Quick-Gouge Checklist

MINDSET – THE MAIN THING

❖ Embrace culture of training to achieve results and develop people
❖ Be "Capital A" accountable - genuinely care for the well-being and success of all other cadets
❖ Be trusting and be trustworthy
❖ Be a world-class trainer and a world-class trainee
❖ Start every interaction with others from a perspective of mutual respect

THE CITADEL TRAINING MODEL (CTM)

Set EXPECTATIONS
• Introduce the trainer
• Set positive atmosphere
• State obligations of subordinate
• Explain rationale behind the task
• Provide overview of what is going to happen

Build basic SKILLS
• Model desired skills
• Teach rehearsal skills

Give FEEDBACK (positive and corrective – always constructive)
• INPUT+ [Immediate; No name calling; Proper person; Uniquely specific; Talk behavior; +, plus end positively]

Follow through with CONSEQUENCES (positive and corrective – always constructive)
• PRIDE [Progressive; Relevant; Immediate; Directed at behavior; Even handed]

Work for GROWTH in others
• Set performance goals
• Give homework assignments
• Challenge realistically

READ TO LEAD
EFFECTIVE LEADERS, SUPERVISORS, & TRAINERS WILL STUDY THIS MANUAL IN ITS ENTIRETY
AND
USE THE PRACTICAL TIPS FOR ALL FIVE STEPS OF THE CTM
THE CITADEL TRAINING MANUAL

A Guidebook for Effective Leader Development

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CHAPTER ONE

INTRODUCTION

"The growth and development of people is the highest calling of leadership."
-- Harvey S. Firestone

This manual operationalizes The Citadel Training Model (CTM). We have put on paper the essentials for teaching, training, leading, and inspiring others toward success.

While primarily written with cadets in mind, the fundamentals in this booklet are timeless and with universal applicability in any trainer/trainee, supervisor/subordinate, or teacher/student relationship. Refer to this book often. Underline it, highlight it, and write in it. The more thumb-worn it is, the more effective we will be.

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ATTENTION

This manual is NOT simply a guidebook for Upper Class interaction with the fourth class. The manual provides guidance we will use for all training evolutions at The Citadel.

SCENARIO

Imagine we’re part of Bravo Zulu Company. As we form up for the noon meal formation, our knobs are on line and Squad Sergeants are doing their thing. We take a minute to observe how two Squad Sergeants are going about the business of “creating discipline” and “instilling the core values.” In Squad Sergeant I.M. Blitzed’s group we hear the following words:
• I’m better than you
• You don’t belong
• Because I said so
• Why can’t you do it and your classmates can?
• What’s wrong with you?

Next to Cadet Blitzed is Cadet A. Squared-Away. You hear a different approach all together. Squared-Away says “we” and “us” a lot. You also over hear him saying:
• You’re part of our Co now
• Here’s why this matters
• If they can do it, so can you
• Let me show you what right looks like

Which squad do we expect to perform better? Which squad do we expect to better retain the training? Which squad would we expect to keep performing well, even without someone “keeping an eye on them?”
ON LEADERSHIP AND TRAINING

Organizations have leaders for two simple reasons: to achieve results and to develop the next generation of leaders.

Leaders who want to be successful in these twin goals – that’s probably all of us – learn to embrace a training culture in their units. Through training, we grow more capable people, and more capable people not only improve the organization’s “bottom line” but also ensure the unit will be well-led for the long haul. In our case, an effective training culture would improve individual cadet performance in academics, fitness, and leadership as well as overall company, battalion, and regimental performance and adherence to Corps standards.

WHAT A CITADEL GRADUATE SAYS...

“This is a truism – high de facto standards create pride in the organization, and lower standards tend to reduce pride.”
-- Pete Land, Class of 1958

Without conscious effort, we limit our training focus to the fourth class. After all, the Blue Book states the purpose of the Fourth Class System as follows: “The Fourth Class System represents the foundation of The Citadel’s signature four year leadership development programs. It creates the discipline and instills the core values of Honor, Duty, and Respect which are expected of principled leaders in all walks of life.”

It’s all about the fourth class, right? Wrong! In fact, if we re-read the purpose of the Fourth Class System carefully, we would agree the knob year is just the start – the foundation – of a four year leadership experience.

This CTM, then, is designed to guide us in creating that foundation in our fourth class and to help us create a culture where effective training is part of our every day at The Citadel. If we follow the CTM, really operationalize it, from PREPARE to SERVE to LEAD to COMMAND, we’ll be more effective, we’ll gain practical experience, and we’ll accelerate our ability to be principled leaders in our post-graduation careers.

ON LEADERSHIP AND ACCOUNTABILITY

We talk a lot about accountability at The Citadel. Mostly, when we say “accountability,” we mean accountability with a “little a.” This kind of accountability is limited to personally doing the right thing and personally being in the right place, at the right time. “Little a” accountability is rooted in an “attendance mindset” (e.g., we are “present or accounted for” at drill or Leadership Training).

With the Citadel approach to training, we emphasize accountability with a “CAPITAL A.” “CAPITAL A” accountability means the leader feels a responsibility for and an obligation to ensure the well-being and success of everyone entrusted to the leader’s care. We are obligated to train our people purposefully – to develop future leaders and to give people the opportunity to achieve success. “CAPITAL A” accountability is rooted in a sense of ownership of personal responsibility and responsibility to others. It is intrinsic in nature. We must develop a sense of “CAPITAL A” accountability within ourselves. The CTM can be helpful in that regard.
WHAT CITADEL GRADUATES SAY...

“At Boeing Corporation, we hire for attitude, and we train for skill.”
-- Jim Wigfall, Class of 1982

“Do what you say you’re going to do, and then some.”
-- Charles E. Daniel, Founder of Daniel International Corp – at one-time the largest construction company in the world – sharing the words his company lived by. (The Daniel Library on campus is named after Mr. Daniel, who attended The Citadel but service as a WW I officer kept him from graduating

ON TRUST

“I cannot trust a man to control others who cannot control himself.”
-- Gen. Robert E. Lee

In the best organizations, trust between people is immediate and implicit. It is unnecessary to say “I trust you.” It is unnecessary to say “I need you to trust me.”

The trainee-trainer relationship depends on trust. Without trust, there can be no training.

Cadet recruits arrive at The Citadel trusting their trainers. That trust is preserved if:
- We demonstrate a sense of accountability for those in our care;
- We treat each other with dignity and respect;
- We operate within the rules and regulations, particularly Chapter Three of the Blue Book;
- We never put a trainee in a position where he or she must compromise Citadel Core Values or disregard prescribed rules, regulations, or standards.

With the CTM, we maintain the trust between the trained and the trainer.

ON TRAINING THAT IS TOUGH AND TO STANDARD

“Be challenging, exacting, and demanding – never abusive, intimidating, demeaning, humiliating – toward any cadet”
-- Col Leo Mercado, Commandant of Cadets

Organizations, units, and teams that place a premium on training, accountability, and trust are also organizations, units, and teams that have high standards and high expectations for employee and teammate performance. High standards and high expectations are really the natural result when leaders make expectations clear, invest their time and resources in their people, and demonstrate commitment to the organization’s people.

If we’re saying to ourselves, “high standards and high expectations sounds like The Citadel” – that’s exactly right. This is why we prioritize training, accountability, and trust in how we go about building principled leaders. It’s also why we’ll see this Citadel Training Model requires far more from the “trainer” or “leader” than the “trainee” or “the led.”
WHAT A CITADEL GRADUATE SAYS...

“25 percent of leadership is doing things you have to do; 75% of leadership is doing things you don’t have to do.”

-- Keller Kissam, Class of 1988, former Regimental Commander, and President – SCE&G Retail Operations

In our Blue Book, we expressly acknowledge the training of Fourth Class Cadets is the responsibility of the Cadet Chain of Command under the supervision of the Commandant and all cadets, regardless of class, will accept personal responsibility for the fair, equitable, proper, and effective operation of the system.

We make clear that the purpose of the Fourth Class System is to support each cadet’s opportunity to achieve academic, military, physical, and moral-ethical excellence. The system must provide the new cadet with the necessary positive leadership development training to be prepared to exercise leadership within the Corps of Cadets and serve as the foundation for the four-year progression of The Citadel leadership model.

We also emphasize the Fourth Class System is as much about training Upper Class as it is about training the Fourth Class. The system provides Upper Class Cadets with the opportunity to practice and demonstrate leadership characteristics as they set the example, motivate, train, and mentor new cadets.

We require all cadets to be treated with dignity and respect. By doing so, we create “mutual respect,” which is further discussed in Chapter 2 of the manual.

What Principled Leadership Is...
And What It is Not

The Citadel defines Principled Leadership as influencing others to accomplish organizational goals while adhering to the organization’s core values.

We might also gain a stronger appreciation for Principled Leadership by explicitly defining what it is not. Principled Leadership is not toxic. COL (USA, Ret) George Reed in a seminal article defined toxic leadership “as the apparent lack of concern for the well-being of subordinates, a personality or interpersonal technique that negatively affects organizational climate, and a conviction by subordinates that the leader is motivated primarily by self-interest.”

A Citadel cadet is a Principled Leader and will not tolerate a toxic one.

Embracing the concepts in the CTM guides us on a path to being a principled leader.

NOTE: This document variously describes the leadership and training environment as a “unit” or an “organization” or a “team.” This is deliberate because the principles of CTM apply equally well in today’s cadet company – a unit; tomorrow’s future career with Boeing – an organization; or in our time as a major leaguer with the Atlanta Braves – a team. This manual is for our keeper files—learn it and use it, whatever our future professions.
CHAPTER TWO
MUTUAL RESPECT

From the 7th Annual Krause Leadership Symposium, March 2014:

“The first step is listening.”
-- Associate Dean Joan Vestrand, Thomas M. Cooley School of Law, Ann Arbor, MI

“Being successful as a leader always comes down to relationships and trust.”
-- Ms Heather Walker, Principal, Booz Allen

We all remember what it’s like to be a fourth class cadet and have a non-squared away cadet stop us and correct us for having a wrinkled uniform. We can also distinctly remember thinking some less-than-positive thoughts about that particular Upper Class cadet. Bottom line—we didn’t respect the cadet. Now, imagine the same situation, with the correction this time coming from a cadet that we deeply respect. More than likely, we accepted the correction, got squared away, and felt bad about letting this Upper Class cadet down. We respected this cadet, and it made all the difference.

We can all picture someone who has had that kind of effect on us. We’ve developed a feeling of respect. We have a desire to want to work for that person: a deep strong commitment to achieve our best results for him/her. A positive feeling has been developed within us. Respect. Mutual respect.

Some of us might be thinking, “What is the big deal about mutual respect? Aren’t subordinates supposed to show respect for their supervisors?” This thinking is indeed true. However, a huge difference exists between respecting our supervisor’s position and respecting our supervisor as a person.

Having a strong feeling for our supervisor as a person is different than merely respecting our supervisor because of their power over us. If we respect the person, we feel committed toward that person and look forward to working for that supervisor again. We emulate the way that supervisor acts, and we take pride in our association with that person. The increased motivation to “run faster and jump higher” for this supervisor leads to increased effectiveness—especially over the long run. We are proud to be associated with that supervisor and are attracted to his or her style of supervision. Not only do we want to be around the supervisor, but also, we are more than willing to work for, emulate, support, and carry out the policies of this supervisor in the long term. You do it all out of respect—mutual respect.

However, if we only respect our supervisors because of their positional power, then we perform primarily out of obligation or fear. We are motivated to only accomplish enough to keep that supervisor off our backs. We do not want anything to do with this supervisor. The tasks get done primarily out of fear of the consequences or out of our own self-generated sense of obligation to do our duty. This sense of fear or obligation makes for quick results, but the results tend to be short-term, and we will do anything to avoid that supervisor in the future (i.e., no emulation of that supervisor, and no commitment to the supervisor). We swear we’ll never act that way when we’re in charge. We look forward to the time we can stop working for that person.
HOW DO YOU ESTABLISH MUTUAL RESPECT?

In order for mutual respect to occur, it is critical to remember what the word “mutual” implies: respect is to be given as well as received. Some supervisors make the mistake of refusing to show any respect toward 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 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 not out of respect. As a result, mutual respect never gets established. A wise supervisor realizes before a subordinate can feel respect, the subordinate must first be shown basic respect. In other words, respect given encourages respect returned.

The Citadel Training Model described in this manual gives us an approach to create mutual respect. It provides some practical guidelines on how to behave as a leader, supervisor, or trainer in order to maximize a mutually respectful relationship with our subordinates. The Citadel Training Model uses a five-step process to develop mutual respect. Over the next five chapters, we are going to learn about each step.

WARNING:

Some of us, after reading the CTM guidelines, are going to say, “Why, that’s nothing more than good common sense.” That’s right! Many of these guidelines we’ve heard before but never in this consolidated form. The unfortunate truth, however, is that none of us is perfect in using these common sense steps. Mentally agreeing with the CTM concepts is not the same thing as actually practicing them, and that’s the rub. Our challenge, then, is to learn and apply the CTM guidelines.

From the CEO Perspective:

“You are not going to succeed if you are not open, if you are not respectful and if you are not modest. Modesty, for me, is about knowing the limits of your own knowledge. It’s not about being humble; it’s about having the confidence to ask questions, and the confidence to understand that you don’t know everything...

“...Great leaders ask the right questions because they recognize that no single person knows the answers and that a team is much better at figuring out the answers. And once you ask the right questions, the answer just jumps out. It’s amazing. You put a team of people in a room, you ask the right questions, and the right people will offer up ideas.”

--This excerpt is from an interview with Avinoam Nowogrodska, the chief executive of Clarizen, a work management software company. It was conducted and condensed by Adam Bryant, The New York Times, 13 March 2014

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“Core values are the sine qua non* of leadership.”

—Mr. Stuart Shea, President & Chief Operating Officer at Leidos in remarks to the SCCC on 10 Oct 2013

* Sine qua non (pronounced si-ni-, kwä-'nän) is a Latin phrase and refers to the indispensable and essential action, condition, or ingredient.
Leaders are Inclusive

How is Pat Conroy inclusive in this excerpt from his 2001 Commencement address at The Citadel?

“...At the center of The Citadel education, the rock that anchors its soul, lies the Honor System. I found the Honor System simple and profound, majestic and life-changing: You will not lie, steal, or cheat, nor tolerate anyone who does. Those words struck me as beautiful then and even more beautiful today. They provide the frame of cadet life, and the Honor Code is moveable goods, and it travels with you all your life. It is the part of The Citadel education that is deathless and not for sale. It is what you get at face value when you meet the alumni of my college. Test us and it is part of our DNA. It is our password against chaos and disorder, the mark of our specialness.

I would trust with my life what Ernest Hollings or Joe Riley or John Palms or Claudius Watts told me. I would give the key to my house to Alvah Chapman, Nugent Courvoisie, or Robert Jordan, the superb fantasy writer, or Steve Buyer, the congressman from Indiana, or the lowest-ranking senior private in last year’s graduating class. I would entrust the contents of my safety deposit box to Nancy Mace or Petra Lovetinska or any other graduate of my college. The Citadel is not like any other college in the country. It is one of a kind, and its utter uniqueness is both its rarity and lasting value....”
CHAPTER THREE

EXPECTATIONS

It’s Funny How Often the Problem is You

“Whenever I could not get the results I wanted, I swallowed my temper and turned inward to see if I was part of the problem. I asked myself three questions: Did I clearly articulate the goals? Did I give people enough time and resources to accomplish the task? Did I give them enough training? I discovered that 90 percent of the time, I was at least as much a part of the problem as my people were.”

-- CAPT (USN, Ret) D. Michael Abrashoff, from his book, It’s Your Ship: Management Techniques from the Best Damn Ship in the Navy

In the EXPECTATIONS phase, we clearly spell out in advance what is required of our subordinates so they have every possible chance of doing the task correctly. As CAPT Abrashoff makes clear above, we may not like it, but when we fail to state expectations to subordinates and the job gets done incorrectly, the subordinate is not to blame—we are!

In this chapter on EXPECTATIONS, we’ll emphasize the importance of these steps:

A. Introducing ourselves right
   1. Stating our position
   2. Stating our background
   3. Stating our values

B. Setting a positive atmosphere
   1. I will help you
   2. I will not carry you
   3. I appreciate your strengths
   4. I need feedback and so do you
   5. I will show commitment to the program

C. Stating the obligations of the subordinate
   1. Respect authority
   2. Comply with standards
   3. Give maximum effort

D. Explaining the rationale behind the task
   1. How is it relevant?
   2. Why is it important?

E. Providing an overview of what is going to happen
   1. Explain the future
   2. Give realistic expectations
   3. Seek feedback concerning the subordinate’s willingness
A. **INTRODUCING OURSELVES:** One of the first things needed in EXPECTATIONS is an introduction.

1. **STATING OUR POSITION** - state how our position relates to the subordinate.

   EXAMPLE: “Cadet Recruit Thomas, I am Cadet Sergeant PT Barracks, your Platoon Sergeant. Consider me your immediate supervisor. I am in charge of how well you perform during this Cadre Training Period. If you have any concerns, I will be the one who will help you.”

2. **STATING OUR BACKGROUND** – focus on what makes us credible.

   EXAMPLE: “This is my second year as a cadre member. I’m from Greenville. Last summer I was a Cadre Corporal, 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. **STATING OUR VALUES** – lay out what we value in a trainer-trainee relationship.

   EXAMPLE: “I expect you will make some mistakes, and we can work with that; but I simply will not tolerate hiding from the mistakes or blaming others or making excuses. If you have done something wrong, admit it. You might have to face some consequences, but your integrity will be intact. And, by knowing about the mistake, I can be sure that you – and maybe the rest of us – learn from that mistake. I can promise you that owning your mistake is much better than if I find it out from someone else. You are entitled to make mistakes — you are not entitled to deception. We learn from mistakes, but it’s important not to make the same mistake twice.”

B. **SETTING A POSITIVE ATMOSPHERE:** Much of a relationship is based on first impressions. If our goal is to establish positive motivation in our subordinates, we need to set a positive atmosphere from the start.

   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. A supervisor would do well to remember this about subordinates; we are on the same team! We should let the subordinate know we will support him/her.

   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 we are, we must always remember that it is still the subordinates’ responsibility to perform. We will willingly help them, but we will not take over for them. Subordinates must learn to be responsible for their own actions.

   EXAMPLE: “I will be with you every step of the way, but I will not carry you a single step. You will be able to do it yourself.”

3. **I APPRECIATE YOUR STRENGTHS:** If we are working with a subordinate, especially a good one, chances are that person was successful in a wide range of activities before coming to The Citadel. The subordinate who has been successful before will continue to be successful for us if that self-confidence still exists. That is why we should
reaffirm that we think he/she is a valuable part of our team. One of the most foolish things we can do is tear down that person’s self-confidence and then expect that person 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 our team. I consider our mission to be vitally important, and I know you can help us.”

**4. I NEED FEEDBACK AND SO DO YOU:** Below are quick examples that contrast positive with negative motivation.

**EXAMPLE (POSITIVE):** “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. Do not be thin-skinned about hearing feedback from me. I give it because I want you to succeed. Likewise, I must have your feedback in order for me 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 us both agree to provide it.”

**EXAMPLE (NEGATIVE):** “I want you to listen up and listen up good. Here’s what you need to fix if you ever hope to be part of my team.” [note: in rare cases, it might be okay to start with such an “attention step,” but it’s probably not going to be helpful, constructive, or even remembered feedback. That’s because there is little chance the trainees or subordinates are really listening to us when we attack them.]

**5. I WILL SHOW COMMITMENT TO THE PROGRAM:** If we do not convey our commitment to the program, how can we possibly expect the subordinate to? Many times we will see immature supervisors sabotage a program by giving a message like, “Good luck, here. I sure am glad I’m not you, because this was a bad program last year and it’s a bad one again this year.” Instant let-down for the subordinate.

**EXAMPLE:** “This is a great program and I am committed to it. I am committed to you as well. If you work hard, this can be a rewarding experience for you, too.”

**C. STATING THE OBLIGATIONS OF THE SUBORDINATE:** Certain obligations need to be clearly spelled out by a supervisor so that the subordinate knows in advance what is expected. With this objective, we are literally informing the subordinate what is required. Since these obligations could be numerous, let’s focus on only three which will be necessary regardless of the situation.

1. **RESPECT FOR AUTHORITY:** Regardless of personal values or personality differences, the subordinate must recognize and respect the authority we carry as supervisors. This does not mean the subordinate cannot question, debate or respectfully speak their peace behind closed doors with us. But, once those doors open, the subordinate must know he or she is expected to respect and submit to the legal authority the supervisor holds. As supervisors, we hold a tremendous amount of responsibility in working with a subordinate. It’s a special trust—do not abuse it.

2. **COMPLY WITH STANDARDS:** Subordinates must recognize that we personally embrace the standards, that we expect them to comply with them, and that we will enforce them. Let the subordinate know that honest mistakes happen and are forgivable. Encourage subordinates to let us know when mistakes have happened as soon as they happen. We can all learn to overcome mistakes. We cannot tolerate willful noncompliance with standards.
On Letting Standards Slip - From Pete Land’s Book (Citadel Class of 1958)

“If a company advertises to its customers that it is open for business at 8:00AM, but no one says anything if an employee arrives at 8:15, even with customers waiting, then everyone learns quickly that 8:15 is the de facto standard...

Here is the inevitable bad news. If we do not honor a standard by confronting deviations, then we have, in fact, established a new standard which is less stringent than before. When we decide not to confront a deviation, the standards slip and we lose pride in the organization.”

3. GIVE MAXIMUM EFFORT: One thing we can guarantee is that we are not going to get maximum performance from subordinates at all times, especially when they are first learning a new skill. Yet, we can always expect something from subordinates—maximum effort. Collectively, it’s the responsibility of the supervisor and subordinate, leader and the led, the trainer and the trained to meet the desired performance. Make it clear to subordinates that, if they provide the effort, we will help transform that effort into success.

D. EXPLAINING THE RATIONALE BEHIND THE TASK: Few things are more frustrating than doing something that has no relevance to us, or that we can see no rationale for. Most people are willing to provide honest effort if they believe their effort is purposeful; people do not want to waste their efforts on something they perceive as meaningless. Supervisors must provide some purpose or relevance for a given task.

For subordinates to be motivated to take an action, they must understand why they are doing it. When we tie that understanding closely to the action, it makes more sense to the subordinate. If we cover the two items below, we increase our chances that subordinates will find tasks meaningful and, therefore, worth their energies.

1. HOW IS IT RELEVANT? Most times, as supervisors, we’ll know why a task needs to be done. Sometimes, though, we might be tasked to do some things that appear irrelevant to us. It’s a truism that if we cannot find any relevance in what we are doing, our subordinates won’t either. So, what do we do?

   If, after some thought, we can’t make sense of the task, seek out a supervisor to clarify the task. And, in cases where we’re unable to get more insight from our boss, we better do everything in our power to figure out how to communicate the relevance of the task to our subordinates, particularly if we want our team to accomplish those tasks.

2. WHY IS IT IMPORTANT? When we provide a task to subordinates, we should also express the realistic degree of importance for that task. Tasks vary in importance. All of us have seen a cadet who, in working with a fourth class cadet, seems to convey that every task is most critical. Or maybe our cadet leaders do the same thing within the company. It does not take long before subordinates burn out on doing all those critically-important tasks. The main thing: be realistic. If we want subordinates to complete the right priorities, we ought to help them sort out what the right priorities are.

E. PROVIDING AN OVERVIEW OF WHAT IS GOING TO HAPPEN: “Fear of the unknown” is a major contributor to stress. We also know 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, we need to be conscious of those things we want to create as “stressors.” Not providing an overview of what is going to happen is truly an unneeded stress.
1. **EXPLAIN THE FUTURE:** Do not keep it secret. We do not have to give a long, item-by-item analysis of what is about to happen, but some overview is definitely helpful. A quick overview at the start of a task puts to rest people’s fear of the unknown. It gives them some appreciation of what is about to happen to the people they think most highly of: themselves and their teammates.

2. **GIVE REALISTIC EXPECTATIONS:** Let subordinates know these realistic tasks can be accomplished. Give subordinates some confidence that they can do this task and that we consider it to be a fair and realistic one.

3. **SEEK FEEDBACK CONCERNING SUBORDINATE’S WILLINGNESS:** Before we jump headfirst into a task, do we have any appreciation of what the subordinate thinks of the idea? A quick reading of facial expressions will give us 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 tell us those answers.

If these answers are “no,” we may have some re-explaining or reassuring to do. If we do not have time for that, be aware that we are going to have to keep a close eye on that subordinate, or the performance will probably turn out to be less than desired.

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**Learning from CEOs: On Putting Your Followers First**

This interview with Don Knauss, chief executive of the Clorox Company, was conducted and condensed by Adam Bryant and featured in The New York Times on March 23, 2014.

Q. Were you in leadership roles when you were younger? I learned a lot of leadership lessons playing football and baseball in high school. But I started to think a lot more in college about what I was going to do. I was working on my master’s in history when I decided to join the Marine Corps. There was a service mentality in our family. My dad was Army Air Corps. My brother was Air Force. I was going to be a Marine. That changed everything.

What did you learn in the Marines about leadership? I’ll tell you a story. I was stationed on Oahu. The first day I was actually in a line unit — after 15 months of school and training — was on Hawaii, the Big Island. There’s a big Army base there where artillery units train and shoot live rounds. They helicoptered me over and I took a jeep to join 120 Marines in this artillery battery. They’d been out in the field for several weeks, and the commanding officer had ordered hot food from the base camp because they’d been eating C rations [canned food] for several days.

I had been up since 5 in the morning, and I was pretty hungry. I started walking over to get in front of the line, and this gunnery sergeant grabbed my shoulder and turned me around. He said: “Lieutenant, in the field the men always eat first. You can have some if there’s any left.” I said, “O.K., I get it.”

That was the whole Marine Corps approach — it’s all about your people; it’s not about you. And if you’re going to lead these people, you’d better demonstrate that you care more about them than you care about yourself. I’ve never forgotten that, and that shaped my whole approach to leadership from then on.

When you got out of the Marines, did you know what you wanted to do? I learned in the Marine Corps that I really liked strategy. Every operation in the military is based on a five-paragraph order, and the acronym is SMEAC — situation, mission, execution, administration and communication. It’s a very logical flow.

[CONTINUED ON NEXT PAGE]
I decided to get into brand management, and Procter & Gamble was a great training ground, and they hired a lot of junior military officers. Procter was more of a written than verbal culture, and business initiatives were structured through short memos. It was almost an exact parallel of the five-paragraph order. I said, “I could fit into that culture.”

**What were some other leadership lessons?** One thing I learned very quickly was that there’s a head part and a heart part. The head part was, how are you going to focus the organization? And it had better be simple, and it probably should not be more than three things. You’ve got to communicate it about 100 times and align your incentive structure to it. It’s about distilling the complex to the simple, and I’ve seen leaders fail because they do the reverse, by trying to make things into some intellectual exercise. Whatever business you’re in, there are fundamentals, just like blocking and tackling in football. It always comes back to the fundamentals. You cannot let yourself get bored with the fundamentals.

On the heart side, the lesson is that it’s all about your people. If you’re going to engage the best and the brightest and retain them, they’d better think that you care more about them than you care about yourself. They’re not about making you look good. You’re about making them successful. If you really believe that and act on that, it gains you credibility and trust. You can run an organization based on fear for a short time. But trust is a much more powerful, long-term and sustainable way to drive an organization.

The other thing I’ve learned is that you’ve got to assume the best intent of people, and that they’re really trying to do a good job. I’ve seen organizations that are based more on fear than trust because senior management really thinks people are trying to get one over on them, that they’re just punching a clock. People really are trying to do a good job, and they want to be proud of where they work. Understanding that helped make me a bit more patient.

**How do you hire?** First and foremost, I’m looking for fire in the belly. I’m looking for passion. I’m looking for energy. Is the person going to take a leading role and have an impact on the business? I will take passion over pedigree any day of the week.

Second, are they smart? Can they think analytically, creatively and strategically? If you don’t have the intellectual horsepower, it’s going to be hard for people to follow you.

Third, is there any pattern in the person’s career that shows they can develop people? Did people move up through an organization because they were mentored by this person? A fourth thing is, can they communicate? Can you imagine this person on a stage, inspiring a large group? Do they have an easy, informal manner? Or are they too formal, too focused on hierarchy? That doesn’t work. Formality slows things down in companies. Informality speeds things up. It is much more powerful to use authority than power.

One of the things I’ve learned is that as you move up in an organization, you’re given more power. The less you use the power you’ve been given, the more authority people give you, because they think: “You know what? This guy’s O.K.” Persuading people to do things — come along with me because we’re going in the right direction — is much more powerful over time.

The last thing I look for is the values of the person. Do they tell the truth, but do they also stand up for what they think is right in the company? It starts with integrity, which is really the grease of commerce. You get things done much more quickly when people trust you.
CHAPTER FOUR

SKILLS

We fight the way we train. We play the way we practice.

In battle, shortcuts during training create more combat losses. In team sports, poor practice adds notches in the “wrong” column—the loss column.

On 21 October 2013, SFC Leroy A. Petry spoke to the South Carolina Corps of Cadets. Regarding the goodness of training, he left us with a personal example from the battle in which he was wounded and earned the Medal of Honor. In that crucial moment, when his right hand was blown clean off, he unhesitatingly and calmly applied the life-saving tourniquet to his arm. In his words, it was “instinct” and only possible because of “great medic training I got.”

SFC Petry’s not dead because he took his training seriously. His example should guide our approach to every bit of training we get—from CPR to self-aid buddy care to fire drills to infield practice and two-minute drills.

We fight the way we train!

With the second step of our CTM—SKILLS, we provide subordinates with the necessary skills to allow them to succeed at tasks we assign to them. Step two—SKILLS—is about teaching, training, and developing subordinates.

Subordinates must have myriad skills in order to be successful at their tasks. As supervisors, we should know just which of those skills are essential to be learned and then teach and train subordinates until they learn those skills. In the process of teaching and training, we will emphasize the following key points.

A. What is the difference between “teaching” and “training”?

B. Modeling the desired skill
   1. Lead by example
   2. Show them; don’t tell them

C. Use rehearsal skills
   1. Imaginary rehearsal (covert)
   2. Demonstrated rehearsal (overt)
A. WHAT IS THE DIFFERENCE BETWEEN “TEACHING” AND “TRAINING”?

In teaching, we are giving the desired information in an understandable manner. To teach effectively, we need to optimize our abilities as an instructor – we need to know our stuff. We also need to create the best environment and choose the right method of instruction for student learning.

Being competent is essential for any teacher. We should know our subject inside and out and be able to perform the task perfectly. We should be able to answer just about any question posed by a student (and, if we can’t, admit we don’t know and get back to the student with an answer ASAP).

Second, we ought to consider the right teaching environment for learning. Do we need to be in a classroom, on the drill field, or in the subordinate’s room? Is the setting conducive to learning? Learning new skills or information is stressful enough, and the added stress of being uncomfortable or getting yelled at only detracts from the teaching process. At a later time, once the student has grasped the skill or knowledge, we can add stress to the training environment if the skill might have to be performed under pressure.

Third, we should lay out the important information to the student, and do so in a clear manner. We should teach information the subordinate really needs to know in order to be successful, not extraneous stuff. We should work especially hard to make sure we’re communicating effectively while we teach. Suppose we are teaching someone how to do the manual of arms. If the cadet has never handled a rifle and isn’t familiar with the terminology, simply repeating the same words over and over again probably will not do the trick. We will have to use different words or different reference points to get that same message across so it can be understood. If the subordinate cannot understand the information we’re teaching, we can’t assume the person is unteachable. It’s up to us to change how we teach.

After we teach the information, we want to train through repetition of that task. Training is perfecting performance through repetition—performance must be instinctive. Practice does not make perfect. Only perfect practice makes perfect.

Some people have a negative concept of the word “training.” For these people, training is equivalent to harassing. Nothing is further from the truth when the training is purposeful and professionally done. Training is, in fact, the supervisor carrying out his/her obligation and commitment to subordinates, to guide them to success. We learn skills through repetition; we become proficient through repetition; and we sustain proficiency through repetition. As we emphasized in the introduction to the CTM, leaders embrace a training culture. Through training, we grow more capable people, and more capable people not only improve the organization’s “bottom line” but also ensure the unit will be well-led for the long haul.

In The Citadel context, we sometimes have the Upper Class discussing the uselessness of parade practice or room inspections in front of the Fourth Class. When we get sucked in to this “negativity,” not only are we a bad influence on the Fourth Class, but we’re also failing to acknowledge the need for training proficiency or the need for attention to detail never goes away for any of us.
Think we’re “too big” for training, consider what Canadian Astronaut Chris Hadfield writes about “training...” and “details”...

“...[An Astronaut’s Guide to Life on Earth] goes gleefully against the grain of most "success" books. [Hadfield’s] perspective is reflected in counterintuitive chapter titles like "Sweat the Small Stuff," where he argues that seemingly unimportant details may loom large in an emergency and thus require our consideration beforehand. In "The Power of Negative Thinking," he says that the normal day of astronauts in training involves having countless meetings about what they got wrong—an approach, he explains, that saves lives.”*

“Sweat the small stuff” sounds like what we do in preparing for “all the letter l-s” – F.A.I.s...P.A.I.s...S.M.I.s...

And, “the power of negative thinking” is exactly what we do after big inspections. We examine what didn’t go well as a way to make improvements.

So next time we’re wondering why “smiles go up” on socks and why we grade ourselves in such an exacting way, remember the habits of the mind we’re building now will serve us well long after graduation, even if we don’t go to space.

We might not all want to be astronauts, but trained in The Citadel Way, we sure would have a leg up if we did.

*From a book review by Adam Savage, “Floating in a Tin Can,” WSJ, November 30 – December 1, 2013

**WARNING:**

Teaching and training is never about us as teachers and trainers. It is never an ego trip.

The first time we ask subordinates to do something, and they holler “Yes Sir” or “Yes, Ma’am,” we’re going to sense what “power” feels like. Many irresponsible supervisors have trampled over subordinates and made those subordinates feel really low for the sole purpose of making themselves feel big. Great supervisors put the ego aside and do everything in their power to develop that subordinate.

**B. MODELING THE DESIRED SKILL**

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

1. LEAD BY EXAMPLE (See Citadel Graduate example starting on page 47): We should never expect subordinates to do something that we would not be willing to do. If decorum is important for a fourth class cadet, then it is important for an upper class cadet. If honor is something important for a cadet to live under, then it must be equally important for the officers, faculty, and staff. People do what we do, not what we say we do.

If the subordinate is having a hard time learning a new skill, many times modeling that behavior provides an example to which the subordinate can relate.
2. SHOW THEM; DON’T TELL THEM: Our actions always speak louder than our words. We should be in the trenches when we are teaching and training. If a cadet is having trouble with the manual of arms, don’t just say, “Move your hand to the rifle butt.” Show him/her how to place it in the proper position. If a cadet has trouble getting a shine on their shoes, grab the polish and rag and show them techniques.

C. USING SKILLS REHEARSAL

As stated earlier, in training the desire is to repeat perfect performance until that performance becomes instinctive. A fancy term for doing this repetition is known as “skills rehearsal.” This rehearsal can be done strictly in the mind (covert) or it can be done physically (overt).

1. IMAGINARY REHEARSAL (COVERT): Many people are discovering that if they see themselves perform a skill enough times in their mind, they will actually be able to do it in real life. There are many examples of how covert practice is effective: the karate person who visualizes themselves striking his/her 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; or the baseball pitcher who sees in his mind exactly where the ball will travel as it crosses the plate. The brain is incredibly powerful, 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 actual practice. However, visualization in the proper context can be an excellent aid in acquiring skill.

In cadet terms, this may mean teaching a subordinate to picture reciting knowledge perfectly or doing the manual of arms perfectly or leading a company commander’s call for 100 or so cadets in the unit. Help that subordinate learn a new skill by teaching that person to picture doing that skill over and over again—perfectly each time!

EXAMPLE OF VISUALIZATION: 18 Holes in His Mind

Major John “Spike” Nasmyth had a dream of improving his golf game - and he developed a unique method of achieving his goal. Until he devised this method, he was just your average weekend golfer, shooting in mid-to-low 90s. Then, for seven years, he completely quit the game. Never touched a club. Never set foot on a fairway.

Ironically, it was during this seven-year break from the game that Major Nasmyth came up with his amazingly effective technique for improving his game - a technique we can all learn from. In fact, the first time he set foot on a golf course after his hiatus from the game, he shot an astonishing 74! He had cut 20 strokes off his average without having swung a golf club in seven years! Unbelievable. Not only that, but his physical condition had actually deteriorated during those seven years.

What was Major Nasmyth’s secret? Visualization. You see, Major Nasmyth had spent those seven years as a prisoner of war in North Vietnam. During those seven years, he was imprisoned in a cage that was approximately four and one-half feet high and five feet long.

[CONTINUED ON NEXT PAGE]
During almost the entire time he was imprisoned, he saw no one, talked to no one and experienced no physical activity. During the first few months he did virtually nothing but hope and pray for his release. Then he realized he had to find some way to occupy his mind or he would lose his sanity and probably his life. That’s when he learned to visualize.

In his mind, he selected his favorite golf course and started playing golf. Every day, he played a full 18 holes at the imaginary country club of his dreams. He experienced everything to the last detail. He saw himself dressed in his golfing clothes. He smelled the fragrance of the trees and the freshly trimmed grass. He experienced different weather conditions - windy spring days, overcast winter days, and sunny summer mornings. In his imagination, every detail of the tee, the individual blades of grass, the trees, the singing birds, the scampering squirrels and the lay of the course became totally real.

He felt the grip of the club in his hands. He instructed himself as he practiced smoothing out his down-swing and the follow-through on his shot. Then he watched the ball arc down the exact center of the fairway, bounce a couple of times and roll to the exact spot he had selected, all in his mind.

In the real world, he was in no hurry. He had no place to go. So in his mind he took every step on his way to the ball, just as if he were physically on the course. It took him just as long in imaginary time to play 18 holes as it would have taken in reality. Not a detail was omitted. Not once did he ever miss a shot, never a hook or a slice, never a missed putt.

Seven days a week. Four hours a day. Eighteen holes. Seven years. Twenty strokes off. Shot a 74.

2. DEMONSTRATED REHEARSAL (OVERT): The actual practice of doing something over and over again perfectly is invaluable for building confidence and skill in accomplishing that task. It provides the psychological boost that comes from meeting a challenge and improves self-esteem. Examples would be reciting knowledge, taking tests, marching, athletics, and even learning to be assertive.

A good way to master a skill is to start with a small task and master it. Then move on to an increasingly harder task and master it. Move on, etc., until the desired skill has been completely mastered. Learning a task in increments has proven to be extremely valuable in mastering a particular skill.

SUMMARY OF SKILLS

In the SKILLS phase, we equipped the subordinate with the necessary skills to succeed at the required tasks. The teaching and training processes are distinctive and vitally important. Without them, 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.
In 1976, I was assigned to an Air Cavalry Troop in Germany. My unit was participating in Exercise REFORGER when we were given a mission one day to pick up about 50 Army Rangers at a designated pick-up zone.

We took off that afternoon and attempted to make radio contact with the Rangers. For approximately 30 minutes, our seven UH-1H helicopters circled a short distance above the landing area. It was very damp that day, about 35 degrees Fahrenheit and drizzling rain with a light fog. We finally landed in a small field to conserve fuel and went to flight idle. After waiting about 10 minutes, we shut down our aircraft as our commander continued to try to make radio contact with the Rangers.

Our commander had a policy that any time you shut down an aircraft, you should perform a post-flight inspection. We sat in our helicopter debating whether we should get out in the less-than-desirable weather to conduct the post-flight inspection. Figuring it would only be minutes until we cranked our engines and departed the field, nobody got out.

From my vantage point, to the right and the rear of the lead aircraft, I could see our commander talking on the radio as he referred to his map. After about 15 minutes, his door opened, and he climbed up on the top of his helicopter. He inspected the main rotor and related parts and generally looked over his aircraft. The commander then climbed down into the wet grass and continued to do an inspection, checking his aircraft completely. He never looked at the other aircraft, but slowly each crew emerged and began the same post-flight inspection on their respective helicopters.

In about 20 minutes, we got the word to crank, and we took off. Soon the code “Send More Chicken” was heard on the radio, and we picked up a group of very tired Rangers and flew them to their destination.

Our mission was completed that day, but over the years I often have thought about how important it is to do what you say you’re going to do, as demonstrated that day by our commander.

Source: MOAA Magazine, 10 Jun 2013, Lessons Learned column
— Ralph M. Larson is a retired Army major and a MOAA Life Member. He resides in San Antonio.
CHAPTER FIVE

FEEDBACK

Inspection 101: “Inspect What You Expect” and “Give Feedback”

If we’ve done well in setting expectations and developing skills, we should anticipate that our people will do well during an inspection. If not, we need to re-evaluate how well we’ve set them up for success with the first two steps of CTM.

In either case, as leaders, our people deserve our feedback.

Going into any inspection with feedback in mind as well as a positive attitude will make all the difference in the leader development business.

A short checklist for a “leader inspection” might look something like the one below:

• Be primed to say “thank you” or “I appreciate your effort” or “I noticed the hard work” (when appropriate)
• Be professional in every regard (people follow your lead)
• Have “system” for inspecting (follow it to maintain consistency)
• Ask squad leaders “how’s the squad doing? What do you want me to look for? Any kudos you want me to pass along? Any thank yous?”
• Ask individual cadets “what were the priorities you were given for your personal appearance? For your room?” (assess if guidance is flowing)
• Emphasize & inspect what you said you were going to inspect
• Provide some personal “feedback” for every one and every room you inspect

The third step in our approach to training is FEEDBACK. Feedback is incredibly important to people. Much of their future performance and self-esteem depends largely on the feedback they are given.

With our CTM, we emphasize the power of routine feedback. Being an effective supervisor is hard work. Constantly giving feedback to our subordinates takes a lot of effort on our part. Yet, effective supervisors know that feedback is indeed essential and are willing to expend the energy to give both positive and corrective/negative feedback, always keeping it constructive.

WARNING

From a leader or supervisor perspective, feedback is always about developing people. Whether positive or corrective, it’s always constructive.

With positive feedback, we encourage subordinates to continue with how they are accomplishing assigned tasks. We build their confidence. We also model for them that “noticing good action” and “appreciating hard work” is something leaders do.

With corrective or negative feedback, we are also focused on developing people. When subordinates fail to meet expectations, we are providing them with the feedback they need to succeed and develop.

This chapter focuses on the following key points in FEEDBACK.
A. **Rules for feedback (INPUT+)**

B. **Providing feedback for positive behavior**
   1. Use INPUT+
   2. Provide It!
   3. Give public recognition
   4. Challenge the subordinate

C. **Providing corrective, constructive feedback for negative behavior**
   1. Use INPUT+
   2. Get the subordinate’s impression
   3. Ask “what” or “how”
   4. Model the observed behavior
   5. Use the “Sandwich” approach
   6. Restore the subordinate
   7. Tell them their responsibility
   8. Tell them the consequences
   9. Set up a game plan for improvement
   10. Follow-up

**A. RULES FOR FEEDBACK (INPUT+):** Some guidelines are useful when giving feedback, whether it is good or bad. An acronym which encompasses these rules for feedback is: INPUT+. Below we detail what the letters stand for.

**I:** **Immediate Feedback:** Give feedback as soon as realistically possible after the subject behavior. We don’t like to get grades on assignments two weeks after we turn in the assignment or receive punishments two weeks after missed duty. Quality leaders, supervisors, and trainers know early feedback is more effective because it is both closely associated with the demonstrated behavior (good or bad) and respectful of others because it delivers “the news” right away and in person.

**EXAMPLE:** We might say to the guard, “thanks for being squared away…I notice, and you are setting the tone for the whole battalion.”

**N:** **No Name-Calling, Sarcasm or Profanity:** Our job is to train, educate and motivate. We do this best by building esteem in your subordinates and presenting them with challenges they can face and overcome. Profanity is damaging for the leader/trainer/teacher to use. First, many subordinates have values that strongly object to profanity. Even if they say nothing about it, we have lost them as an audience and as allies in the task at hand. Second, for most thoughtful people on the team—whether profanity bothers them or not – see our use of inappropriate language as a clear sign that we are not considerate enough as leaders to understand how profanity might impact those on our team. In essence, we undermine our own ability to lead or train others.
P: **Proper Person:** When we have some feedback to give, direct it toward the person who earns it. As a Squad Sergeant in charge of ten cadets, when one has a poor shoe shine, give feedback to that cadet, not the entire squad. Likewise, and this is sometimes even tougher, when we give praise or pass out rewards, make sure we praise or reward the right person or people. Nothing impacts morale more negatively in a unit than to see the supervisor reward someone who only performs when the boss is around but dogs it the rest of the time. Not only does it reward the wrong standard, but it also makes the supervisor look like he or she doesn’t know what is going on in their unit.

U: **Uniquely Specific:** The feedback that we provide should be as specific as possible. The more specific we are with your feedback, the more likely the behavior will change.

EXAMPLE: “Your arm swing was too large. Next time, shorten it by about four inches.” This approach is far superior in terms of effectiveness to feedback like “you marched poorly today.”

T: **Talk about the behavior:** When providing feedback, we should focus on the behavior, not the person. We must separate our judgment of the person from our judgment of the person’s performance or behavior.

EXAMPLE: “Let me show you what ‘right’ looks like on order arms.” This approach offers a helping hand and a chance for skill to improve. An attack on the person like “what’s wrong with you? Your rifle manual tells me you don’t belong here” would be both unprofessional and ineffective.

+ **Plus:** End on a positive note. This does not mean we negate or minimize all of the corrective or negative feedback we’ve been giving. It simply means that before we say goodbye, we ought to have our last words be something—anything—that the subordinate will see as positive. Why? We want to maximize the chance our subordinate actually listened to what we had to say. After all, that’s why we give feedback in the first place.

EXAMPLE: Consider this approach when finding a specific positive item proves difficult for us: “We had a rough day today, but we improved. When I faced some similar situations last year, I used to look at the Upper Class and say to myself, ‘If they can do it, I can do it.’ It gave me confidence and it motivated me to work harder. Try it, see if it works for you. We’ll get back after it after chow.”

B. **PROVIDING FEEDBACK FOR POSITIVE BEHAVIOR:** When our subordinates do something well, the feedback will be different than if the behavior was unacceptable. Below are some keys on providing feedback to a subordinate who demonstrates positive behavior.

1. **USE INPUT+:** Use it. Some areas of feedback remain constant, regardless of whether or not we are providing positive or negative feedback.

2. **PROVIDE IT!:** Sometimes, we forget that subordinates cannot read our minds. We think the subordinates must know we’re satisfied. Or we take the approach that “no news is good news.” If we want to create a positive, motivating training and working environment, we need to deliver positive feedback.

3. **GIVE PUBLIC RECOGNITION:** “Praise in public, punish in private.” Enough said. The key to success is not to miss opportunities to praise our subordinates in public. It does not have to be a formal ceremony and can be as simple as speaking loud enough to a subordinate so others in the group hear our words.
EXAMPLE: “Mr. Wood, good looking shoes. I can read my name tag in them from here.” Now, everyone has “subtly” heard about Wood, Wood feels pretty proud of what he did without being embarrassed over it, and we’re likely to see shoe shines improve throughout the squad.

**WARNING**

Too often those at the top and those at the bottom get all our attention. Remember to call attention to our middle-of-the-road performers who frequently make the largest improvement on the team.

4. **CHALLENGE THE SUBORDINATE**: After giving positive feedback, it’s useful to provide a realistic challenge to our subordinates. Challenges provide subordinates something to strive for and keep complacency from being a problem.

EXAMPLE: “I am very impressed with how quickly you have learned The Citadel Mission. I will bet that you would even be able to recite The Cadet Prayer by next Friday afternoon. What do you think?”

C. **PROVIDING FEEDBACK FOR NEGATIVE BEHAVIOR**

Now, let us take a look at how to give proper feedback for undesired behavior.

1. **USE INPUT+**: Again, use it. INPUT+ needs to be applied whether the behavior is proper or improper.

2. **GET THE SUBORDINATE’S IMPRESSIONS**: Before starting to describe what is wrong with our subordinate’s performance, try and get the subordinate’s point of view. With this approach, we gain immediate insight into how to go about improving performance. By asking a simple question first, we streamline the process of improving performance. We might find the subordinate thinks nothing is wrong, or the subordinate might have been making some wrong assumptions.

EXAMPLE: After inspecting a Full Press, we notice several items are out of order. A good first question would be, “What do you think about the order of your Full Press?”

If the subordinate replies, “Sir, I think everything is in order,” we know we have an education problem (i.e., the cadet needs to learn the proper order from the White Book). This is easy to fix. Have him or her research the proper order and rearrange the full press.

If, however, the subordinate responds, “Sir, my field jacket is out of order,” we know we have a “compliance issue” not an education problem. We do not have to re-educate the cadet. At this time, it’s useful to explore further “why” the field jacket is out of order. While a consequence might be in order, we should not assume the mistake was willful (see next paragraph).

3. **ASK “WHAT” OR “HOW”**: The typical response when we ask a “why” question is “no excuse, sir or ma’am.” If we really want to learn the reason for someone’s negative behavior, we might start our sentences with “what” or “how.” In the preceding paragraph concerning the Full Press, we asked “what do you think …” By using “what” instead of “why,” we learn the real intentions of our subordinate. A good follow-up question might be, “how do you plan to keep this from happening again?”

4. **MODEL THE OBSERVED BEHAVIOR**: Oftentimes, the best feedback a person can get comes from watching others doing the behavior. That is why using a camera, seeing pictures or looking in a mirror can be so helpful. Many coaches try to film games or videotape at bats so players can recognize mistakes, learn from them, and keep them from occurring again. We usually can’t film our subordinate’s performance, but a good technique is
to model as closely as possible the subordinate’s incorrect behavior and contrast it with the correct behavior. For instance, show the subordinate how he or she was incorrectly pivoting during a facing movement. Once subordinates see or feel (rather than just hear) what is wrong, they find it easier to fix the problem. Then give the subordinate the correct picture by modeling the proper technique.

5. **USE THE “SANDWICH APPROACH”**: Remember the “+” in the INPUT+ rules for feedback? The same thing is true now, except we also start with something positive. Experimentally, it has been shown that a person is in a much better mental framework for accepting negative feedback if it is “cushioned” in the right manner. “Sandwiching” means providing something positive (the top piece of bread) followed by the negative (the meat in the sandwich) and ending with positive (bottom piece of bread). Sometimes your negative feedback is going to have a lot of “meat” in it. That’s okay. However, make sure that we have “sandwiched” it with some positive information. Our feedback is useless if the subordinate refuses to hear it.

6. **RESTORE AND MAINTAIN THE RELATIONSHIP**: Providing negative feedback to a subordinate does not mean that we have to be bitter enemies or antagonists because we gave some well-intentioned, well-deserved criticism. Importantly, we should restate our support message that we invested in helping the subordinate succeed.

EXAMPLE: “John, you are one of the top athletes in the Company, but your hair exceeds limits. I want you to get a haircut today. You have high standards on the soccer field, and I know you can have them off the field. I need your support here, and I am counting on you to be a good role model.”

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**It’s About Developing People...**

“Most of us think we know how to give feedback. Positive comments are better — and more useful — than negative ones. And if you do have to point out something wrong, start with a compliment, move on to the problem, then end on a high note[the “sandwich approach”]...It turns out that it’s not that simple. Those who have studied the issue have found that negative feedback isn’t always bad and positive feedback isn’t always good. Too often, they say, we forget the purpose of feedback — it’s not to make people feel better, it’s to help them do better.”

-- The New York Times, 5 Apr 2013, by Alina Tugend

7. **TELL SUBORDINATES THEIR RESPONSIBILITY**: Just as we did during the EXPECTATIONS phase, we must reemphasize that, although we do not approve of a person’s behavior and are willing to support them, we cannot—and will not—take responsibility for their actions. Subordinates must understand that a change is necessary and they are the ones who must do the changing.

EXAMPLE: “Cadet Recruit Smith, I think we need to review expectations again, just to make sure we are communicating. We’ve held a review of the White Book Room Standards chapter, we’ve spent time as a squad configuring a Full Press correctly, and we’ve been practicing and receiving feedback daily during MRIs. I think we’ve given you the skills to succeed. You know the act of succeeding is up to you. Can your roommate count on you to get this squared away? Can I count on you? I’m here to help, but it’s your effort that is necessary now.”

8. **TELL THEM THE CONSEQUENCES**: After we lay out a subordinate’s responsibility to change their behavior, we must also tell them what the predictable consequence will be if the negative behavior continues.
WARNING

Consequences are never a threat and should not be conveyed as a threat. Consequences are sometimes necessary in the “developing people” business. In such cases, the proper and fairly-applied follow through of consequences is an essential skill of an effective supervisor.

If expectations are set properly, consequences for poor behavior or performance are clear to the whole team. Consequences are simply the result when subordinates fail to adjust undesirable behavior. Usually, poor performing subordinates expect the consequences. And, by the way, so do the already-meeting-the-standard members of the team.

EXAMPLE: “Mary, after our previous talk, I’m surprised these reports were turned in late again. The whole unit is counting on you to get this stuff done on time. I expect this won’t happen again, but I want you to understand that if it does, I’m going to document failure to perform your duty and recommend confinements for the weekend. I won’t enjoy doing it, but if that’s what it takes, I’ll gladly do it for the good of the unit. Do you understand what I am saying?”

9. SET UP A GAME PLAN FOR IMPROVEMENT: Even after all this feedback, we cannot be confident that permanent change will occur unless we know the subordinate has a game plan for improvement. We should ask the subordinate, “What do you plan to do differently next time?” or “How will you guarantee these reports will always get to me on time?” We can assess whether or not the subordinate’s plan is a good one by considering a few simple questions.

(a) **Is this a plan that will work?** We should use our own experiences and knowledge to help determine just what will and will not work. This does not mean that we should come up with the game plan. Have the subordinate do that. We can add input to help shape the plan, but we want the subordinate to be committed to the plan. The more the plan is “owned” by the subordinate, the more likely the subordinate will succeed with the plan.

(b) **Is it realistic?** It does absolutely no good to come up with a pie-in-the-sky, complex plan that sounds great but will never be put into practice. If the plan is not entirely realistic, then go back to the drawing board and come up with another plan.

(c) **Is the subordinate committed to this plan?** Commitment is absolutely essential in order for a game plan to succeed. If our subordinate is only showing a half-hearted willingness to carry out this plan, it will surely fail.

10. **FOLLOW-UP:** As supervisors, we need to conclude our corrective/negative feedback session with a message that says we are going to follow up on what we just talked about. When we establish a game plan for fixing unacceptable behavior, tell the subordinate just how we are going to check up on him/her and then do it.

EXAMPLE: “Mr. Richardson, I like your plan and I think it will work. Now, next Tuesday, after classes, I am going to come around to your room. I want you to show me just exactly how much you have done on your reports. I will see you then.”
WARNING
Follow up is a way of demonstrating that we genuinely care about our people. On the other hand, failing to follow up results in lost credibility for the leader, supervisor, or trainer. When it comes to follow up, do what we say we will do.

SUMMARY OF FEEDBACK
The Feedback process is essential to developing people and helping them succeed. By applying INPUT+ to any feedback situation, we maximize the opportunities to provide useful information to our team.
CHAPTER SIX

CONSEQUENCES

Step 4 – CONSEQUENCES – is critical to instilling positive motivation in our subordinates. Yes, properly and fairly applying CONSEQUENCES is vital to creating positive motivation in the organization, unit, or team.

In CTM, we make EXPECTATIONS clear. Next, we teach and train the subordinate the necessary SKILLS. We provide routine FEEDBACK on how a skill is being performed. However, if we stop there, and only stay at the feedback level, we’ll never achieve the positive motivation we seek. CONSEQUENCES add action to all those words we provided during feedback.

Consequences are often not given. Sometimes this is due to apathy or laziness; it takes effort to reward or give an “attaboy” for a high-performing subordinate. Sometimes, leaders, supervisors, and trainers lack moral courage; it takes guts to discipline someone, especially a peer or someone we care deeply about (which, for a leader, is everyone in the unit).

In this step of CTM, we’ll change our mindset to one that embraces consequences. We’ll provide techniques for success. We’ll come to appreciate that we are showing the most sublime (as General Robert E. Lee might say) care and concern for our people when we properly and fairly apply consequences.

Wisdom from Captain (USN, Ret) Russ Keller, former Brigade Commander, USNA

A leader straps on the responsibility to be loyal to the institution. Loyalty to the institution might sometimes be in conflict with loyalty to peers. The dilemma can seem challenging.

PRACTICAL ADVICE: If a peer has placed us in a dilemma where we can’t be loyal to both the institution and the peer, consider whose fault it is that we are faced with the dilemma.

This chapter focuses on the following key principles in consequences.

A. Rules of Consequences – PRIDE
   1. P – PROGRESSIVE
   2. R – RELEVANT
   3. I – IMMEDIATE
   4. D – DIRECTED AT BEHAVIOR
   5. E – EVEN HANDED

B. Provide Them!

C. Techniques for Providing Rewards
   1. Be Creative
   2. Shape the desired behavior
D. The Purposes of Punishment/Corrective Consequences

1. To change behavior
2. To teach
3. To help
4. To back up what you said
5. To reaffirm your commitment

A. **RULES OF CONSEQUENCES**: Certain rules are true when applying consequences, regardless of whether we give rewards or punishment/corrective consequences. To make sure that we are all using the same definitions, when we say “reward,” we mean anything that is given which is seen by the subordinate as something positive, including praise. Likewise, “punishment” or a “corrective consequence” is anything given that the subordinate perceives as negative, including criticism. The following are the rules of consequences, and they apply whether we are giving a reward or a punishment.

**WARNING**

In the cadet context, the chain of command is a key consideration for consequences. In most cases, the chain of command is the direct source of rewards or corrective consequences. In all cases, however, it is essential the chain of command be fully informed of consequences – good or bad – for their people.

**P – PROGRESSIVE**: We start with a small level of reward or punishment that is appropriate for the behavior exhibited. By doing so, if the behavior improves or continues downward, we allow “room” for the reward or punishment to get more positive or more negative. To be effective with progression, we must know the consequences available to us. In some cases, we’re governed by Chapter Three (The Fourth Class System) and Chapter Six (Discipline) in the Blue Book. In other cases, we might brainstorm at the unit level to come up with a list of possible consequences for both rewards and punishments. With proper approval, we’ll now have the right tools in our tool kit to help us develop our followers.

**R – RELEVANT**: We need to choose consequences that are meaningful to the subordinate and relevant to the behavior. Relevancy is in the eye of the subordinate. Before deciding on a consequence, look at it from the subordinate’s viewpoint.

**I – IMMEDIATE**: Just like feedback, we should deliver consequence immediately or as soon as possible. The longer the consequence is delayed, the less the subordinate will associate consequence with behavior. While formal punishment might take a while to work “through the system,” we can at least ensure the subordinate is personally made aware of the Performance Report and the reason for the report.

**D – DIRECTED TOWARDS BEHAVIOR**: Just as with FEEDBACK, we always tie consequences to the behavior, not the person. When a peer deviates from the standard, we’ll apply a consequence in order to help the individual and the unit improve or adjust performance. We’re not seeking to change personality or alter friendships, we are simply encouraging the entire organization to embrace the standards of our unit, our home. Properly applied to the behavior, everyone in the unit gets a clear and positive message that our standards matter to us.

**E – EVENHANDED**: When applying consequences to a subordinate, we must be fair and consistent. Because emotions and biases are human nature, we as leaders, supervisors, and trainers must deliberately make the effort to be consistent with our teams. For instance, a unit leader might choose to handle non-compliance with
MRI standards as follows: first failure – verbally reset expectations; second failure – set up re-inspection later that day or during general leave; third failure – Performance Report. The key to success is to apply this standard to every one – our roommate, our best friend, the company commander. By being consistent, we eliminate the perception of favoritism and we establish credibility as the leader of everyone on the team, not just a favored few.

B. PROVIDE THEM: Just do it! If subordinates do something that deserves a reward (we’re not talking about just doing our duty here, we’re talking about genuinely earning a reward), we must have the conviction and energy to provide it, or we will eventually find ourselves surrounded by unmotivated people. Likewise, only immature leaders or supervisors think they can be effective by being a “Santa Claus.” Without consequences for sub-standard performance, we will quickly lose control as supervisors and become miserably ineffective.

C. TECHNIQUES FOR PROVIDING REWARDS

1. BE CREATIVE: Effective supervisors challenge themselves to come up with a variety of rewards that are progressive, relevant, and sanctioned by appropriate authority. We should also be careful to encourage creativity with our lower-level supervisors and allow them some flexibility in applying rewards. If we need to make some rewards off-limits, or reserve some rewards at our level of command or supervision, we should spell that out in our EXPECTATIONS.

2. SHAPE THE DESIRED BEHAVIOR: We must be attuned to incremental changes a subordinate makes for the better. We call it “shaping” when we reward a subordinate who makes positive changes toward reaching the kind of performance we desire. For instance, we might have a PSG who does not seem to be very assertive around other upper class cadets and seems to always be intimidated by peers and seniors. The first time he/she does something more assertive we might choose to immediately compliment the PSG. With continued improvement with assertiveness, perhaps during PAIs, we might choose to write a short personal note: “Cadet Jones, I’ve noticed your confidence with the platoon. Keep up the good work and help your classmates with this. Well done – PL Squared Away.” If the performance later exceeds standards, we might consider awarding merits.

The key principle in shaping is that we give rewards when positive changes are made in the subordinate’s behavior. Rewards are not withheld until only the desired behavior is displayed. They are given incrementally when progress is made. 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.

D. THE PURPOSES OF PUNISHMENT: An effective leader, supervisor, or trainer uses negative consequences and punishment purposefully and with deliberate intent. As we stated upfront, a leader is showing supreme care and concern for the unit and its people through the purposeful and fair application of punishment. Below are some reasons why wise leaders and supervisors use punishment:

1. TO CHANGE BEHAVIOR: Punishment should never be used to demean the person or “get back” at a subordinate, but rather to change behavior. When subordinates realize we are not out to get them, that we are interested in improving performance, they are likely to respect us for it and are often motivated to help us be successful. We’ve just created positive motivation to succeed.
“People don’t care how much you know until they know how much you care.”

This saying has been attributed to many people, from Theodore Roosevelt to John C. Maxwell. Regardless to who might have said it first, most people experienced in the art of leading and supervising will say it is absolutely true.

Effective leaders, supervisors, and trainers establish over time an environment that demonstrates genuine care for the organization and the well-being of every person in the organization. They do this through individualized leadership, gaining a unique bond with everyone on the team, through presence and commitment, by perseverance, and by embracing standards. When the team knows we care, they know the motivation for punishment is pure and positive and purposeful.

2. TO TEACH: Negative consequences or punishments can be helpful reducing undesired behavior. However, punishment only does half the job. Effective punishment needs to be combined with instruction, training, or rehearsal of the desired behavior.

EXAMPLE: Let’s say we’re trying to create a culture in our company where Squad Sergeants take on responsibility for conducting MRIs. We have one Squad Sergeant in our platoon who is not on board. We might create a negative consequence where we, as the Platoon Leader, set up “MRI time” for the Squad Sergeant on Wednesday or Friday afternoons during General Leave. The consequence, of course, takes time as the supervisor, too, but it is also likely to encourage the Squad Sergeant to conduct MRIs during the desired Monday through Friday, 0800-1100 timeframe.

3. TO HELP: Purposeful and effective punishment might “hurt” and is definitely not fun at the time of application. However, its timely and appropriate use can make all the difference in helping a teammate turn the corner from bad/harmful to good/healthy behavior. A genuine leader has the moral courage to fairly apply punishment because he or she wants to help the person and the unit.

EXAMPLE: Let’s consider the problem of underage drinking in the barracks. In our example, the company commander learns that a respected sophomore, Cadet Duty, is regularly drinking, sometimes in the barracks. Consider the following approach to such a situation.

“Hey man, I’m concerned about you, big time – you are not taking care of yourself with this drinking, and you might be screwing up your future. I care about you first and foremost. Still, your behavior is inconsistent with our standard, with who we are. We made a commitment as a unit at the beginning of the year that we would not glamorize drinking, and we would stop underage or over drinking when we saw it. Well, it’s time to stop for you. I’m going to write you up, yes, but I’m also going to help you through this. This is completely recoverable if you re-commit to our standards – I’ll be on your wing. If we do this together, we’ll help you and we’ll help the whole unit.”

4. FOLLOW THROUGH, BACK UP WHAT YOU SAY: In our EXPECTATIONS discussion, we stressed such things as respecting authority, complying with standards, and giving the maximum effort. We also emphasized the importance of making consequences clear during our FEEDBACK discussion. Well, we’ve been put to the test by a subordinate on one of these points. And, because we’ve done well with steps one through three of the CTM, we should be confident that poorly performing subordinates expect the consequences. It’s now time to step up to the plate and deliver the purposeful and fairly applied consequences if we want to preserve credibility and effectiveness.
5. TO REAFFIRM COMMITMENT: The original Greek translation for the word “commitment” meant “an adhesive relationship, much like a Band-Aid.” To the Greeks, commitment to someone meant being forever “stuck together,” no matter the test. Well, if we are fully committed to our subordinates, we demonstrate that commitment through presence, through praise when earned, and through negative consequences when behavior is below standard. The mature leader, supervisor, or trainer cares enough to give punishments to reaffirm a personal and lasting commitment to the team.

SUMMARY OF CONSEQUENCES

No matter how well a supervisor lays out EXPECTATIONS, SKILLS, and FEEDBACK, all of that training will fall flat if CONSEQUENCES are not properly integrated into our approach to developing people. Shaping is a very effective way to apply rewards, while punishment/corrective consequences simply should not be given without having a clear understanding of what the purpose is. Both rewards and punishments must be given—and given purposefully, fairly, and professionally.
On The Challenge Week Transition:

During Challenge Week (the first week of a cadet recruit’s career at The Citadel), we introduce new recruits to the Fourth Class System. The Fourth Class System is designed such that there is a deliberate **INFLECTION POINT** in the training during a cadet recruit’s first week at the college.

**Before the inflection point**, the first three steps of CTM (expectations, skills, feedback) are applied in a positive environment that is professional, purposeful, and calm. The training priority for leaders, supervisors, and trainers is to ensure cadet recruits learn the basic skills expected of them as a Citadel cadet (e.g., customs and courtesies, personal appearance, room standards, basic military drill, etc). During this training period, cadet recruits learn what’s expected of them, though they will not have mastered the skills.

**After the inflection point**, CTM principles remain unchanged. The environment stays positive, professional, and purposeful. Now, however, the environment becomes deliberately and appropriately stressful. Appropriate stress is created through time-proven and time-honored methods, which include bracing, “driving the stairs”, and walking in the gutters. In this training phase, cadet recruits are required to strictly comply with fourth class standards of behavior or performance. When a recruit fails to meet institutional standards of behavior, corrective feedback from the Upper Class is immediate and firm. Recruits are expected to improve skills over time in this still-positive environment that is now also professional, purposeful, and demanding.

The change or inflection point is not about changing the CTM. Rather, it is about creating artificial stress to accelerate and make second nature the habits of self-discipline, teamwork, and a collective sense of accountability for everyone on the team. Self-discipline, teamwork, and an intrinsic sense of being a part of and responsible for something bigger than oneself – these are the hallmarks of a military college experience, The Citadel Experience.

For the Upper Class, the inflection point is a test of maturity as leaders, supervisors, and trainers.

**With the Fourth Class System, the Upper Class is fully responsible for the training and the well-being of the Fourth Class.**

The challenge is to maintain the trust of the Fourth Class, which is done by applying CTM. By using CTM, the Upper Class can simultaneously be tough, exacting, and challenging **AND** professional, purposeful, and positive.

**ATTENTION**

CTM principles are always at the bedrock of The Citadel Way, as relevant and appropriate after the inflection point as before it. Leaders, supervisors, and trainers remain mutually respectful, positive, professional, and purposeful in every action and word.
CHAPTER SEVEN

GROWTH

As leaders, we want be confident that, if we get “hit by a bus,” the organization, unit, or team still continues to do well. When units are successful in this regard, a pattern of GROWTH has been established by the unit leaders and supervisors. In the GROWTH phase, we create an environment where we can leave subordinates “unattended”—and the job still gets done the right way. Still, motivation wanes, performance slips, and development stagnates for most people unless they are presented with challenges and new opportunities.

Once a challenge is given, however, an interesting process occurs—the CTM cycle is started again. That’s right—we are back to reestablishing clear EXPECTATIONS, teaching new SKILLS, giving new FEEDBACK, and following up with more CONSEQUENCES. Effective supervision is really just a series of CTM cycles, beginning with an EXPECTATION and ending with enough GROWTH to meet a new challenge. Where GROWTH is part of a unit’s culture, a leader can feel good about the unit’s future prospects for success. Why? It’s because the unit’s future “leader prospects” are being groomed every day, that’s why.

Two methods of enhancing GROWTH are discussed in this chapter: setting performance goals and making homework assignments. Performance goals give concrete objectives, while homework assignments help the subordinate correct deficient skills.

Pay particular attention to the sections on self-esteem and challenges. They are the pillars of affecting GROWTH.

The following is an overview of topics discussed in this chapter.

A. The importance of self-esteem
B. Actions that increase self-esteem
   1. Providing positive feedback
   2. Praising in public
   3. Succeeding
   4. Focusing on strengths
   5. Developing a “niche”
   6. Supporting the subordinate
C. Actions that decrease with self-esteem
   1. Making a poor comparison to peers
   2. Failing
   3. Putting a subordinate in a no-win situation
   4. Name calling
   5. Creating a crisis of competence
   6. Ridiculing in public
D. Setting a performance goal
   1. Knowing your own goal
   2. Giving the subordinate responsibility
   3. Making a unified decision
   4. Giving your approval
   5. Giving your support
   6. Thinking positively

E. Giving homework assignments
   1. Developing the subordinate’s idea
   2. Developing a “Do” statement
   3. Developing quantity statement
   4. Developing self-monitoring statement
   5. Following up

F. Giving realistic challenges
   1. Making them realistic, yet difficult to attain
   2. Making them short term
   3. Not making them requirements
   4. Ensuring they show merit when met

A. THE IMPORTANCE OF SELF-ESTEEM: Some prominent psychologists believe that if we have to look at only one factor to try to predict whether people will be successful or not, we should look at their self-esteem. By self-esteem, we mean how people view themselves, regardless of the evidence presented. Self-esteem is one of the primary human drives and has an extraordinary impact on a person’s performance [note: it would be worthwhile for us to review our own “self-esteem” scores from the Judgment Index we took as knobs and juniors].

From a supervisor or trainer perspective, positive self-esteem propels a person toward doing good work; promotes assertiveness, self-confidence, and a willingness to share ideas with others; and encourages initiative. Who would not want a leader or teammate with those characteristics? Self-esteem is an important element in effective units, and the leader, supervisors, and trainers in the organization have a tremendous role to play in either increasing or decreasing a subordinate’s self-esteem. That’s right. Much of a subordinate’s self-esteem is directly related to us.

B. ACTIONS THAT INCREASE SELF-ESTEEM: Below are some actions which improve a person’s self-esteem:

   1. PROVIDING POSITIVE FEEDBACK: A theory which describes how someone’s self-esteem is formed is known as the Appraisal Theory. This theory says a person’s self-esteem is largely determined by the feedback a person receives about his or her performance. Bottom line: our subordinates’ self-esteem grows tremendously when they believe we value their effort, notice their performance, and tell them we notice.
2. PRAISING IN PUBLIC: A subordinate’s self-esteem can soar just by giving public praise. It can be as simple as a public thank you. Don’t miss opportunities for public praise and don’t only single out the superstars. Look for opportunities to recognize middle-of-the-road, but constantly improving performers, too.

EXAMPLE: “Hey everyone, we wrapped up regimental guard duty this week. I want to recognize Cadets Whyme, Yezzer, and Attaboy for stepping up to the plate for the company. Each of them took on extra duty to cover for classmates who needed to go to class. We appreciate it, big time.”

3. SUCCEEDING: Just as a subordinate whose self-esteem is torn down by a perceived failure, so can the self-esteem grow with a perceived success. A key word here is “perceived.” How do we create “perceived” success? Sometimes it is as simple as redefining success for the subordinate. Success doesn’t have to mean victory or an A+ on an exam or winning the parade competition this week. Rather, incremental improvements or “small victories” can be success. At a unit level, consider a company with a goal to win the annual drill competition for The Citadel. If the commander defines success as winning every parade, and the unit fails to be number one of 21 companies on week one, the goal is “shot” before the semester is even underway. Instead, a commander might set the goal and look for incremental gains in company performance. The commander might define incremental goals as being top in the battalion and in the top 5 of the regiment every month of the year. In this case, success would be defined a bit less than “total victory” every week. At times, the key to success lies in the ability to keep from always defining success as being Number One.

EXAMPLE: “We’re on our way to the trophy. Out of four competitions this month, we finished in the top eight for all four competitions this month, and saved the best for last with a number three finish. We maintain this kind of consistency, we can get this done.”

4. FOCUSING ON STRENGTHS: Subordinates that focus on strengths instead of dwelling on weaknesses have better self-esteem. As leaders, supervisors, and trainers, it’s our job to help subordinates to understand and trust their strengths. We do this by letting them know what those strengths are. As one technique, supervisors might ask everyone on the team to write down a strength for everyone else on the team. As supervisors, this “peer evaluation” accomplishes at least two things for us—it gives us new insight into our team members and it gives us some positive feedback to give every subordinate.

EXAMPLE: “Cadet Recruit Noslack, your classmates almost unanimously described your strength as “hard working.” I have to tell you, I can’t think of any other descriptor I would prefer better than that. That’s high praise, especially coming from your peers.”

5. DEVELOPING A NICHE: What do we mean by “niche?” We’re talking about that area or expertise in which we feel particularly skilled, confident, or comfortable. In a Citadel context, it might be academics, athletics or intramurals, or the best shoes in the squad. All people have a “niche” in life. As a supervisor, we can and should help subordinates recognize, value, and feel good about their niche for their self-esteem and for our unit success.

EXAMPLE: “Jim, I noticed you’ve sustained above average CPFT scores into your sophomore year and some of your classmates have slipped. As you know, our company goal is 100% pass rate on CPFT with class averages being highest for seniors, next highest for juniors, next highest for sophomores, and next highest for knobs. I’d like your ideas on how we can keep the sophomore class on track to meet that goal.”

6. GIVING YOUR SUPPORT: Of all the items we’ve listed that can increase a subordinates’ self-esteem, the most important is letting subordinates know we support them. An outcome of The Citadel Experience is a sense of
“Big A” accountability (discussed in the introduction), where we feel an obligation and responsibility for the well-being and success of other cadets, all other cadets—peers, leaders, and perhaps most importantly, subordinates. It is LEADERSHIP 101—show subordinates by daily actions and words that we are genuinely invested in their well-being and success.

C. ACTIONS THAT DECREASE SELF-ESTEEM: Some supervisors mistakenly believe they must strip a subordinate of all self-esteem, and then build the subordinate back up again, piece by piece. The fallacy in that kind of thinking is the supervisor also wants the subordinate to perform well, even though the subordinate no longer has any self-esteem. It just doesn’t work that way. A subordinate with zero self-esteem cannot perform. Below are some actions which tear down a person’s self-esteem and should be avoided.

1. MAKING A POOR COMPARISON TO PEERS: Even if a supervisor never says a word to a subordinate, the subordinate still does a huge amount of self-comparison to see how they match up against other people. We, as supervisors, can and should avoid encouraging unhelpful comparisons. For example, let’s say our squad has a knob that was prior enlisted before coming to The Citadel. We ought to avoid comparisons like “the rest of you aren’t close to Cadet Recruit Prior here. See how his shoes rock. Get your act together.” The comparison is unfair, given Cadet Recruit Prior’s four years of military service, sets unrealistic expectations, and potentially destroys self-esteem.

2. FAILING: Dwelling on failures is a mistake quality trainers avoid. If we teach our subordinates to think they are failures, we should not be surprised when they fail. The next time we see a cadet whose only “tool in the toolkit” seems to be harping on other cadets’ bad points, do that trainer a favor and privately pull him/her aside. Remind the trainer that the goal is to teach the skills and the only way to do that is be both tough and encouraging to subordinates. If we do so, we can count on seeing a “miraculous turnaround” when cadets start to “get it” all of a sudden.

3. PUTTING A SUBORDINATE IN A NO-WIN SITUATION: Here is a short “sea story” to illustrate the negative consequences of placing subordinates in “no-win situations.” The story: A pike loves to eat minnows, and, when placed in a big tank with a bunch of minnows, the pike will eat one every chance it gets. Now, if we put a glass divider between the pike and the minnows, what happens? At first, the pike will swim full steam ahead at those minnows, but, of course, it smacks its face against the glass. Undaunted, the pike will try it again, and again, and again—each time with the same frustrating results. Eventually the pike will just give up and stop trying even though it is quite hungry. Now, an interesting thing happens when we remove the glass divider. Those minnows can swim all around the pike, but the pike will not even make the first attempt to eat them. When placed in a no-win situation, the pike lost the desire to try—even when the conditions were changed.

If teaching basic skills and standards, instilling discipline, and creating a sense of teamwork are our goals as supervisors or trainers, it only makes sense that we cannot place our subordinates in no-win after no-win after no-win situation. One technique to avoid no-win environments, particularly helpful for cadre members, but important to every leader, supervisor, or trainer, is to make a personal commitment to reset our mindset before every engagement with cadet recruits (or other cadets), something like “I will find some progress, some improvement in every cadet recruit (cadet) during this training evolution.” By doing this simple exercise, we’ll completely avoid “no wins,” as every cadet recruit will “win” something.

4. NAME CALLING: As discussed in the FEEDBACK section, there is no place for name calling in a highly-effective organization. Name-calling is bad form, not respectful, and damaging to any person’s self-esteem.
5. CREATING A CRISIS OF COMPETENCE: At The Citadel, we seek to provide every cadet with multiple follower and leader experiences. We see those experiences as key to successfully meeting our college mission to “educate and develop principled leaders for all walks of life.” These varied experiences potentially create a “crisis of competence.” “Crisis of competence” is a fancy name for the dilemma someone is in when they say, “I know I was good back then, but I am not really sure I can be good in this position.” With every change, there comes a certain degree of this crisis of competence. Some stress and uncertainty is healthy. It can keep us humble, hungry to learn, and help us avoid complacency. Too much stress and uncertainty, however, can be unhelpful in the “developing people” business. Unneeded change is excess stress any subordinate would well do without. In the knob context, we should avoid creating needless uncertainty – there is already plenty of it as part of the formal training plan. In the Upper Class context, we would avoid a crisis of competence by taking rising leaders under our wing, giving them the benefit of our experience, providing them continuity books, and letting them shadow us during the month of April. There is enough uncertainty just in taking on a new job. Wise leaders, trainers, and supervisors take the time to ease the transition and lessen the “crisis of competence.”

6. RIDICULING IN PUBLIC: We all need corrective feedback. Feedback is about improving skills, so we need to hear the good, the bad, and the ugly. What we don’t need is to hear our bad and ugly in public. From a practical standpoint, as leaders, supervisors, and trainers, we want our subordinates to take any negative feedback to heart and make change. Subordinates are less likely to do that if we’ve embarrassed them in front of others. One-on-one is the only way to give tough, corrective, constructive feedback.

D. SETTING A PERFORMANCE GOAL: With self-esteem at acceptable levels, we can now consider how we might point subordinates toward GROWTH. Setting a performance goal with our subordinate is one way to be successful in this regard. A performance goal might also be called a "stretch goal." Our goal as the supervisor or trainer is to see the subordinate perform the task independently. The goal is not normally one which needs to be done right now. Instead, the task requires a subordinate to budget time to get the task done satisfactorily and on time and without constant oversight from us. If we've done right by our trainee, developing them properly with CTM, we can be confident the subordinate will be successful, even with a new task or stretch goal. The following are some steps we would want to follow to help set this performance goal.

1. KNOWING OUR GOAL: Before setting a performance goal with our subordinate, we need to understand our foundational goal. The foundational goal is what the subordinate must absolutely accomplish before we consider him or her successful. This can be quite simple in cases where we are encouraging cadet recruits to expand 4C knowledge (e.g., know and explain Schofield's Discipline quote by the end of the week) or more complex when we want the 1SG to develop continuity books for next year’s rising leaders (e.g., by the end of next month determine how best to create continuity during command transition and provide a timeline for creating supporting transition documents). With the first example, there is little to be considered other than subordinate buy in. With the latter example, we as supervisors must consider how much leeway we want to give the 1SG. We could be prescriptive to the 1SG, which might undermine creative solutions to the task and minimize 1SG growth. Bottom line--the wise leader, supervisor, or trainer develops the foundational goal with subordinate growth in mind.

2. ESTABLISHING THE SUBORDINATE’S RESPONSIBILITY: A carry-over from this idea of over-controlling is to make sure subordinates understand their responsibility to help set the performance goal. Using the continuity goal discussed above, we would share the foundational goal with the 1SG then have dialogue with him/her. Through dialogue we are seeking to ensure understanding of the goal, unlock 1SG ideas on how to solve the problem, and ultimately establish 1SG ownership of the task.
EXAMPLE: Commander: "Hey 1SG, we've had some first-time successes to kick-off the year. I'd like to see if we can't make it more likely than not that some of the things our command team has done get continued next year. What do you think?"

1SG: "Yea, I agree. The new team shouldn't have to stumble into success."

Commander: "I'm glad you see it that way. I'd like you to take on developing a way for us to have this kind of continuity. Can you take that on for us?"

1SG: "I'd be glad to."

The purpose of all this is to make the subordinate take responsibility for developing the performance goal—without compromising any of our own foundational goals. One of the main purposes for wanting GROWTH is to help develop that mutual respect in subordinates so they will feel committed toward us and the task—even if we are not around. That is mutual respect!

"Never tell people how to do things. Tell them what to do and they will surprise you with their ingenuity."

-- General George S. Patton, Jr.

3. MAKING A UNIFIED DECISION: After the subordinate believes they are responsible for the performance goal, we want to arrive at some unified decision on the specifics of the goal. Again, we would be well served to get to a shared decision through discussion with our subordinate. Leaders, supervisors, and trainers who take the time to work with subordinates often find subordinates agree to "stretch more" than we originally had in mind and come up with approaches that are better than our own. In other words, we achieve better results and develop the team more effectively by working together with subordinates.

EXAMPLE (continued from above): Commander: "Well, I'm thinking there is more than one way to get at continuity - hard copy; electronic files; shadowing during transition, etc."

1SG: "Yea, I think that's true. I could get together a couple trusted buds to brainstorm it for us. How much time do we have?"

Commander: "How about I give you a month to lay out how you recommend we tackle the task to include providing me a timeline for completion?"

1SG: "OK, you got it. And, I'll give you an update every week during our command team huddle."

Again, we've not compromised any of our foundational goals, and we've allowed subordinates enough room to be creative and develop ideas of their own.

4. GIVING YOUR APPROVAL: After we've reached a unified decision, seal the deal. Let subordinates know their plan meets our approval. For many subordinates, the boss' approval is high praise, indeed.

EXAMPLE: Commander: "Perfect plan, 1SG. I really like the weekly updates idea. I knew there was a reason you're our 1SG...you're the man!"

5. GIVING OUR SUPPORT: Not only should we show approval, we should also affirm our willingness to support the subordinate should they come up with any future questions or problems. It's amazing how much good can be gained by stressing our support throughout all phases of CTM.

6. THINKING POSITIVELY: Subordinates feed off their leaders--it's a fact. As a leader, supervisor, or trainer, if we can convey that we expect our subordinate to be successful, the subordinate is more likely to expect the same thing. Before we release our subordinate to go out and attempt a performance goal, convey a message
which sounds something like this: “Cadet Recruit Smarte, I've been impressed with your knowledge to date. I'm confident you'll have Schofield’s quote wired before the end of the week.”

"Perpetual optimism is a force multiplier."
-- General Colin Powell, Rule 13, from My American Journey

E. **GIVING HOMEWORK ASSIGNMENTS:** Just like homework augments classroom learning for our academic studies, homework can be effective in eliminating deficiencies in our subordinates. Homework is not a goal for the future or a challenge to strive for. It is something which needs to be done to better prepare the subordinate to accomplish a particular skill in the future. For instance, suppose a fourth class cadet in the platoon is having a hard time reciting regimental staff. We can use the following steps to develop an appropriate homework assignment with this fourth class cadet.

1. DEVELOPING THE SUBORDINATE’S IDEA: If possible, our subordinate should develop the homework assignment. We might want to ask, “What do you think it will take to learn the regimental staff?” And, “how would you expect to implement this plan?”

2. DEVELOPING A “DO” STATEMENT: Any homework assignment needs to clearly state what the subordinate must do. The “do” statement should be as specific as possible. Again, we’ll be most successful if we get the subordinate to identify the specifics for us. We would welcome the following statement from our fourth class cadet, “I need to recite the regimental staff list successfully to my roommate several times until I am confident in saying it out loud to someone else.”

3. DEVELOPING A QUANTITY STATEMENT: Have the subordinate determine 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. DEVELOPING A SELF-MONITORING STATEMENT: Have subordinates come up with their own plan to monitor their own behavior. Remember, one of the goals of the GROWTH phase is to make the subordinate responsible enough to do good work without having to be constantly monitored by us. A simple question on our part might be, “How do you plan to monitor yourself?” This should elicit a statement from the subordinate such as, “Sir, I'll bring my roommate into the equation. I will make a commitment to him - and have him hold me to it - to recite the regimental staff after dinner and immediately before going to bed both today and tomorrow.”

5. FOLLOWING-UP: Everything so far has been up to the subordinate. Now it is our turn. Set a time when we will check on the subordinate to see if the homework was done. Then, stick to that date and give the stated consequences. Without follow-up, we run the same risks of lack of credibility that we talked about in not giving CONSEQUENCES. Set a date; then follow-up.

F. **GIVING REALISTIC CHALLENGES:** Challenges keep the subordinate who has reached a high level of competency from becoming bored. Even though GROWTH was achieved by properly applying all of the CTM steps, the subordinate will stagnate if not challenged. The challenge starts the CTM cycle all over with a need to re-establish EXPECTATIONS, teach new SKILLS, provide new FEEDBACK, follow-up with different CONSEQUENCES, and set new levels of GROWTH. The following are some things to consider when giving challenges.

1. MAKING THEM REALISTIC, YET DIFFICULT TO ATTAIN: If the challenge is not actually obtainable, the subordinate has a tendency to give up at some point. However, if the subordinate meets no difficulty in the task,
there is no challenge. Try to find challenges that strike the right balance being realistically attainable and yet requiring true effort by subordinates.

2. MAKING THEM SHORT-TERM: If the challenge is too long-term, the subordinate will lose interest. For instance, “I challenge you to graduate from The Citadel with honors” is extremely long-term for a fourth class cadet. For all but the most motivated knobs, it will be tough to maintain urgency and commitment to this kind of challenge (note: in fact, to be successful, this type of challenge would take lots of continuous commitment and energy from the leader, supervisor, or trainer). Consider short-term challenges like “I challenge you on this next PFT to improve, by 20%, the number of pushups you did compared to your last PFT score.” A shorter-term challenge also provides opportunities for "small victories" and "public praise" if subordinates are successful.

3. NOT MAKING THEM REQUIREMENTS: This challenge should not become a “have to,” or it stops being a challenge. The challenge should be something that will develop the subordinate, add to unit success, or even earn the praise of the leader, supervisor, or trainer. It is something that is above and beyond that which is expected.

4. ENSURING THEY SHOW MERIT WHEN MET: When subordinates meet the challenge, they should feel a sense of accomplishment. If subordinates don’t see the merits of the challenge, they might fail to meet the challenge and will almost certainly not be receptive to new challenges. Setting a meaningful challenge is our responsibility as leaders, supervisors, and trainers.

SUMMARY OF GROWTH

Strong self-esteem is an essential attribute of subordinates during GROWTH. It's self-esteem that is the source of confidence, and it is self-esteem that enables initiative in subordinates. In the GROWTH phase, subordinates continue performing at satisfactory or higher levels of performance—unsupervised by us. As effective leaders, supervisors, and trainers, we appreciate the power of self-esteem in our teams and work hard to create positive self-esteem in everyone we interact with. We also use the performance goals, homework, and challenges to further develop our subordinates into future principled leaders for all walks of life.

Points to Ponder

Have we considered how we might use the natural transition points (Challenge Week; Parents' Weekend; Winter Furlough; Recognition) in the fourth class year to develop phased performance goals for the fourth class?

Have we thought about how we might create intersquad competition within a platoon or between platoons through innovative performance goals and challenges?
CHAPTER EIGHT

CONCLUSION

The CTM principles have proven time and time again to be effective in working with people. And anyone who wants to lead, supervise, or train has the talent to be successful in applying the relatively simple CTM concepts. With CTM, we create a positive, purposeful, challenging environment, rooted in mutual respect, where subordinates learn skills, develop confidence, and begin to take the initiative to grow as individuals and teammates. All the while, in applying CTM, we, as leaders, supervisors, and trainers, grow in our capacity to develop people.

BE A LEADER...ALL THE TIME – ACHIEVE RESULTS AND DEVELOP PEOPLE

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4 Peter A. Land, How to Build a Winning Team, 2002, p. 69.
I met CPT Samuel R. Bird on a dusty road near An Khe, South Vietnam, one hot July day in 1966. I was an artillery forward observer with Bravo Company, 2nd/12th Cavalry, 1st Cavalry Division, and I looked it. I was filthy, sweaty, and jaded by war, and I thought "Oh, brother, get a load of this". Dressed in crisply starched fatigues, Captain Bird was what we called "squared away" - ramrod straight, eyes on the horizon. Hell, you could still see the shine on his boot tips beneath the road dust. After graduation from Officer Candidate School, I had sought adventure by volunteering for Vietnam. But by that hot and dangerous July, I was overdosed on "adventure," keenly interested in survival and very fond of large rocks and deep holes. Bird was my fourth company commander, and my expectations were somewhat cynical when he called all his officers and sergeants together.

"I understand this company has been in Vietnam almost a year and has never had a party," he said. Now we officers and sergeants had our little clubs to which we repaired. So we stole bewildered looks at one another, cleared our throats and wondered what this wiry newcomer was talking about.

"The men are going to have a party," he announced, "and they're not going to pay for it. Do I make myself clear?" A party for the "grunts" was the first order of business! Sam Bird had indeed made himself clear. We all chipped in to get food and beer for about 160 men. The troops were surprised almost to the point of suspicion -- who, after all, had ever done anything for them? But that little beer and bull session was exactly what those war-weary men needed. Its effect on morale was profound. I began to watch our new captain more closely.

Bird and I were the same age, 26, but eons apart in everything else. He was from the sunny heartland of Kansas, I from the suburbs of New York City. He prayed every day and was close to his God. My faith had evaporated somewhere this side of altar boy. I was a college dropout who had wandered into the Army with the words "discipline problem" close on my heels. He had graduated from The Citadel, South Carolina's proud old military school.

If ever a man looked like a leader, it was Sam Bird. He was tall and lean, with penetrating blue eyes. But the tedium and terror of a combat zone take far sterner qualities than mere appearance. Our outfit was helicoptered to a mountain outpost one day for the thankless task of preparing a position for others to occupy. We dug trenches, filled sandbags, strung wire under a blistering sun. It was hard work, and Sam was everywhere, pitching in with the men. A colonel who was supposed to oversee the operation remained at a shelter, doing paper work. Sam looked at what his troops had accomplished, then, red-faced, strode over to the colonel's sanctuary. We couldn't hear what he was saying to his superior, but we had the unmistakable sense that Sam was uncoiling a bit. The colonel suddenly found time to inspect the fortifications and thank the men for a job well done.

Another day, this time on the front lines after weeks of awful chow, we were given something called "coffee cake" that had the look and texture of asphalt paving. Furious, Sam got on the radio phone to headquarters. He reached the colonel and said, "Sir, you and the supply officer need to come out here and taste the food, because this rifle company is not taking one step further." "Not a good way to move up in the Army," I thought.
But the colonel came out, and the food improved from that moment. Such incidents were not lost on the men of Bravo Company. During the monsoon season we had to occupy a landing zone. The torrential, wind-driven rains had been falling for weeks. Like everyone else I sat under my poncho in a stupor, wondering how much of the wetness was rainwater and how much was sweat. Nobody cared that the position was becoming flooded. We had all just crawled inside ourselves.

Suddenly I saw Sam, Mr. Spit and Polish, with nothing on but his olive-drab undershorts and his boots. He was digging a drainage ditch down the center of the camp. He didn't say anything, just dug away, mud spattering his chest, steam rising from his back and shoulders. Slowly and sheepishly we emerged from under our ponchos, and shovels in hand, we began helping "the old man" get the ditch dug. We got the camp tolerably dried out and with that one simple act transformed our morale.

Sam deeply loved the U.S. Army and traditions. Few of the men knew it, but he had been in charge of a special honors unit of the Old Guard, which serves as the Tomb of the Unknown Soldier in Arlington National Cemetery and participates in the Army's most solemn ceremonies. He was the kind of guy whose eyes would mist during the singing of the National Anthem. Sam figured patriotism was just a natural part of being an American.

But he knew that morale was a function not so much of inspiration as of good boots, dry socks, extra ammo and hot meals. Sam's philosophy was to put his troops first. On that foundation he built respect a brick at a time. His men ate first; he ate last. Instead of merely learning their names, he made it a point to know the men. A lot of the soldiers were high-school dropouts and would-be tough guys just a few years younger than himself. Some were scared, and a few were still in partial shock at being in a shooting war. Sam patiently worked on their pride and self-confidence. Yet there was never any doubt who was in charge.

I had been around enough to know what a delicate accomplishment that was. Half in wonder, an officer once told me, "Sam can dress a man down till his ears burn, and the next minute that same guy is eager to follow him into hell." But he never chewed out a man in front of his subordinates. Sam wouldn't ask his men to do anything he wasn't willing to do himself. He dug his own foxholes. He never gave lectures on appearance, but even at God-forsaken outposts in the Central Highlands, he would set aside a few ounces of water from his canteen to shave. His uniform, even if it was jungle fatigues, would be as clean and neat as he could make it. Soon all of Bravo Company had a reputation for looking sharp.

One sultry and miserable day on a dirt road at the base camp, Sam gathered the men together and began talking about how tough the infantryman's job is, how proud he was of them, how they should always look out for each other. He took out a bunch of Combat Infantryman's Badges, signifying that a soldier has paid his dues under fire, and he presented one to each of the men. There wasn't a soldier there who would have traded that moment on the road for some parade-ground ceremony.

That was the way Sam Bird taught me leadership. He packed a lot of lessons into the six months we were together. Put the troops first. Know that morale often depends on small things. Respect every person's dignity. Always be ready to fight for your people. Lead by example. Reward performance. But Sam had another lesson to teach, one that would take long and painful years, a lesson in courage.

[CONTINUED ON NEXT PAGE]
I left Bravo Company in December 1966 to return to the States for a month before joining a Special Forces unit. Being a big, tough paratrooper, I didn't tell Sam what his example had meant to me. But I made a point of visiting his parents and sister in Wichita, Kansas, just before Christmas to tell them how much he'd affected my life, and how his troops would walk off a cliff for him. His family was relieved when I told them that his tour of combat was almost over and he'd be moving to a safe job in the rear.

Two months later, in a thatched hut in the Mekong Delta, I got a letter from Sam's sister, saying that he had conned his commanding officer into letting him stay an extra month with his beloved Bravo Company.

On his last day, January 27, 1967 - his 27th birthday - the men had secretly planned a party, even arranging to have a cake flown in. They were going to "pay back the old man." But orders came down for Bravo to lead an airborne assault on a North Vietnamese regimental headquarters. Sam's helicopter was about to touch down at the attack point when it was ripped by enemy fire. Slugs shattered his left ankle and right leg. Another struck the left side of his head, carrying off almost a quarter of his skull. His executive officer, Lt. Dean Parker, scooped Sam's brains back into the gaping wound.

Reading the letter, I felt as if I'd been kicked in the stomach. I began querying every hospital in Vietnam to find out if Sam was still alive. But in June, before I could discover his fate, I was in a fire fight in an enemy-controlled zone. I had thrown four grenades. The fifth one exploded in my hand. I lost an arm and a leg.

Nearly a year later, in March 1968, I finally caught up with Sam. I was just getting the hang of walking with an artificial leg when I visited him at the VA Medical Center in Memphis, Tenn. Seeing him, I had to fight back the tears.

The wiry, smiling soldier's soldier was blind in the left eye and partially so in the right. Surgeons had removed metal shards and damaged tissue from deep within his brain, and he had been left with a marked depression on the left side of his head. The circles under his eyes told of sleepless hours and great pain.

The old clear voice of command was slower now, labored and with an odd, high pitch. I saw his brow knit as he looked through his one good eye, trying to remember. He recognized me, but believed I had served with him in Korea, his first tour of duty. Slowly, Sam rebuilt his ability to converse. But while he could recall things from long ago, he couldn't remember what he had eaten for breakfast. Headaches came on him like terrible firestorms. There was pain, too, in his legs. He had only partial use of one arm, with which he'd raise himself in front of the mirror to brush his teeth and shave.

He had the support of a wonderful family, and once he was home in Wichita, his sister brought his old school sweetheart, Annette Blazier, to see him. A courtship began, and in 1972 they were married. They built a house like Sam had dreamed of - red brick, with a flag-pole out front. He had developed the habit of addressing God as "Sir" and spoke to him often. He never asked to be healed.

At every table grace, he thanked God for sending him Annette and for "making it possible for me to live at home in a free country."

[CONTINUED ON NEXT PAGE]
In 1976, Sam and Annette traveled to The Citadel for his 15th class reunion. World War II hero Gen. Mark Clark, the school's president emeritus, asked about his wounds and said, "On behalf of your country, I want to thank you for all you did."

With pride, Sam answered "Sir, it was the least I could do." Later, Annette chided him gently for understating the case. After all, he had sacrificed his health and career in Vietnam. Sam gave her an incredulous look. "I had friends who didn't come back," he said. "I'm enjoying the freedoms they died for."

I visited Sam in Wichita and phoned him regularly. You would not have guessed that he lived with pain every day. Once, speaking of me to his sister, he said, "I should never complain about the pain in my leg, because B.T. doesn't have a leg." I'd seen a lot of men with lesser wounds reduced to anger and self-pity. Never a hint of that passed Sam's lips, though I knew that, every waking moment, he was fighting to live.

On October 18, 1984, after 17 years, Sam's body couldn't take any more. When we received the news of his death, a number of us from Bravo Company flew to Wichita, where Sam was to be buried with his forebears. The day before the burial, his old exec, Dean Parker, and I went to the funeral home to make sure everything was in order. As Dean straightened the brass on Sam's uniform, I held my captain's hand and looked into his face, a face no longer filled with pain. I thought about how unashamed Sam always was to express his love for his country, how sunny and unaffected he was in his devotion to his men. I ached that I had never told him what a fine soldier and man he was. But in my deep sadness I felt a glow of pride for having served with him, and for having learned the lessons of leadership that would serve me all my life.

That is why I am telling you about Samuel R. Bird and these things that happened so long ago. Chances are, you have seen Sam Bird. He was the tall officer in charge of the casket detail at the funeral of President John F. Kennedy.

Historian William Manchester described him as "a lean, sinewy Kansan, the kind of American youth whom Congressmen dutifully praise each Fourth of July and whose existence many, grown jaded by years on the Hill, secretly doubt."

There can be no doubt about Sam, about who he was, how he lived and how he led. We buried him that fall afternoon, as they say, "with honors." But as I walked from that grave, I knew I was the honored one, for having known him.

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Note: At the time that this article was written, Mr. B.T. Collins had recovered from severe war wounds to become the highly acclaimed director of the California Conservation Corps and later chief of staff to the governor of California. He later became California's deputy state treasurer. He is now deceased.