

AFOATS



TRAINING GUIDE

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The *AFOATS Training Guide (ATG)* contains both the policy guidance and instructions on how to train and supervise AFROTC and OTS students. *ATG* requires students, officers, and staff to apply the guidelines spelled out in this guide.

This guide applies to all AFROTC and OTS students and is designed to provide a five-step, continuous leadership development process that will produce better trained and more qualified officers for the United States Air Force. 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 AFROTC and OTS professional and beneficial. Following the guidelines outlined in the *ATG* will be an important first step.

This version of the *AFOATS Training Guide (T-700)* replaces the 1997 and 1994 AFROTC Training Guides. Previous edition may be used.

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OVERVIEW

1. RATIONALE FOR THE AFOATS TRAINING GUIDE.

Before you start to study the *ATG*, it is important for you to understand why it exists. More important, 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 *ATG* is the Commander's definition of how all supervision and training is conducted in AFROTC and OTS and serves as a set of guidelines for behavior that apply in working with a subordinate. The purpose of the *ATG* is to strengthen the working relationship between the supervisor and subordinate and develop a mutual respect relationship.

The *ATG* offers you a "beginning-to-end" approach to developing a successful environment for leadership. You can use the *ATG* as a starting point to develop your own leadership style. The principles described in the *ATG* are in most respects,

fail-safe fundamentals of leadership. You should understand and use these ideas 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, an intelligence officer, or an F-15 pilot, you are an officer first and a specialist second. Being an officer brings to you the obligation of being a leader.

The *ATG* is not a "cookbook"; you are not guaranteed success as a leader if you follow all of 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 of the *ATG*.

During your leadership training and development in AFOATS, you will be expected to use and apply the five basic principles spelled out in the *ATG* as a starting point. There is much more to leadership than Expectations, Skills, Feedback, Consequences, and Growth. These five parts of the *ATG* 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 which, in turn, produce in the subordinate a feeling of respect for the supervisor and increased motivation, performance, and loyalty. Good luck in your study of this vitally important area of officership.

2. WHAT IS MUTUAL RESPECT?

Some of you may be thinking, "What is the big deal about mutual respect? Aren't subordinates supposed to show respect for their supervisors?" This is true; however, 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 over 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 I'm in that person's position" and you look forward to the time you can stop working for them.

Don't misunderstand--a subordinate can still be effective while working for someone whom they do not 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 or away from you. You do not 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. This sense of fear or obligation produces quick results, but these results tend to be very short-term, and you will do anything to avoid that supervisor in the future, i.e., little interaction, no imitation of that supervisor, and no commitment to them.

Yet, isn't your motivation entirely different when you are working for someone whom you respect? You are 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 you are 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, all of 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 AFOATS if more supervisors would motivate through mutual respect. It can happen!

3. 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 a supervisor 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! A wise supervisor realizes that before a subordinate can feel respect, the subordinate must first be shown respect.

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

The only criteria for applying the ATG 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. It's time to show you some

guidelines that will help you achieve a mutual respect relationship with your subordinates.

A word of warning: Some of you, upon hearing these guidelines, are going to say, "Why, that's nothing more than good common sense." You're right! Many of these guidelines you have heard before but never in this consolidated form. Please ask yourself this: If so many people think this stuff makes good sense, why aren't more people using it? Don't take it for granted that mentally agreeing with it is the same thing as actually applying it.

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

4. GUIDELINES.

- a. Set the Example. Portray the attitude "do what I do."
- b. Avoid Sarcasm. Sarcasm only breaks down self-esteem.
- c. No Profanity.
- d. Corrections Should Be Constantly Consistent.
- e. Physical Discipline. Physical discipline may be administered as a consequence at field training. At the ROTC detachments, it is not allowed. At OTS, Reinforcement Physical Conditioning (RPC) is limited to one (1) set of push-ups or crunches which 24 TS commissioned staff or OTS military training instructors (MTIs) direct as a means of providing prompt and effective feedback for improper behavior/performance. RPC may occur during the trainees' first 3 weeks of training only (beginning on Training Day [TD]-02).
- f. Know the Regulations.

- g. Be Serious. Treat hard work with respect.

5. HAZING.

- a. "Our nation's security and prosperity depend on our ability to develop and employ the talents of all our people. Hazing is contrary to good order and discipline, is not acceptable behavior, and will not be tolerated in our Air Force." (General Michael E. Ryan - Chief of Staff)
- b. Hazing is defined as any conduct whereby a 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.

6. INAPPROPRIATE TRAINING.

- a. Physical Maltreatment. Any practice defined as physical cruelty or maltreatment under Article 93 or 128 of the UCMJ. Examples include screaming into a student's ear or striking a student.
- b. Physical Contact. There will be no physical contact (touching) between staff and students or upper class and lower class students. The only exception is to correct military bearing or posture after first receiving the student's permission.
- c. Verbal Maltreatment. Abusive language directed at a student which degrades or slanders the character,

religion, sex, race, color, national origin, or ethnic background of a person or group.

- d. Maltraining. Any training practice that is not designated to reach a training objective. Examples include unnecessarily embarrassing a student in front of their peers, assigning remedial training that does not fit the discrepancy, and making students do degrading tasks, using exercise as punishment and assigning remedial training to an entire flight for the act of a few trainees.

CHAPTER 1

EXPECTATIONS

Wouldn't it be awful if, on the first lesson of class, your instructor said 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 would 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 is required of your subordinate 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!

a. INTRODUCE YOURSELF.

One of the first things needed in EXPECTATIONS is for you to introduce yourself to your subordinate. Even if you have been around this person for several years, it still needs to be done in a modified form when you become that person's supervisor. There are three points to emphasize in introducing yourself to your subordinate.

1. 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 will help you."

2. Background. State your background and experiences which 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 am familiar with

what we will have to do to be successful. I have learned by experience some things that can help us come out on top."

3. Values. All of us have our own biases, beliefs, and values. It is important that we immediately convey them to the subordinate in order to help that person appreciate our perspective. For example, "I expect you will make some mistakes, and we can work with that; but I simply will not tolerate deception. If you have done something wrong, admit it. You will have to face the consequences of that act, but I can promise you that 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."

b. 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 has changed. 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 that 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 what you have witnessed from a few immature supervisors? Many fall into the same mistake because they did not properly establish the right positive atmosphere in their EXPECTATIONS. Let us 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, and I want to be your helper. But, there is one thing you should know. If you choose to challenge me, I have one thousand ways to make you miserable. If you don't believe me, you just let me know and we'll start with number one. The Commander has given me the responsibility of teaching you some very important things, and I

have to get you ready to demonstrate them. That's why I can't let one or two show-offs keep me from doing my job. 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 the Captain Justice. The element 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:

1. I Will Help You. A wise supervisor knows that when the subordinate looks good, so does the supervisor. Supervisors would do well to remember this about subordinates. You are on the same team! It is important to let that subordinate know that you will support them. EXAMPLE: "I want you to succeed. We are on the same team, and I will be here to help you. I genuinely want you to be good at what you do."

2. I Will Not Carry You. No matter how helpful you are, you must always remember that it is still the subordinate's responsibility to perform. You will willingly help them, but you will not take over for them. The subordinate 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 will be able to do it yourself."

3. **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 has been successful before will continue to be successful for you if that self-confidence still exists. That is why it is important to reaffirm that you think your subordinate is a valuable part of your team. 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 have helped 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."

4. **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 do not 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!

5. **Your Commitment To The Program.** If you will not convey your commitment to the program, how can you possibly

expect the subordinate to? Many times you will see an immature supervisor sabotage a program by giving a message like, "Good luck, here. I know I wouldn't be doing this if I had it to do over again." Instant let-down for the subordinate! If you cannot support the program, then have the courage to get out instead of being hypocritical. EXAMPLE: "This is a great program that I am committed to, and I am committed to you as well. If you work hard, this can be a very rewarding experience for you, too."

c. 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 is expected. With this objective, you are no longer introducing yourself or setting the right atmosphere. You are literally informing the subordinate of what is required. Since these obligations could be numerous, I want to focus only on three of them which will be true regardless of the situation.

1. **Respect Your Authority.** Regardless of personal values or differences in personality, the subordinate must recognize and respect the authority you carry as the supervisor. This does not mean the subordinate cannot question, debate or respectfully speak his piece behind closed doors with you; but, once those doors open, the subordinate must know that they are expected to still respect and submit to the legal authority the supervisor holds. For you supervisors, please recognize the fact that you hold a tremendous amount of responsibility in working with a subordinate. Do not abuse it!

2. **Compliance With Standards.** It must become obvious to your subordinate that you expect them to comply with the established standards and that you will enforce them. Let the subordinate know that honest mistakes happen and are forgivable. Encourage your subordinate to let you know when they have happened 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 it shows that they have little respect for the goals that you are trying to accomplish. Such action must necessitate a consequence that is severe and that the subordinate knew in advance would be severe. A Squadron Commander of a flying squadron once advised his pilots that, "You will make mistakes that 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 that I will do everything in my power to take away your wings." There was absolutely no doubt in that squadron what that supervisor thought of compliance with standards!

3. Maximum Effort. One thing you can guarantee is that 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 which you can always expect from your subordinates, and that is maximum effort. Collectively, it's the responsibility of both of you to meet the desired performance. Let your subordinate know that if they will provide the effort, you will help transform that into success.

d. 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 tasks given. You may be saying to yourself, "But I do not have the time to explain rationale 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 am 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 do not 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 did not 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 that 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 it was that I had to do to correct the spin so that it now has some relevance for him.

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 energies.

1. Relevance. Granted, 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 does not seem relevant to you, either try to reclarify it with your supervisor or work harder at finding some relevance for yourself. If you can't find any relevance in what you are doing, then your subordinates won't either.

2. Importance. When you provide a task to your subordinate, see if you can also express the realistic degree of importance that you feel 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 have seen some immature supervisor who seems to express that every task is most critical. It does not take long before that subordinate is

burned out on doing all those "critically important" tasks. Be realistic! If you aren't, your subordinate will soon develop their own definition of the importance of your tasks - and it probably will not be the same definition as yours!

e. 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. For this reason, you need to be conscious of those things that you want to create as "stresses." Not providing an overview of what is going to happen is truly an unneeded stress.

1. Explain The Future. Do not keep it secret! You do not have to give a long, item-by-item analysis of what is about to happen, yet some overview is definitely helpful. 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!

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

3. 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, quick question like, "How does this sound to you?" or "Are you ready to go?" will quickly find out those answers. If these answers are "no" then you may have some more explaining or reassuring to do. If you do not have time for that, you 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 insuring your subordinate has a clear understanding of your requirements. By properly introducing yourself, you help set a positive atmosphere from the start--one in which the subordinate will want to work. 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 that you know where you are going. Having established clear EXPECTATIONS, it is time for you to step up to the *ATG* step number two.

CHAPTER 2

SKILLS

In chapter one we discussed how vitally important it is that you let your subordinate know very clearly, and in advance, just what it is you expect of them. In the second step of the *ATG*, you provide that subordinate with the necessary skills to succeed at the task you gave in order to meet your expectations. You cannot expect a child to learn how to write if that child was never taught that skill, nor should you expect your subordinate to perform a task you have never taught them to properly do. Before you can give any kind of feedback or consequence, insure that 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 just which of those skills are essential to be learned and then go out and teach and train them until they are learned.

a. 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 that down to emphasize some key points. Is the information really what the subordinate needs to be successful? Just what is it that this person needs 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 correct information is decided upon, is it given in a manner that can be understood by that person? If a student doesn't understand what the teacher is saying, then simply repeating the same words over and over again probably will not do the trick. The teacher will have to use different words or different

reference points to get that same message across so it can be finally understood. If your subordinate cannot understand the information you are teaching, do not assume the person is unteachable--change the manner in which you teach.

After you teach the information in a manner that is understood, you want to 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." That is very unfortunate because it appears these people see "training" as equivalent to "harassing." If a supervisor doesn't realize that "training" is nothing more than being committed to helping the subordinate learn a skill through repetition, then that subordinate is doomed to failure at that skill. In the name of not wanting to harass a subordinate by enforcing training on them, what the supervisor is really doing is crippling that subordinate by never allowing them to obtain that skill.

Your overall intention behind teaching and training is to help improve the subordinate in order to satisfy the mission--not to satisfy your ego! Many an irresponsible supervisor has trampled all over a subordinate and made that person feel really low for the real purpose of making themselves feel big. If you cannot 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 is worth mentioning along these lines. Your initial intention should be to teach and to train your subordinate--not to screen! If you have devoted all of your energies 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 that 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 AFOATS a favor by screening him 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 that they fail to ever provide the necessary teaching or training. Teach and train first--then let the screening process take its natural course. The screening will become obvious!

b. 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 that 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!

1. 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.

2. 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.

c. USING REHEARSAL SKILLS.

As stated earlier, in training the desire is to perfect the performance through repetition so that it becomes instinctive. A sophisticated term for repetition is known as "rehearsal skills." This rehearsal can be done strictly in the mind (covert) or it can actually be demonstrated (overt).

1. 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 which used imaginary rehearsal.

There are numerous other examples of how imaginary skills are effective: the karate person 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-4 pilot who pictures exactly what that bomb run will look like all the way to the "bullseye"; 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!

2. Demonstrated Rehearsal (overt). Remember the little 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, through training, these skills become second-nature to the subordinate. Once the SKILLS have been acquired, it is time to move on to the *ATG* step number three.

CHAPTER 3

FEEDBACK

Can you picture for a minute what your emotions typically are when you go into a class after 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 be given over and over and over again. Constantly giving feedback to your subordinates takes a lot of effort on your part. Yet, the effective supervisors know that feedback is essential and are willing to take the energy to give both positive and negative feedback.

a. 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.

I: Immediate feedback. It is very important that your feedback be given as soon as realistically possible. You don't want to read your Officer Performance Report, especially when your boss is disappointed in your work, several months after the fact and you haven't had the chance to correct anything before this was "officially" documented. If that boss had only told you sooner, then maybe you could have immediately corrected the problem. Another strong reason for the immediacy of feedback is that the feedback is much more

applicable then and more easily associated with the behavior demonstrated.

N: No labeling. Many times supervisors have some sarcastic, negative label for a subordinate who is 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! There are dozens of common, negative labels--wimp, tie-up, geek, cadink, dirt bag, etc. You probably could come up with a list of such labels that would take up an entire page. A supervisor who uses a negative label in referring to their subordinate is being very destructive. You see, everyone else who has heard that label now starts seeing that subordinate only in those terms. They may not know the subordinate, but they sure know that label. That subordinate has to work out from under everyone else's negative perception when that subordinate may never have even met these people before! Likewise, if a subordinate keeps hearing a label associated with them, it is only a matter of time before that subordinate actually starts believing that label. So, next time you start to use some funny, ridiculing label for your subordinate, please sacrifice those laughs you would have gotten. Your subordinate will be much better off because of it.

P: Proper person. When you have some feedback to give, make sure it is directed toward the person who needs it. If you are an element leader in charge of twelve students and one student had a poor shoe shine, 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.

U: 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.

T: Talk about the behavior. What you are 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 is important you end on a positive note. That does not mean that by ending on a positive note you must negate or minimize all of the negative feedback you were giving. It simply means that 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 then. Some of you are saying to yourselves, "But you have never met my subordinate. There's nothing positive about them!" There will be times when you will have to really stretch your brain, but it is, nonetheless, important you do 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 that you can." The point is, if you only provide negative feedback, then your subordinate will walk away saying, "I am not the problem, he is. He's such a jerk!" However, if you can somehow end it on a positive note, then you have maximized your chance that your subordinate actually

listened to what you had to say. This is, after all, your purpose in giving the feedback in the first place.

b. PROVIDING FEEDBACK FOR POSITIVE BEHAVIOR.

It is perhaps obvious that the feedback given when your subordinate does something good will be different from when that subordinate does something bad. Let me discuss some key points for how to provide feedback when your subordinate demonstrates a positive behavior.

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

2. Provide It! At the expense of stating the obvious, there is a critical need to provide positive feedback and, yet, this need is often neglected. Sometimes, supervisors do not provide positive feedback because they assume their subordinates can somehow "read their minds" and know when they are satisfied, or they take the approach that "no news is good news." Positive feedback must be given when deserved, and this is an area that clearly discriminates between a supervisor who can develop a positive motivation and a supervisor who can only develop a negative motivation.

3. Public Recognition. There is a simple adage with a remarkable amount of truth in it--"Praise in public, punish 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 subordinate in public. It does not have to be a formal ceremony with a lot of pomp and splendor (although there is nothing wrong with that). It can be something as simple as 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. Wood, "Hey, Mr. Wood, terrific job today in drill competition." Now, everyone has "subtly"

heard about Wood, and Wood feels pretty proud of what he did without being embarrassed over it.

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 am sure proud of him while the rest of you should be ashamed of yourselves." Can't you just picture what will happen to poor, old Mr. Smith when you leave and he has to go back to working with his "buddies"? However, do not become so paranoid about these cases that you fail to ever publicly praise your subordinate. Remember: Provide it, provide it, provide it!!!

Note also that a subordinate should not have to finish at "the top" to receive public recognition. It is 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.

4. Challenge. After you have provided your positive feedback, it is often valuable to add on 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 strive for and keeps complacency from being a problem. An example might be, "I am very impressed with how you recited this quote today. I will bet that you would even be able to recite General John M. Schofield's 'discipline' quote by Friday afternoon. What do you think?"

c. 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 us take a good look at how to appropriately give feedback for negative behavior.

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

2. Get 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 just what the subordinate thought about that performance. Fixing the bad behavior is so much easier if you know the thought process that the subordinate went through before and after the task. It may be a simple case of the subordinate working from the wrong assumptions when the final product made sense based on those original 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 order of your closet?" If the subordinate responds, "Sir, I think everything is in order," then you quickly know that this is a problem of education, i.e., that student needs to learn how to look up the proper order for a closet in the student guide. This is known as a "skill" problem. That's an easy fix, just show him the guide and have him read it more closely. However, if the subordinate responded, "Sir, my pants are out of order," then you know that it is not an education problem--it is 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, he knows it already. You need to apply some consequence for his failure to apply what he knows.

3. Ask "What" Or "How." What is the typical response when you ask the question, "Why did you do this?" You guessed it--"No excuse, ma'am/sir." Absolutely nothing has been learned except that 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." Do you recall how the question was asked to the student in point number two (preceding paragraph) concerning his impressions of the order of his closet? "What do you think of the order 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?"

4. Model The Observed Behavior. Sometimes the best feedback that a person can get is by watching themselves actually doing the behavior. That is why using a camera, seeing pictures or looking in a mirror can be so helpful. All football coaches try to film their team playing so they can later recognize their mistakes, learn from them, and keep them from occurring again. It would be nice if we, as supervisors, could always walk around with a camera or a full-length mirror so we could show that person what they look like. It will not happen. However, something can serve as that mirror. You guessed it--you! A very helpful technique is to model as closely as possible the incorrect behavior that your subordinate is doing. For instance, show that subordinate how they made that pivot incorrectly while marching. Once the subordinate sees what is wrong, it is easier to fix (rather than just telling them what is wrong). Then give the subordinate the correct picture by modeling the proper way.

5. "Sandwich Approach." When providing negative feedback, one of the primary objectives is to make sure that feedback is indeed heard and accepted. Experimentally, it has been shown that a person is in a much better mental framework for accepting negative feedback if it has been "cushioned" in the right manner. That is 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 if it is needed to help correct the poor behavior. However, in giving all that "meat," just make sure that you have "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 "sandwich" it.

6. Re-Support. Providing negative feedback does not mean that you now have to be bitter enemies or antagonists just because criticism is given. Most people feel detached or not as close to the supervisor when receiving negative feedback from them. It is, therefore, important to restate your message of support. "Mr. Jones, I do not like the way you let your hair get too long, and I want you to fix it ASAP. That is 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 does not mean that the child is now ostracized from the family. That would be absurd. The father recognizes that what the child did was wrong (and unacceptable), 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 do not like your behavior, it must change, but I will still support you and keep you on this team."

7. Their Responsibility. Just like your message during the EXPECTATIONS phase, it is important to reemphasize that, although you do not 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 got to occur and that it is up to them to do the changing. Subordinates will be held accountable for their own actions.

8. Consequences. After telling the subordinate it is their responsibility to change this behavior, it is 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 is simply a stated fact of what will happen the next time this undesirable behavior occurs. For instance, "Tom, I think I have explained enough why I am disappointed in your performance. These reports must be

turned in on time, and I expect that this will not be a problem again. However, I want you to understand very clearly that, if you turn a report in late to me again, I am going to document failure to perform your duty and recommend demerits. I am not going to enjoy doing that, and I know you will not like it, but that is exactly what will happen to you if you turn another report in to me late. Tom, do you completely understand what I am 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 do not want to see that person perform that behavior again.

9. Game-Plan For Improvement. If you have told a subordinate what is wrong and you have warned them about the consequences that will occur if that behavior continues, you still cannot be confident this behavior will be corrected unless you know what the subordinate's game-plan for improvement is. A good place to start is by 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 will start to get some idea of just how your subordinate plans to fix this undesired behavior. There are several important questions you need to ask yourself to determine whether this subordinate really has a smart game-plan that will work or has one that is doomed to failure.

(1) *Does this plan satisfy you?* When your subordinate describes this game-plan to you, does it seem like one that will work, or do you have a gnawing feeling that it is doomed to failure? Without being autocratic, you should use your own experience and knowledge to help determine just what will and what will not work. That does not mean that 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.

(2) *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 is not entirely realistic, then it is time to get back to the drawing board and come up with another plan.

(3) *Is the subordinate committed to this plan?* This is absolutely essential in order for this game-plan to succeed. If your subordinate is only showing a half-hearted willingness to carry out this plan, then it will surely fail. This is going to require a certain amount of effort, sweat, and strain to change this negative behavior. If the commitment to implement this plan is not there, the effort will not be either. When you suspect that your subordinate is not committed to the plan, then immediately confront them. For example, "Bill, you don't seem really committed to this, and I can assure you that you will continue to have problems unless you are really willing to stick to this. Now, am I wrong or are we just fooling ourselves with this plan?"

10. Follow-Up. People can do some marvelous things on their own and can 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, which need to be done, would never get done. That is why, as a supervisor, you need to conclude your negative feedback with a message that says you are going to follow-up on what you just talked about.

When you establish this game-plan for fixing the unacceptable behavior, you need to tell the subordinate just how you are going to check up on them, and then you need to do it! For instance, "Mr. Richardson, I like your plan, and I think it will 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 do not establish a consistent follow-up to your feedback, your credibility with your subordinate will soon erode and that person will eventually test you. Maybe it will start innocently, like when the subordinate is running late and must decide whether to really do what they said they would do in their game plan. Now, that subordinate starts to gamble on whether you will actually be around to check up on them based on your previous track record of follow-up. The more they get away with, the more they want to bet. There is another problem associated with failing to follow-up which provides a much more serious challenge: the subordinate who honestly believes that they can "beat you" and that you will not be strong enough to really follow up with what you say. Ladies and gentlemen, if you ever get to the point where you allow your subordinate to believe that you can be "beaten," you will be tempted to pack up your bags and change jobs because you are doomed to have problems with that subordinate. This process must not be allowed to occur!

SUMMARY OF FEEDBACK

The FEEDBACK phase is extremely important. Without it, the subordinate does not know whether they are performing properly, until it is 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 is time for the ATG step number four, which is perhaps the most critical and most misapplied. Pay close attention when accomplishing this step.

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 *ATG* 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 some action to all those words that 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 that they deserve. Likewise, it takes real courage to discipline someone, especially someone who you care deeply about. Many a poor supervisor has shied away from providing consequences because it hurt that supervisor too much to do it.

Maybe it hurt because that supervisor always wanted to be liked, and they fear that they will not be liked if they use discipline. Maybe it is because that supervisor is not very confident in their own decisions. Maybe it is because there is a tremendous amount of peer pressure that discourages discipline. The simple fact is that 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 disciplines must be given! No matter how well you applied EXPECTATIONS, SKILLS, and FEEDBACK, you will fall far 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 given properly.

a. RULES OF CONSEQUENCES.

There are certain rules which are true in applying consequences, regardless of whether you give rewards or discipline. "Reward" means anything that is given that is seen as something positive to the subordinate. Likewise, "discipline" is anything given that the subordinate perceives as negative. The following are the rules of consequences, and they apply whether you are giving a reward or a discipline.

1. 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 is never a doubt in your mind what caused your finger to hurt. It was due to your touching the stove. The stove did not debate whether it was going to "decide" 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 so foolish as to touch it.

Sometimes it is difficult for a supervisor to remain as neutral and consistent as a stove--because they have more emotions

than a stove! Since emotions can often prevent a supervisor from being consistent, it is important for the supervisor to consciously try to 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 you are an instructor inspecting rooms and that flight deserves a reward or a discipline because of how they prepared their rooms, that consequence should be given as soon as possible.

2. 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 is 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 is going to react. So, you respect the stove and don't touch it if you don't want to get burned. If you know you will 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 is cleaning their room and you don't always provide some consequence for how the room looks, then they may gamble on whether to clean it today. If you were inconsistent, they may go ahead and "play the game." Now, something interesting happens. If they "play the game" because you are inconsistent as a supervisor and they get caught, guess who they blame? Well, of course, they blame you! Here the subordinate was the one who did the wrong behavior, but now they are going to make it sound like you are the one who is unreasonable. Why would they think you are unreasonable? Because you have been inconsistent! Not only does inconsistency allow your subordinate more confidence in "playing the game," it also makes your subordinate really resent you whenever you finally decide to provide a consequence. Remember, no one resents the consistent hot stove. They just

act appropriately around it and blame themselves for being so foolish as to touch it. That same analogy can be true for you. You can get the kind of respect and results that a stove gets, if you are consistent!

3. Behavior Produces A Consequence. The consequence given must be tied to the behavior or it is 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 that 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 is nothing wrong with this if they have done some behavior to deserve it. However, your being in a good mood has absolutely nothing to do with their behavior, so your consequence should not either! Likewise, being in a bad mood is no justification for throwing around lots of discipline. Consequences must be given, but only when they are related to the behavior.

4. Progressive Buildup. How many times have you seen an immature instructor, who is eager to start applying discipline, let some unsuspecting student have "both barrels" (the biggest discipline he knew) the first time the student does anything wrong? Sound familiar? Let's ask this question. What is the instructor going to use for discipline if that student does that wrong behavior again? Cut off a finger? Shoot them? What is left? Consequences must have some progressive buildup. You start with a small level of consequence that is 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 or instructor 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 disciplines--you can give. After you have done all of this creative brainstorming, you then want to make sure these consequences are approved by your supervisors. Some supervisors will allow you more room for applying your own consequences than others. Check it out in advance so that your consequences have been "sanctioned from above." This will help keep you from receiving an unexpected discipline!

5. 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 does not think of it as something positive, then it is not a reward. The same thing is true for discipline: it must be relevant from the subordinate's viewpoint.

It is sadly comical to witness a supervisor who thinks he is giving a very strong discipline to a subordinate; and, yet, the subordinate is not even slightly phased by that discipline. A word of advice to supervisors: put yourself in the subordinate's shoes and see what is 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. Before deciding on a consequence, look at it from the subordinate's viewpoint.

6. Provide It. Let me emphasize the obvious here. Consequences absolutely must be provided! It is not sufficient to say that a valid reward is merely the "absence of a 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 should not have to believe "the best I can do is break even." Likewise, it is 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.

Supervisors offer a myriad of reasons for why consequences are not given. "It hurts too much to have to do it. I may not be liked if I do. I don't want to be considered too tough. I don't want to be considered too soft. I don't see other people providing consequences like they should. I'm not treated that fairly by my supervisor. I don't have any available rewards to give. I don't have any real form of discipline that has any bite to it. I don't want to get involved. My classmates don't deserve disciplines. I didn't ever get a reward so neither should my subordinate. I can't discipline someone and still be positive. It's okay to keep giving feedback over and over again because most people are responsible enough to correct their behavior if I just keep reminding them what is wrong. I don't have a wide range of consequences available, so after I tried my 'standard' approach and it didn't work, I just stopped trying. Present policies won't allow me to provide consequences, i.e., it's the system's fault. And, finally, I'm not in the habit of giving disciplines/rewards." All of these excuses for not providing consequences are common, yet none of them are acceptable. One of the easiest ways to be a failure is to not apply consequences properly.

b. TECHNIQUES FOR PROVIDING REWARDS.

1. **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 which is relevant and is sanctioned by your supervisors. It is so 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 is some reward that is taboo, spell that out as part of your **EXPECTATIONS.** The lower-level supervisors need to have

some autonomy in developing appropriate rewards. So, be creative. You may surprise yourself with the number of rewards that you can come up with.

2. Shaping The Desired Behavior. It is 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 is a term known as "shaping" in which an observant supervisor rewards a subordinate who makes positive changes toward reaching the kind of performance that the supervisor ultimately desires. For instance, you have a subordinate who doesn't seem to be very assertive around others and seems to always get run over and intimidated by them when under stress. The first time they do something more assertive (perhaps talks in a louder voice to another) you could immediately compliment them (because you happen to know that this person just loves to hear compliments). 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 (like in the hallway). If you want them to do even more superior work, you could issue a merit. 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 in shaping is that 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. Once the desired behavior is reached, rewards are only given if this behavior is maintained. If it is maintained, the rewards increase hierarchically. 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.

c. THE PURPOSE AND INTENT BEHIND DISCIPLINE.

It is critically important that before we ever give discipline we evaluate "Just what is the purpose in giving discipline, and what do we intend to achieve with it?" Many people never evaluate why discipline is given in the first place. Oh, yes, they give out plenty of discipline (sometimes they can be downright zealous in the distribution of it). Yet, there wasn't even a split second of reasoning behind why it was done. It was just done--because! Maybe it was done because that is what was done to them. Many a new parent or supervisor will provide discipline only because that is what they saw their parents or supervisors doing. They are merely modeling after them. But the reason behind their discipline? "What, are you crazy? Does there have to be a reason every time I give 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.

1. Directed Toward The Behavior. It is the behavior that you are 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 as a person instead of focusing on what the subordinate did wrong, then the subordinate may give in and fix the bad behavior. However, they will remember how the supervisor handled that discipline and will hold a grudge against him. They will not want to work for that supervisor, unless forced to, and their results will prove to be very short-term. This is what happens when discipline is used against the person instead of the behavior.

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 for it and make sure it does

not happen again. That is known as a positive motivation to succeed.

2. 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 perhaps 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.

3. To Help. A simple axiom is that 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 you also know that it will hurt your subordinate. You know that if you do not provide some discipline now, then your subordinate will probably hurt themselves again with that same behavior. You want to keep this from happening. In other words, you want to help.

Some people only view discipline as something which "hurts" people. Indeed, discipline does hurt at the time it is given. If it doesn't hurt, then it probably was not a discipline at all. There was nothing unpleasant about it. Nobody enjoys receiving discipline. It hurts. It wasn't any fun. Likewise, none of your subordinates are going to like the discipline you give them at the time it is given. If they do like it, it isn't discipline. So, if discipline is so painful to give or to receive and no one wants to do it, why should we? **BECAUSE YOU INTEND TO HELP.**

That's right--help. You want to either help the subordinate or help the situation, and that is what makes you provide discipline even when it is painful for everyone involved.

If a subordinate breaks a standard, it is easy to just give feedback. That is why so many people refuse to provide discipline the first time a standard is broken. It is easier just to give feedback. Yet, how many supervisors have you seen who will never provide a discipline? They just keep giving the same feedback over and over again because they didn't want to go through the "hurt" of 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 poor 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 that they have 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 just for this 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.

4. Backs Up What You Said. Remember back in EXPECTATIONS when you clearly told your subordinate what the obligations of a subordinate would be? You stressed such things as respecting your authority, complying with standards, and giving the maximum effort. Now you've been put to the test by your subordinate on one of these points. Were your words

just so much "hot air"? If they were, you can count on your subordinate not believing you the next time you provide any EXPECTATIONS. If you really did mean what you said, now it's time for your discipline to back up what you said.

5. 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 is painful for you and your subordinate at the time?

The original Greek translation for the word "commitment" meant 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 are "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 is exactly what they really mean when they say they are 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 what its purpose is. 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.

CHAPTER 5

GROWTH

In the GROWTH phase, you try to set up a system whereby 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 must always look over your subordinate's shoulder to insure the job gets done correctly. Yet, this is exactly what happens if you have instilled a negative motivation. If you go 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, because self-esteem provides 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 ATG cycle is started 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 ATG cycle over and over again, beginning with an EXPECTATION and ending with enough GROWTH to meet a new challenge.

Included in this chapter are two methods of enhancing GROWTH: establishing performance goals and providing homework assignments. Performance goals provide concrete

objectives while homework assignments help the subordinate correct deficient skills. In this chapter, pay particular attention to the sections on self-esteem and challenges. They are the pillars in establishing GROWTH.

a. THE IMPORTANCE OF SELF-ESTEEM.

Some prominent psychologists believe that 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 a person views 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 dysfunctional shy, timid, and hesitant to make their opinions known. Additionally, lack of self-confidence can also produce someone who is dysfunctional 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 have 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!

b. 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, 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 can't perform. This kind of logic is not only very destructive, it's downright foolish! The following are some actions that can actually tear down a person's self-esteem.

1. **Poor Comparison To Peers.** Even if a supervisor never said a word to a subordinate, the subordinate would still do a tremendous amount of self-comparing to see how they matched up against other people. Students, in particular, are at an age where social comparison is incredibly important. Some of the typical areas that will 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. Men are constantly comparing their build, their looks, the number of dates they have, etc., as some form of contest; and their self-esteem is either the winner or loser. Women are particularly sensitive to attractiveness and have learned from an early age that America is a land that rewards the "beautiful people." Any young girl has to go no further than a Barbie doll, Miss America contest, or watch Cinderella (remember what happened to the ugly sisters?) to know that beauty is for winners. We make someone feel really special just

because of the physical attributes they were born with. That took no skill at all. It merely took a certain set of genes!

2. 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 who came from a terrific background and had a very strong self-esteem enters AFOATS. He is told by someone, whose opinion he respects (perhaps his element leader), that he is really "doing lousy" and is no good. He will probably just write that off as being the supervisor's misjudgment. However, if he is consistently told that by his supervisor, he may start to look at his performance to see who is right. Now, if his performance isn't what it used to be then he may start to honestly question his own self worth. If this process of continually being seen as a failure in his supervisor's eyes continues, it won't take too long before he is indeed a failure. Once his self-esteem goes, so goes his 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."

3. No-Win Situations. Certainly supervisors don't put students in no-win situations in AFOATS, do they? Does this sounds familiar to you? An immature instructor is having a hard time training a student. Instead of providing necessary feedback and elevating the consequences, this instructor decides to "call in the cavalry." He hires two or three other instructors to play "ring-around-the-student"; and, no matter what that student does, it will always be wrong, because one of

those instructors can always find something to make that student look foolish. It doesn't take long before the student realizes he is in a no-win situation, and eventually he quits trying to do anything right (since it will just be interpreted as being wrong anyway). Now, when the instructor calls off his "cavalry," what do you suppose happens to the student's performance? That's right, it's still very poor because the student has learned that he just can't win. The student's self-esteem is shot, but surprisingly, that instructor thinks he did what he was supposed to do and feels vindicated that he could humble the student into submission. The sad thing in tearing down the student's self-esteem is that the instructor is almost assuring poor performance in the future by the student. He has effectively shot himself in the foot because one of his subordinates is now doing so poorly. The blame is usually placed on the student as simply being a bad apple and not worth keeping.

4. 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.

5. 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.

6. Public Ridicule. There is a simple axiom that says, "Praise in public, punish 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. Sometimes this is impossible. If this is the case, get the subordinate's permission before talking about it, or get the subordinate to explain it themselves. Even for the good of the whole group, you shouldn't have to destroy the self-esteem of the offender.

c. ACTIONS THAT INCREASE SELF-ESTEEM.

Just as we talked about the fact that there are some actions which can decrease someone's self-esteem, well, there are also plenty of actions which can be taken to improve someone's self-esteem. Let's talk about some of them.

1. Positive Feedback. There is a principle for how someone's self-esteem is formed which is known as the Appraisal Theory. This theory says a person's self-esteem is largely formed around the feedback a person receives about themselves. It is fascinating to see this theory come true when positive feedback is given to a person! Your subordinate's self-esteem grows tremendously when they believe you think their performance is good.

In chapter three, the importance of positive feedback and how to properly give it was discussed. Don't neglect the virtues that positive feedback provides. A person's positive self-esteem is tied to it!

2. Public Praise. Remember the axiom, "Praise in public, punish in private"? Well, a subordinate's self-esteem can just 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 positive self esteem. Supervisors would be wise to make good use of it!

3. Success. Just as a subordinate's self-esteem is torn down by perceived failure, so can the self-esteem grow with perceived success. A key word here is "perceived." Someone can still view their performance as a success, even if the results don't readily show it (just as a perfectionist might perceive themselves to be a failure even though the evidence proves otherwise). The key lies in making 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.

4. Focusing On Strengths. We just finished talking about the virtues of a subordinate 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 little 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. Let's say you are taking a test and just answered a multiple-choice question that you weren't sure of. Immediately, your self-talk might say something like, "Well, I got that one right. That is one more in the 'bag.' Gosh, I'm not too sure on that one. Oh, this is just a stab in the dark, and I am sure it will be wrong." All of these are examples of self-talk that occurs. It's automatic! You couldn't stop self-talk from occurring even if you tried.

Now, something else occurs as an inevitable reaction to your self-talk. Your self-esteem (or that little picture in your own mind of how you see yourself) 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.

This cycle is inevitable, and it occurs to everyone! There are many times when you are asked to perform--whether you like it or not! You just know you are going to be asked to perform, so that is a "given." Another "given" is that your self-esteem is going to respond to your self-talk. Therefore, the only factor that you can control is whether your self-talk is going to be positive or negative. You actually have the ability to praise yourself and talk optimistically about what you just did. For instance, after you answered the test question, you could say, "Way to go! I know I got that one right." At least say, "I'm not real sure on that one, but I bet I got it. The other answers don't make any sense." Likewise, you have the ability to stop any negative self-talk. When you are tempted to say, "Oh no, I'm sure I missed that," you should instead yell out to yourself, "STOP THAT!" and then proceed to make your self-talk positive.

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

5. Development Of A "Niche." As a supervisor, it is 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 is identifying a particular gift you have been blessed with or maybe it is 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. A niche is an area of confidence for you, something you can call your own. 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 is a source of pride and comfort for you and something that makes you feel good about yourself whenever you think of it.

6. Your Support. Of all the items listed which can increase a subordinate's self-esteem, the most important is letting your subordinate know you support them. 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. During the EXPECTATIONS phase, we talked about sending a message that says, "I'll help you." During the SKILLS phase, we mentioned how your initial intention when teaching or training is to help and support your subordinate. During the FEEDBACK phase, we talked about the importance of showing your re-support to your subordinate even though you had to provide some negative feedback. Finally, in the CONSEQUENCES phase we said the purposes of providing discipline ought to be to help the subordinate and to reaffirm your commitment to them. You see, your support is absolutely critical in instilling a positive motivation into someone. Without it, you will certainly achieve a negative motivation effect.

d. ESTABLISHING A PERFORMANCE GOAL.

We just covered in detail how establishing a positive self-esteem is a primary way we can establish the system of GROWTH we desire in the subordinate. Determining an acceptable, time-specific performance goal is another way of enhancing GROWTH.

A performance goal is some task which you want to see your subordinate perform on their own in the future. 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.

1. 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 which 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 to be accomplished that they are very inflexible concerning any creativity on the subordinate's part. This is a real shame because, not only does it 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 so particular is that 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!

2. 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 would 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 some in-basket that papers, notes, or distribution could be put into. Stop right there. See what creative ideas your subordinate can come up with.

Remember, you already know that 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 that the subordinate can claim some ownership of this plan. Sure, that is what you wanted anyway, but now the subordinate feels some responsibility toward this. If your subordinate never comes up with the idea of the wooden box, you could do a little subtle prompting such as, "What would you think of the idea of making a wooden box with separate slots for in-baskets?" If your subordinate picks up on that 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 is very little commitment on the subordinate's part to do it, especially when you are gone. One of the main purposes in establishing GROWTH is to help develop that mutual respect in your subordinate so they will feel committed toward you and the task. That is mutual respect!

3. 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. I have already described much of this process. It involves brainstorming ideas, any ideas. If you have a particular idea, then see if you can make sure your thoughts are presented through your subordinate's voice. This is done by suggesting, emphasizing correct responses, and minimizing incorrect ones. Before you know it, your subordinate will be telling you exactly what you wanted to say in the first place, but the subordinate is convinced they originated the plan.

Again, you have not had to compromise any of your foundational goals, yet you have allowed your subordinate

enough room to be creative and think up ideas of their own. This allows your subordinate to be much more committed to this plan because they thought it up and will work hard to fulfill it.

4. **Your Approval.** After this unified decision is reached between you and your subordinate, you need to convey your approval of this plan. It is 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 that 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.

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

6. **Successful Expectations.** Have you ever noticed how contagious optimism is? As a supervisor, if you can convey that 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: "Mr. 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. I like it. If you run into any problems or have any questions while doing this, don't hesitate to ask. I will be glad to support you. I think you have a very good plan here, and I truly expect it to work well. I will look

forward to seeing it completed next Tuesday, and I know that it is going to really benefit us."

e. ESTABLISHING HOMEWORK ASSIGNMENTS.

Some of you may be cringing right now at the mere mention of the word homework. Relax, this is not about academics. It is about providing your subordinate something specific to accomplish in order to correct a deficient skill. This isn't a goal for the future or a challenge to strive for, it's a requirement in order to be better prepared to accomplish a particular skill in the future. For instance, suppose a student in your element is having a hard time reciting warrior knowledge to you. The following are some steps which will help establish an appropriate homework assignment.

1. Subordinate's Idea. If possible, your subordinate should develop the homework assignment. If the subordinate needs specific instructions, you can provide realistic assignments. You might want to ask, "What do you think it will take to learn the knowledge?" and "How would you expect to implement this plan?"

2. "Do" Statement. Any homework assignment needs to clearly establish what the subordinate must do. You are trying to literally establish what this subordinate must do between now and whenever you plan your follow-up. This "do" statement should be as specific as possible. In the example with our student, you should require them to make specific "do" statements such as, "I need to recite this staff list to my roommate several times so I am confident in saying it out loud to someone else."

3. Quantity Statement. Have your subordinate establish the quantity of what must be done--how much, how often, how precise, etc. For instance, "Sir, I will recite this staff perfectly to my roommate at least twice a day for two days in a row before coming to you again."

4. Self-Monitoring Statement. The subordinate must be able to state how they plan to check up on themselves during the course of the homework assignment. Remember, one of the goals of this GROWTH phase is to try to make the subordinate responsible enough to do good work without having to be constantly monitored by you. You want to be able to slip away and attend to other things yet still feel confident that the job will get done correctly. That is why you keep requiring your subordinate to learn to come up with their own plan and then be able to monitor their own behavior. A simple question on your part such as, "How do you plan to monitor yourself?" should elicit a self-monitoring statement from your subordinate. "Sir, I will monitor myself by first talking to my roommate and asking them if they would be willing to help me recite this immediately after dinner and immediately before going to bed both today and tomorrow. Those will be my cues for getting this done. When I come back from dinner and just before getting ready for bed."

5. Follow-Up. Everything so far has been up to the subordinate. Now it is your turn. Establish a time when you will check up on the subordinate to see if the homework is done. Then, stick to that date and provide the stated consequences! Without follow-up, you run the same risks of lack of credibility we talked about in not providing CONSEQUENCES. Set a date, then follow up!

f. 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 ATG steps, the subordinate will stagnate if not challenged. The challenge starts the ATG 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.

1. **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.

2. **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 PFT to improve by 20 percent the number of pushups you did compared to your last PFT score." Now, that's more short term!

3. **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!

4. **Shows Merit Upon Accomplishment.** When your subordinate does meet this challenge, it should be an accomplishment that makes the subordinate feel proud to have completed. 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 very aware of those actions which increase and decrease self-esteem. Next, the GROWTH process can be enhanced by establishing performance goals and

providing homework assignments. Finally, in order to start the *ATG* cycle over again, realistic challenges need to be provided to help your subordinate continue to grow and achieve their fullest potential.

CHAPTER 6

A WORD OF WARNING

There you have it! Those are the five pieces of leadership development--**EXPECTATIONS, SKILLS, FEEDBACK, CONSEQUENCES, AND GROWTH.** Hopefully, this model makes sense to you. Some people, in fact, claim that the *ATG* is nothing more than good sense. They are right! Most of you have already come up with plenty of examples of people you have worked for who, indeed, did the kinds of things that the *ATG* describes. That is because these principles have held true throughout time, in a wide variety of settings. They are sound approaches toward training that not only make sense but work. However, there is a big difference between the *ATG* making sense and actually applying it properly. There are barriers that some people will experience in applying the *ATG* which will hinder their effective use of it, unless they can overcome these barriers. This chapter is a **WORD OF WARNING** to help overcome some of those barriers that the casual *ATG* user may have. The following are some of those typical barriers that people have in understanding the *ATG*.

1. **Soft VS. Tough.** As previously mentioned, some people (for whatever the reason) are going to try to make the *ATG* an issue of choosing between being "soft" versus being "tough." They want to define the *ATG* as being the nice-guy/rewards/carrot approach to enticing a subordinate into doing good work. In other words, it uses rewards to bribe subordinates to do things. Since most people inherently believe that a carrot approach won't always work, they believe that the *ATG* shouldn't be applied because this approach is ultimately doomed to failure. Others will decide that the *ATG* means to try the carrot approach first; but, when it fails, revert back to the hammer approach. Of course, as you know, the *ATG* isn't the carrot approach. The *ATG* never says to choose between providing rewards or providing discipline, it says to provide

both! Nor does the *ATG* say that you should try rewards first, then resort to discipline if it fails. It is not an "either or" case. It is an "and" case, i.e., both rewards and disciplines must be given.

2. The Value Of Stress. A principle concerning stress, known as the Yerkes-Dodson Law (1908), says that as stress is initially increased the performance also increases. Continuing the stress will help that person who is under the stress to achieve their maximum performance. However, there reaches a point where the performance peaks and a little more or less stress really doesn't affect that peak performance. If too much more stress is then added, the performance not only decreases, but it starts to dramatically decrease.

Most people recognize that if left unstressed, they will not be as motivated to get the job done and, by taking a who-cares attitude, the performance will stay low. Therefore, do not ever let someone tell you that stress is bad. Stress is essential! However, too much stress is extremely harmful. Some people's stress may have higher peaks than others because all human beings have unique levels at which they max out. Let's face it, as far as abilities are concerned, all people are not created equal. This peak performance can stay at the top even though there are minor fluctuations of the amount of stress that is being given. That is why a student who has two tests in one day can go ahead and take on one more quiz, or one more inspection, or one more important athletic contest, and still be performing at the top of his capabilities. However, when too much stress is added (perhaps a random room inspection; personal problems; feeling tired from a cold; sudden change in a suspense date; etc.), suddenly that performance starts to drop off. It is not that the student is not trying. They are trying as hard as they can! It is simply that once over-stressed, the performance cannot stay at the top. Furthermore, when performance starts to slip, further stress will dramatically reduce the effectiveness of that student.

Even though most people don't know that this is called the Yerkes-Dodson Law, they instinctively believe that stress is important and needed. Furthermore, they believe that by being

placed in stressful situations, this ability to withstand greater amounts of stress will improve. Do you know what? They are right! Constant exposure to the proper amounts of stress can help someone improve their own unique stress graph, i.e., be able to withstand more stress for a longer period or improve peak performance when placed under stress. Therefore, training someone using stress is productive, as long as that stress doesn't go beyond the peak level!

Some people will have a hard time applying the *ATG* if they have the misconception they can't provide stress and still live within the constraints of the *ATG*. As just explained, proper amounts of stress can be very valuable and need to be given for the ultimate good of the subordinate. The manual never states that a person can't be stressed. Nevitt Sanford (1962) states there is a delicate balance between challenge and support. Too much challenge and the person is afraid to move. Too much support and they have no reason to move. The *ATG* provides plenty of opportunity to provide stress, but make sure that it is relevant, given with respect, and given to help the subordinate.

3. Applying Consequences Properly. As was emphasized in chapter four, proper application of CONSEQUENCES is a key principle to the success of the *ATG*. However, for several reasons people won't apply CONSEQUENCES properly. One of these reasons is that providing CONSEQUENCES often takes a lot of courage, and that can be painful. It takes courage to push for a reward, and it takes courage to discipline people.

Other people will be reluctant to add proper CONSEQUENCES because they say that there is a lack of real consequences available. This belief stems from a lack of understanding of the many consequences that are truly available to them. The Consequences Continuum is an excellent source and should be utilized. So should individual creativity. As long as that creativity is sanctioned by the supervisors above you, go for it! Be creative! Your only limitations are your own creativity and your ability to get it approved by your supervisor.

Other people will have a hard time applying CONSEQUENCES because they haven't spent enough time

clearly thinking through a progressive buildup of consequences. They may have one or two old-reliable consequences, but they become helpless when it is time to elevate the consequences. They don't have a clear, well-thought-out plan as to what they would do next, so they either react inappropriately or they don't act at all.

Finally, some people are going to have a hard time applying CONSEQUENCES because they are creatures of habit. They watched how their role models (parents, former supervisors, etc.) provided CONSEQUENCES, and then just imitate the same thing. This has become a habit for them, and to do anything differently would be uncomfortable. Therefore, the same old consequences just keep being passed down from generation to generation, whether they are appropriate or not.

4. Seeing The Guide As "Situational." Many will have a difficult time applying the ATG if they view it as situational. This means the belief that the ATG can only be applied by certain people to certain people at a particular place, based on a particular situation. This is wrong! The ATG is a model for training that any supervisor can use with any subordinate in any situation. *The ATG is not a model that was designed only for AFROTC and OTS.* It is a set of guidelines that have already been used by supervisors from all professions. The same principles for training that the ATG talks about can be found in studying Dr. B. F. Skinner's classic works in behavioral psychology; or Dr. James Dobson's best-selling book on child rearing entitled *Dare to Discipline*; or Dr. Blanchard's best-seller on managerial skills entitled *The One-Minute Manager*; or the coaching methods spelled out by "Bear" Bryant, the most successful coach in the history of football; or quotes from successful military generals. All of these sources espouse the same principles needed to successfully train a subordinate. The ATG is not situational, the ATG is meant for everyone, from the general to the airman basic.

5. Fraternal Rites Of Passage. The virtues of providing stress and the necessities of an indoctrination program are unquestionable. There are countless indoctrination programs

that exist in the Air Force: Pilot Training, Navigator Training, Maintenance Officer Training, Water Survival, Fighter Lead-In, Squadron Officer School, Air Command and Staff College, Air War College, etc. There is training that exists in each of these indoctrination schools. Every one of those schools has a supervisor and a subordinate relationship; and, in every case, the ATG can be applied. Treating subordinates with respect is utilized in each of these programs. Yet, for some mysterious reason, there have always been a certain percentage of instructors (and supervisors) who believe it is permissible to treat students in training without respect. These people will scream that they personally deserve respect but that the trainee is not deserving of the same respect. Before these instructors arrived in AFROTC and OTS, they never treated anyone with as much disrespect as the manner in which they treat a trainee; and, upon graduation, they will never again treat anyone in the manner they did during training. Fortunately, the instructors who do this are in the minority.

There exists among some instructors (and supervisors) a belief that a trainee must go through some "fraternal rites of passage" before being allowed to join the Professional Officer Course. The virtues and flaws inherent in any rite of passage won't be addressed here. However, it must be emphasized that there is a distinct difference between a rite of passage and training. There are supervisors who fail to distinguish the difference between the two and will allow any inane, senseless activity to occur, under the guise of training. The word training should not be used as some catch-all for sanctioning any activity. How many times have you heard an instructor try to rationalize what he is doing by saying that this exercise "builds character," and you aren't to question the relevance of this training because, "You will not really appreciate the relevance until you have been out in the real Air Force for awhile." These statements may be true if valid training is occurring. If it is a rite of passage issue, don't try to justify the action by calling it training.

6. Policy Decisions. There will be some people who confuse the model of the ATG with present-day policy decisions. The

ATG has nothing to do with the local policies that govern which consequences are appropriate. Obviously, each organization is going to have their own unique set of consequences which they know to be appropriate. The disciplines and rewards given by one organization may differ entirely from another. However, the manner in which those consequences are given should still be similar. A coach for a football team, a parent of a four-year-old, an instructor pilot, and an AFROTC/OTS instructor can all apply the *ATG* correctly, even though all of them are using different sets of consequences.

The particular policies which govern the choice of consequences will be decided by each organization. The *ATG* manner of applying consequences should be used, even though the *ATG* makes absolutely no statement about which specific consequence should be given by any organization.

7. Resistance To Change. If the *ATG* is seen as a change, some people will have difficulty in applying it. As discussed earlier, change is a source of stress. Any change, good or bad, causes a certain amount of stress.

Many times, people will resist changing to something new, even if they readily agree that the old way was much worse. The reason for this is that they invested a lot of energy in the old way; and, if it is changed, that causes a couple of concerns. First, some people will wonder if they made a mistake in doing things the old way. Whether it was a mistake or not, most people don't like to admit that they made a mistake, so they will rationalize that the old way was actually better. They fear that to change somehow admits defeat or invalidates all of their previous experience.

Another form of false logic is to say, "Well, I turned out pretty good, so (in retrospect) the old way must have been good." The problem with this logic is that some people can turn out good in spite of their previous training, not because of it.

Many a trainee can recall how much they hated being treated with disrespect. Yet, as time allows this person to get further and further away from those actual experiences, a surprising thing can happen. That person may start to think of those experiences as not being so unpleasant after all

(especially now that it is no longer occurring). That is why some trainees will swear they will never treat another trainee in a particular manner of disrespect when they get to be upper-class students, yet they will be the worst offenders of that same form of disrespect when they do become upper class. It is similar to a child-abuse victim who swears to never abuse any child--but history proves that the worst offenders are abusers who were, themselves, abused children. There is a saying that goes, "What is hard to endure is sweet to recall." It may be "sweet to recall," but would you be willing to relive it?

The term "cognitive dissonance" applies when a person has a mental debate between an action they are engaged in and the feelings associated with the action. For instance, a new ROTC/OTS graduate is extremely proud of having finished the training but did not like the actions that they had to do in order to complete it. The actions and the pride form a cognitive dissonance. Soon, the person will rationalize that the actions must have been justified or else why would the pride develop? Thus, the person will cling tightly to the right to perform the same actions on some trainee next year, even though (as a trainee) the person disliked the action being done to them. That is cognitive dissonance.

CONCLUSION

The principles of training provided in the *ATG* have proven time and time again to be effective in working with subordinates. These simple techniques have a universal truth to them which have allowed trainers of any background, position, or location to be successful. The *ATG* 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 *ATG*. The requirements needed to apply the *ATG* 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.

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