’s a tremendous amount of peer pressure that discourages discipline. The simple fact is, giving consequences is not easy. Often, the closer you feel to someone, the harder it is to discipline that person; and the further you feel from someone, the harder it is to reward that person. Yet, both rewards and discipline must be given! No matter how well you applied EXPECTATIONS, SKILLS, and FEEDBACK, you will fall short of your goal if you do not apply CONSEQUENCES.

This manual not only says that discipline can be given, it says that discipline must be given! Likewise, effective discipline with the absence of rewards will never instill a positive motivation. Both are needed, and both must be properly given.

Rules of Consequences

There are certain rules for applying consequences, regardless of whether you reward or discipline. “Reward” means anything given seen as something positive to the subordinate. Likewise, “discipline” is anything given the subordinate perceives as negative. The following are the rules of consequences, and they apply whether you are giving a reward or a discipline.

Immediate. Just like feedback, the consequence must be given immediately. It ought to be like what Douglas McGregor calls “the hot-stove principle.” When you touch a hot stove, the consequence is immediate—it burns you. There’s never a doubt in your mind what caused the pain. The stove didn’t debate whether it was going to burn you. It did it immediately, neutrally, and consistently. Your reaction is not to resent the stove for being a stove. No, your reaction is to ask yourself why you were foolish to touch it.

Sometimes it’s difficult for a supervisor to remain as neutral and consistent as a stove—they have more emotions than a stove! Since emotions can often prevent a supervisor from being consistent, it’s important for the supervisor to consciously be consistent. The longer the consequence is delayed, the less likely the subordinate will associate consequence with behavior. For instance, an Airman who receives a punishment weeks after the act, loses the connection. When this happens, the subordinate is bitter toward the supervisor instead of being honestly open to what they (the subordinate) did wrong. The consequence becomes meaningless. If an instructor inspecting rooms thinks that flight deserves a reward or a discipline because of how they prepared their rooms, that consequence should be given as soon as possible.

Be Consistent. When applying consequences to a subordinate, by all means be consistent in how you treat that person. Remember the “hot-stove principle”? A hot stove never debates whether it’s going to burn you or not. It simply provides a consequence over and over again. There is no doubt in your mind as you approach that stove how it’s going to react. If you know you’ll always get a particular discipline when you try something, then you

stop trying it (unless you are a fool, extremely rebellious, or both). If a subordinate's cleaning their room and you don't provide some consequence for how the room looks, then they will gamble on whether to clean it tomorrow. If you were inconsistent, they may go ahead and "play the game." Remember, no one resents the consistent hot stove. They just act appropriately around it and blame themselves for touching it. That same analogy can be true for you. You can get the same respect and results a stove gets, if you're consistent!

Behavior Produces a Consequence. The consequence given must be tied to the behavior or it's meaningless. Remember, FEEDBACK should be directed toward the behavior not the person? Well, the same thing is true when providing consequences. It isn't the person the consequence is directed toward. It's the behavior!

You want your subordinates to learn a very clear message: their actions are going to produce a certain consequence from you. If the subordinate does good work, you reward them. However, if negative behavior is demonstrated, discipline should be given. Remember, it's the behavior that you want the subordinate to focus on.

A common example of giving a consequence not tied to the behavior is when a supervisor reacts based on the mood they happen to be in. Have you ever seen an instructor who just happens to be in a terrific mood allow students to relax and not adhere to the rules. Now, there's nothing wrong with this if they've done something to deserve it. However, being in a good mood has absolutely nothing to do with their behavior, so your consequence shouldn't either!

Likewise, being in a bad mood is no justification for giving discipline. Consequences must be given, but only when they are related to the behavior.

Progressive Buildup. Consequences must have some progressive buildup. You start with a small level of consequence appropriate for the behavior displayed. If the behavior continues or gets stronger, the reward or discipline should get stronger. It becomes a hierarchy where the strongest behaviors deserve the strongest consequences.

In order to have this hierarchy, you as the supervisor must know which consequences are available to you. This may mean checking with your peers and coming up with a wide list of possible consequences--both rewards and discipline. After some creative brainstorming, you need to make sure your supervisors approve these consequences. Some supervisors will allow you more room for applying your own consequences than others. Check it out in advance so your consequences are “sanctioned from above.” This will help keep you from receiving an unexpected discipline yourself!

Subordinate’s Viewpoint. To be effective, the consequence must be viewed as meaningful to the subordinate. If a supervisor thinks something is a reward but the subordinate doesn’t think of it as something positive, then it’s not a reward. The same thing is true for discipline: it must be relevant from the subordinate’s viewpoint.

It’s sad to witness a supervisor who thinks they’re disciplining a subordinate, and, yet, the subordinate isn’t even fazed by that discipline. A word of advice to supervisors: put yourself in the subordinate’s shoes and see what’s important to you. Sometimes, supervisors fail

to remember which consequences were really meaningful to them when they were subordinates. Instead, they keep giving their subordinates consequences that would have meaning for themselves. Consequences just do not affect all people the same way.

Provide It. Consequences must be provided! It's not sufficient to say that a valid reward is merely the "absence of discipline." If your subordinate does something that deserves a reward, you must have the creative courage to provide it, or you will eventually find a demotivated subordinate working for you. Your subordinate shouldn't have to believe "the best I can do is break even." Likewise, it's a very immature supervisor who believes they can be effective while only providing rewards. Discipline must be given when deserved, or you will lose control of your position as a supervisor and become ineffective.

Techniques for Providing Rewards

Be Creative. There is a wide range of rewards available. Instead of relying on the traditional ones, challenge yourself to learn and apply a wide variety of rewards. However, make sure that in your creativity you have still provided an appropriate consequence relevant and sanctioned by your supervisors. It's important for high-level supervisors to allow the lower-level supervisors a degree of flexibility in which they can be creative. As a high-level supervisor, if there's some reward that's taboo, spell that out as part of your EXPECTATIONS. The lower-level supervisors need to have some autonomy in developing appropriate rewards.

Shaping the Desired Behavior. It's very important for the supervisor to be aware of incremental changes a subordinate

makes for the better. If a supervisor doesn't pay close attention, they may miss the fact that a subordinate has indeed improved in performance, even if the performance is not yet perfect.

There's a term known as "shaping" in which an observant supervisor rewards a subordinate who reaches the kind of performance the supervisor ultimately desires. For instance, you have a subordinate who doesn't seem to be very assertive around others and is intimidated under stress. The first time they do something more assertive (perhaps talks in a louder voice) you should immediately compliment them. Next time, you only compliment them when they talk in a confident voice to instructors. Finally, you only compliment them when they recite warrior knowledge to an instructor while in a more stressful situation. If the performance keeps improving, maybe it will be a position of responsibility. You have just shaped their behavior into being an assertive, confident, productive member of your flight.

The key principle of shaping is the supervisor provides rewards when positive changes are made in the subordinate's behavior. If there is no improvement, no rewards are provided. Rewards are not withheld until only the desired behavior is displayed. They are given incrementally when progress is made. Rewards are not given if the subordinate regresses or merely repeats the previously rewarded behavior. Improvement must be demonstrated to merit a reward. Shaping is an excellent technique for using rewards to help achieve the desired behavior, and a supervisor would be wise to make use of it.

The Purpose and Intent Behind Discipline

It's important before we ever give discipline that we evaluate "the purpose of the discipline." Sometimes we tend to discipline without even thinking about why we're doing it in the first place. It had to be done--because! Maybe it was done because that is what was done to us. New parents or supervisors provide discipline only because that is what they saw their parents or supervisors doing. They merely model after them, but have no reason behind their discipline. "What, are you crazy? Does there have to be a reason every time I discipline?" You bet there does!

Anyone who uses discipline in a manner that produces respect knows there was a real purpose behind why they went to the trouble of giving that discipline. Here are the reasons why discipline through positive motivation is given and what the intentions behind it should be.

Directed Toward the Behavior. It's the behavior you're trying to correct with discipline. It should never be used to destroy the person, but rather to fix their behavior. If a supervisor uses discipline to somehow "get back" at the subordinate instead of focusing on what the subordinate did wrong, then the subordinate may give in and fix the bad behavior. However, they'll remember how the supervisor handled that discipline and hold a grudge against them. They won't want to work for that supervisor, unless forced to, and their results will prove to be very short-term. Yet, if your subordinate realizes you are not out to get them, rather, just out to fix the wrong behavior, then your subordinate is likely to respect you and make sure it doesn't happen again. That's known as a positive motivation to succeed.

Teaches. The discipline you provide your subordinate should teach which behavior is unacceptable. For instance, being late for class can have some negative results. Not only is the tardy student going to miss the information presented in his/her absence, but also more importantly the student's inability to be prompt may shed doubt about their suitability for commission. A verbal counseling by the instructor about the importance of promptness would seem to be a reasonable first consequence for tardiness. The verbal counseling was an appropriate discipline, if that student arrives on time to class in the future. However, if that student continues to be tardy for class a second verbal counseling will not teach the student anything. For certain, the discipline needs to be increased this time (progressive buildup), but this second form of discipline should teach that student what was not learned the first time. Maybe what is needed is a more formal written form of counseling. Whatever the discipline, it should be used to teach this person that promptness is important in the Air Force.

To Help. A simple axiom is, "there would be no need for discipline if people never did anything wrong." You don't want your subordinate to do things that are wrong. It affects you and your organization, and the subordinate. You know if you don't provide some discipline now, then your subordinates will probably hurt themselves again with that same behavior. Some people only view discipline as something that "hurts" people. Indeed, discipline does hurt at the time it's given. If it doesn't hurt, then it probably wasn't a discipline at all. There was nothing unpleasant about it. Nobody enjoys receiving discipline. It hurts. It wasn't any fun. So, if discipline is so painful to give and/or receive and no one wants to do it, why should we? **BECAUSE**

WE'RE INTENDING TO HELP. That's right--help. You want to either help the subordinate or help the situation.

If a subordinate breaks a standard, it's easy to give feedback. That's why so many people refuse to provide discipline the first time a standard is broken. It's easier just to give feedback. Yet, how many supervisors have you seen who will never provide discipline? They just keep giving the same feedback over and over again because they didn't want to discipline, i.e., seeing the subordinate hurt or going through some pain themselves. The sad paradox is that the more a supervisor avoids discipline in order to help the subordinate, the more the subordinate is hurt in the long run. That subordinate is getting set up for a big fall somewhere in the future because some supervisor didn't have the courage to discipline them back in the beginning.

A student or instructor who allows another student or instructor to go undisciplined is like the "good friend" who hasn't got the guts to tell a friend they've got a drinking problem so, instead, that "good friend" just pours another drink because that is easier than confronting the person. Good friends try to help. Discipline should be used for this very reason--to help.

If your intentions are truly to help, it's important you "respond" instead of "react" with discipline. It takes self-control to discipline with patience and instruction, instead of with uncontrolled anger. Such anger is often used with no intention of truly helping the subordinate; rather, to help the supervisor feel better. Anger of this type has no place in discipline. Anger can be very appropriate, if controlled, directed toward the behavior, and with the intent of helping both the situation and the subordinate.

Backs Up What You Said. Remember back in EXPECTATIONS when you clearly told your subordinate their obligations? You stressed such things as respecting your authority, complying with standards, and giving the maximum effort. Now, if you're subordinate tests you on one of these points, were your words just "hot air"? If they were, you can count on your subordinate not believing you the next time you provide EXPECTATIONS. If you really did mean what you said, it's time to discipline to back it up.

Reaffirms Your Commitment. There is one other reason why you should provide discipline. Again, remember in EXPECTATIONS you said to your subordinate that you were willing "to help them." You said things like, "I want you to succeed. I am committed to you." You also said that you were committed to the program that you represent. Well, just how committed to this individual and this program are you? Are you committed enough to discipline a person, even though it's painful for you and your subordinate at the time?

The original Greek translation for the word "commitment" means an adhesive relationship, much like a Band-Aid. To the Greeks, if you were committed to someone, it meant you were forever "stuck together." You were willing to stay with this person no matter what the test. Well, if you tell someone today that you're "committed" to them and this program, does that really mean you are "committed to them until you have to provide discipline and that is where the commitment stops because discipline is too hard to give"? Unfortunately, for many supervisors, that's exactly what they really mean when they say they're committed. The mature supervisor realizes the importance of being truly committed and provides discipline to reaffirm that commitment.

Summary of Consequences

No matter how well a supervisor establishes EXPECTATIONS, SKILLS, and FEEDBACK, all of that training will fall flat if CONSEQUENCES are not properly given. It's an important step in leadership development. Rules of consequences apply whether rewards or discipline are being given. Shaping is a very effective way to apply rewards, while discipline simply should not be given without having a clear understanding of its purpose. Both rewards and disciplines must be given, and given properly! After CONSEQUENCES are properly applied, the effective supervisor needs to move to the final step of leadership development: GROWTH.

Chapter 5

GROWTH

In the GROWTH phase, you try to set up a system where you can leave the subordinate unattended, and the job still gets done the right way. It does you no good as a supervisor if you always have to look over your subordinate's shoulder to insure the job gets done correctly. Yet, this is exactly what happens if you've instilled a negative motivation. If you go temporary duty (TDY), on leave, or just take a break and your subordinate reverts to some unacceptable form of behavior, the system of GROWTH has never been established. Someone instilled with a positive motivation keeps on doing tasks unattended because GROWTH has been established.

When EXPECTATIONS, SKILLS, FEEDBACK, and CONSEQUENCES are properly applied, the subordinate performs at a desirable level. If self-esteem is established, a high level of performance continues providing the subordinate with confidence to perform correctly without supervision.

Anyone will eventually become bored doing the same task over and over again, even if done perfectly. When boredom sets in, watch out! The subordinate's performance will most likely slip if realistic challenges and new opportunities are not provided.

Once a challenge is given, an interesting process occurs, the HCTM cycle starts again! That's right, you are back to reestablishing clear EXPECTATIONS, teaching new SKILLS,

providing new FEEDBACK, and following up with more CONSEQUENCES. Effective supervision becomes a series of working through the HCTM cycle over and over again, beginning with an EXPECTATION and ending with enough GROWTH to meet a new challenge.

In this chapter you will become familiar with several ways leaders enhance subordinate GROWTH. These include, establishing performance goals, building self-esteem and providing realistic challenges.

Establishing a Performance Goal

A performance goal is a task you want to see subordinates perform by themselves. Normally it isn't immediately due, and it involves the subordinate budgeting their time so that this task is satisfactorily completed, without you having to constantly look over your subordinate's shoulder in order to get it done. You want to be able to check out and leave your subordinate alone and still be fully confident the job can get done the way you want it to. The following are some steps you would want to follow to help establish this performance goal.

Know Your Own Goal. Before you decide upon this performance goal with your subordinate, you should know just what your own foundational goal is. The foundational goal is composed of those requirements you absolutely will not be satisfied with if they are not accomplished. The size and amount of your foundational goal depends on the performance or task you are trying to accomplish and your own level of comfort in having this task done exactly your way. Some supervisors are so particular about how they want the task accomplished they're inflexible with

the amount creativity on the subordinate's part. Not only does this make the subordinate feel like a fifth wheel, it also teaches the subordinate to be lazy (since the supervisor really has more invested in this task than the subordinate). Another problem with being particular is the supervisor develops an attitude of, "If I really want to see that it's done right, and I do, then I had better just do it myself." Supervisors who are guilty of this soon find their productivity moving at a snail's pace because of their over-control while their health deteriorates under self-imposed stress and fatigue. So, please, supervisors--establish a foundational goal, but make sure that in building your foundation you do not build the entire house!

Subordinate's Responsibility. A carry-over from this idea of over-controlling is to make sure your subordinate believes that it is their responsibility to help establish this performance goal. For example, suppose you want your subordinate to make a large, wooden in-basket for the squadron with separate slots for each student. This is your foundational goal. You are not particular about the size, color, shape, etc., but you'd like to see it completed in a month. One of the first things you could do with your subordinate is to explain the problem: people in the squadron need to have an in-basket that papers, notes, or distribution can be put into. Stop right there. See what creative ideas your subordinate can come up with.

Remember, you already know you want a wooden in-basket of some sort; but, beyond that, you are flexible concerning how the subordinate can satisfy this performance goal. If the subordinate comes up with the idea of the wooden box, then remark that this is a terrific idea so the subordinate can claim some ownership of the plan. Sure, that's what

you wanted anyway, but now the subordinate feels some responsibility. If your subordinate never comes up with the wooden box design, you could do a little subtle prompting such as, “What do you think about a wooden box with separate slots to use as in-baskets?” If your subordinate hitchhikes on that idea and starts suggesting things you wanted in the first place, merely compliment the subordinate by saying, “Hey, I like that idea!” Whenever your subordinate comes up with a suggestion that disagrees with your foundational goal, say, “Perhaps. I can see where that might work. However, I wonder if _____ might work better. What do you think?”

The purpose of all this is to make your subordinate take responsibility for deciding this performance goal, without compromising any of your own foundational goals. If you merely tell your subordinate what to do, then there’s very little commitment on the subordinate’s part to do it, especially when you’re gone. One of the main purposes in establishing GROWTH is to help develop that mutual respect in your subordinate so they’ll feel committed toward you and the task. That is mutual respect!

Unified Decision. After the subordinate believes they are responsible for this performance goal, then you want to arrive at some unified decision on the specifics of this goal. It involves brainstorming ideas, any ideas. If you have a particular idea, then see if your thoughts are presented through your subordinate’s voice. Suggesting, emphasizing correct responses, and minimizing incorrect ones can ensure that happens. Again, you haven’t compromised any of your foundational goals, yet you’ve allowed your subordinate enough room to be creative and therefore committed to the project.

Your Approval. After this unified decision is reached between you and your subordinate, you need to convey your approval of this plan. It's important for the subordinate to feel they had some responsibility in "the decision" and that the subordinate was allowed some creative freedom above and beyond the foundational goal. Once the subordinate arrives at an acceptable plan, you need to show this is indeed approved. It can be a simple statement that says this goal makes sense to you; and, if the subordinate is committed to it, then you approve of it.

Your Support. Not only should you show approval, you should also indicate you will still continue to support this person should they come up with any future questions or problems. It's amazing how much good can be gained by continually stressing your support throughout all phases of the project.

Successful Expectations. Have you ever noticed how contagious optimism is? As a supervisor, if you can convey you expect these results to be successful, the subordinate is more likely to expect the same thing. As we discussed during chapter one, EXPECTATIONS, the mental willingness to succeed is absolutely invaluable. There are countless examples of how people are successful simply through the power of positive thinking. It works! Before you release your subordinate to go out and attempt this performance goal, convey a message which sounds something like this: "Ms. Perkins, I like the way you came up with this goal. It seems like a sound plan to me. You appear to be committed to it. If you run into any problems or have any questions while doing this, don't hesitate to ask. I'll be glad to support you in anyway."

The Importance of Self-Esteem

Some prominent psychologists believe if you have to look at only one factor to try to predict whether a person will be successful or not, you should look at their self-esteem. This is how people view themselves, regardless of the evidence presented. Self-esteem is one of the primary human drives and has an extraordinary impact on a person's performance.

A positive self-esteem helps propel a person toward doing good work, even if the "external factors" don't appear to be there. What is meant by "external factors"? Those "other excuses" people will come up with to explain their behavior when it was really a lack of self-esteem. A strong self-esteem can make you self sufficient despite some of those "external factors."

Positive self-esteem promotes assertiveness. People who lack self-esteem have a very low self-confidence. Without that confidence, the tendency is to be dysfunctionally shy, timid, and hesitant to make their opinions known. Additionally, lack of self-confidence can also produce someone who is dysfunctionally aggressive (versus being assertive), loud, pompous, and belligerent because all of those qualities are used to hide the lack of true self-confidence. So, people with positive self-esteem tend to be more assertive and tend to rise to the top in performance.

Likewise, positive self-esteem promotes more initiative. An unconfident person is much less likely to think up a new idea and voice it for fear that people will think it is really a "stupid idea." If you appreciate initiative in your subordinates, you will increase your subordinate's self-esteem.

As we've seen, self-esteem is an important quality in regard to your subordinate's performance. Yet, you play a tremendous role in either decreasing or increasing your subordinate's self-esteem. That's right. Much of your subordinate's self-esteem is directly related to you!

Actions that Increase Self-Esteem

Positive Feedback. The Appraisal Theory is a principle for how someone's self-esteem is formed. This theory states that a person's self-esteem is largely formed around the feedback they receive from their supervisors or peers. It's fascinating to see this theory come true when they receive positive feedback! Your subordinate's self-esteem grows tremendously when they believe you think their performance is good (review chapter three).

Public Praise. Remember the axiom, "Praise in public, discipline in private"? Well, a subordinate's self-esteem can soar by providing it. Public praise is very easy to provide, often overlooked (especially for those middle-of-the-road performers), and tremendously important in helping establish someone's self-esteem. Wise supervisors make good use of it!

Success. Just as a subordinate's self-esteem is torn down by perceived failure, their self-esteem will grow with perceived success. The key word is "perceived." Someone can still view their performance as a success, even if the results don't readily show (just as a perfectionist might perceive themselves to be a failure even though the evidence proves otherwise). The key is to make the subordinate believe they are a success. This will involve evaluating smaller areas of performance so something can be labeled as a success.

Maybe it's something minuscule; but, if the subordinate believes they are a winner in one area, then some real steps have been taken toward shaping a positive self-esteem. If this happens over and over again, you can bet a positive self-esteem is being formed.

For example, let's assume your subordinate is doing "C" minus work in a class. This is not defined as a "success" in some people's book. Yet, you can point out the areas the subordinate did succeed in (such as doing well on a particular question or area of the test, or perhaps pointing out this was an improvement from the last test). In this case, perhaps the success is in the fact that there was improvement. If the subordinate confidently believes improvement is not only possible, but has already occurred, then the likelihood of further improvement is greatly increased. The key to success lies in the ability to keep from defining success as having to be "Number One." There are a lot of ways to view yourself as a success, even if you aren't "Number One" in any of them.

Focusing On Strengths. We just finished talking about the virtues of subordinates seeing themselves as a success. This can be enhanced if you can teach your subordinate how to focus on strengths instead of weaknesses. All people have some areas they are better in than others.

There is a cycle that occurs in all human beings. It starts with performing some task. Maybe the task is learning some information, answering a question, performing a flying maneuver, or hitting a backhand shot in tennis. There are an unlimited number of performances we do every day of our lives. However, something automatic occurs every time we have completed that performance. A little voice

called “self-talk” goes on in our heads, and this self-talk is an immediate evaluation/critique of our performance. Now, something else occurs as an inevitable reaction to your self-talk. Your self-esteem either grows or shrinks depending on whether the self-talk was positive or negative. Sometimes we see ourselves as very tall, strong, and capable; and, on other occasions, we see ourselves as puny, weak, and incompetent. Yet, it is always tied to what the self-talk is saying. However, the cycle isn’t complete because you will be asked to perform again in a very short period of time. Maybe it is time to move on to the next test question or time to hit the tennis ball again. Whatever it is, you know you will soon have to perform again. The next time you try to perform that self-esteem will either help or hinder your ability to perform. If you start questioning your ability to pick a correct answer to a tough question, then watch out! Pretty soon, you will be missing some of those cinch questions you really did know the answers to; and, later, you will be kicking yourself for having missed such an easy question. Sound familiar? It happens to people all the time.

Positive self-talk can keep you focusing on your strengths that will, in turn, increase your self-esteem. You can teach this process to your subordinate as a method of improving their self-esteem.

Development of A “Niche.” As a supervisor, it’s important for you to determine your subordinate’s niche. Praising and focusing on that niche can truly raise someone’s self-esteem. What in the world do I mean when I say “niche”? I’m talking about the area in which you feel particularly skilled, confident, or comfortable. All people have a “niche” in life. Maybe it’s identifying a particular gift you have been blessed with or maybe it’s just settling into a comfortable

walk in life that you want to keep pursuing. The good thing about a niche is that it is insatiable. No matter what tasks you are given or how busy you are, you somehow can maintain enough energy to pursue your niche. For instance, you may not get to be captain of the football team, squadron commander, or make the Dean's List. But, you can sing a note better than anyone in the choir, debate better than anyone at college, or shine shoes better than anyone in your element. No matter what your particular niche is, it's a source of pride and comfort for you and something that makes you feel good about yourself whenever you think of it.

Your Support. Giving your support is the most critical aspect of building your subordinate's self-esteem. It is such a comforting feeling to know that you can count on someone. It is tough to rely on your own self-esteem if there is no one else who believes in you.

Actions that Decrease Self-Esteem

There are certain actions you can do as a supervisor or trainer that can definitely decrease your subordinate's self-esteem. But this doesn't necessarily mean your subordinate is "weak." For many people, self-esteem is based on appraisals from other people and from how they view themselves when they compare themselves to other people.

Some supervisors believe they must strip a subordinate of all their self-esteem, and then gradually build the subordinate back up again, piece by piece. The fallacy in that kind of thinking is that the supervisor also wants the subordinate to perform well, even though the subordinate

no longer has any self-esteem. It just can't happen! In the supervisor's zeal for destroying self-esteem, they are also creating a subordinate who cannot perform. This kind of logic is not only destructive it's downright foolish! The following are some actions that can actually tear down a person's self-esteem.

Poor Comparison to Peers. Even if a supervisor never said a word to a subordinate, the subordinate still does a tremendous amount of self-comparing to see how they match up against other people. Students, in particular, are at an age where social comparison is incredibly important. Some of the typical areas that draw comparison are intelligence, attractiveness, and athletic ability. If a subordinate actually believes they are behind in one of those areas, self-esteem may take a real hit.

Failure. If a person consistently believes other people see them as a failure, that person will eventually believe that they are a failure. Sadly, once that individual believes they are a failure, then more than likely their performance will soon start justifying that belief.

For example, a student comes to the Holm Center with a very strong self-esteem. His/her supervisor tells them they're doing a really lousy job and needs to straighten up. They'll probably write that off as the supervisor's misjudgment. However, if the supervisor consistently tells him/her that day in and day out, they may start to look at their performance and lose self-esteem. If the supervisor continues to see them as a failure, it won't take too long before he/she becomes a failure. Once the self-esteem goes, so goes the performance.

Many supervisors or trainers think they can “motivate” someone into doing good work if they continue to harp on their bad points. Then they wonder why they can’t get their subordinate to do good work. The usual outcome is for them to “write off” the subordinate as some weak, bad apple who couldn’t really cut it. They are honestly shocked and believe the subordinate has done a “miraculous turnaround” when they see the positive results another trainer can get by not making the subordinate feel like a failure. However, what the new trainer did was no “miracle.”

No-Win Situations. Certainly supervisors don’t put subordinates in no-win situations at the Holm Center, do they? Does this sounds familiar to you? An immature supervisor is having a hard time training a subordinate. Instead of providing necessary feedback and elevating the consequences, they decide to “call in the cavalry.” No matter what that subordinate does, it will always be wrong. It doesn’t take long before the subordinate realizes he/she is in a no-win situation, and eventually quits trying to do anything right (since it will just be interpreted as being wrong anyway). The subordinate’s self-esteem is shot, but surprisingly, that supervisor thinks he/she did what he/she was supposed to do and feels vindicated that they could humble the subordinate into submission. By tearing down the subordinate’s self-esteem, the supervisor is almost assuring poor performance in the future by the student. The blame is usually placed on the subordinate as simply being a bad apple and not worth keeping.

Labeling. Remember in the FEEDBACK phase when we talked about INPUT +? We said that labeling could have a very damaging effect on someone’s self-esteem. It, indeed, is one of the actions that can destroy a person’s self-esteem.

It is a form of feedback that, if heard often enough, will start to be believed by the subordinate.

Crisis of Competence. “Crisis of competence” is a fancy way of defining the dilemma someone is in when they say, “I know I was good back there, but I am not really sure I can be good here.” This occurs to many people who are faced with a new situation, setting, or challenge. Despite success in previous tasks, there is still no certainty about the new task. This is why change is so stressful. With every change, there is a certain degree of this “crisis of competence.” Constantly changing EXPECTATIONS are very stressful. If you are a new supervisor, be careful about making lots of changes just to “do things your way” or to “prove who is boss.” Every change causes stress, and stress causes the crisis of competence. However, change is sometimes needed, sometimes desperately needed! Yet, unneeded change is just excess stress any subordinate could do without.

Public Ridicule. There is a simple axiom that says, “Praise in public, discipline in private.” You are much less likely to destroy someone’s self-esteem if your negative feedback or discipline is given in private. There is a certain amount of ego at play here. People don’t like to be publicly ridiculed. They dislike it, remember it, and resent the person who did it to them. Whoever did this to the subordinate has just instilled a negative motivation in the subordinate. The subordinate will not work for that supervisor because they want to--they will do it because they have to (and will resent that relationship the entire time).

As a supervisor, if you must publicly correct some wrong behavior, to keep other people from making the same

mistake, talk only about the behavior without mentioning the name of the person who did it. Even for the good of the whole group, you shouldn't have to destroy the self-esteem of the offender.

Providing Realistic Challenges

Challenges keep the subordinate who has reached a high level of competency from becoming bored. Even though GROWTH was achieved by properly accomplishing all of the HCTM steps, the subordinate will stagnate if not challenged. The challenge starts the HCTM cycle all over with a requirement to reestablish EXPECTATIONS, teach new SKILLS, provide new FEEDBACK, follow-up with different CONSEQUENCES, and establish new levels of GROWTH. The following are some things to consider when providing challenges.

Realistic, Yet Difficult to Obtain. If the challenge is not actually obtainable, there is a tendency to give up at some point. However, if there is no difficulty, what is the challenge? Try to find a comfortable mix between being realistically obtainable and something that requires true effort.

Short Term. If your challenge is too long-term, the subordinate will lose interest. For instance, "I challenge you to graduate from the university with honors" is extremely long-term for a new student, and the likelihood of this challenge ever being taken up is small, to say the least. "I challenge you on this next physical fitness test (PFT) to improve by 20 percent the number of pushups you did compared to your last PFT score." Now, that's more short term!

Not a “Have To.” This challenge should not be a “have to,” or it stops being a challenge. It is now an order! The challenge should be something that will please the supervisor, above and beyond that which is expected. Never challenge someone to do something expected and required!

Shows Merit Upon Accomplishment. Your subordinate should feel proud of their accomplishment after completing the challenge. If there is no merit in its accomplishment, it negates much of the effort it took to accomplish it.

Summary of Growth

In the GROWTH phase, several important things happen. First, the subordinate who has finally reached a high level of competence can continue performing at this level--unsupervised! This occurs when strong self-esteem is established in the subordinate, because they now have the confidence to do tasks unsupervised. Your subordinate's self-esteem is greatly influenced by your actions; therefore, it is important for you to be aware of those actions that increase and decrease self-esteem. Finally, in order to start the HCTM cycle over again, realistic challenges need to be provided to help your subordinate continue to grow and achieve their fullest potential.

CONCLUSION

The principles of training provided in the HCTM have proven time and time again to be effective in working with subordinates. These simple techniques have a universal truth to them that have allowed trainers of any background, position, or location to be successful. The HCTM isn't confined to how an instructor should treat a trainee; rather it is how any supervisor can train any subordinate in any situation.

You know that it is indeed an honor to work for a supervisor who treats you with respect. The feeling of respect that you, in turn, feel for that supervisor is an experience to treasure! That feeling of mutual respect can be established. All supervisors come equipped with enough talents to make them successful in applying the HCTM. The requirements needed to apply the HCTM and produce that feeling of mutual respect are simple: a clear understanding of what to do and the desire to go out and do it. What a pleasure it is to work in an organization where mutual respect has been instilled. It can happen! Best wishes in your quest to make it happen for you.

References

1. Dobson, J. (1970). *Dare to Discipline*. Wheaton, Illinois: Tyndale House.
2. Holmes, T., Rahe, R. (1967). The social readjustment rating scale. *Journal of Psychosomatic Research*, 21, 213-218.

3. Hughes, Richard L., Robert C. Ginnett, Gordon J. Curphy (1993). *Leadership, Enhancing the Lessons of Experience*. Irwin Inc., 1993.
4. Sanford, N. (ed.) (1962). *The American College: A Psychological and Social Interpretation of the Higher Learning*. New York: Wiley.
5. Yerkes, R., Dobson, J. (1908). "The Relation of Strength of Stimulus to Rapidity of Habit Formation." *Journal of Comparative Neurology and Psychology*, 18, 459-482.
6. AETCI 36-2909. *Recruiting Education and Training Standards of Conduct*. 2 DEC 2013

