

Command & Control

Interpersonal Communication Skills



Instructor's Aid

**COMMAND
& CONTROL**

Importance of Communication Skills

Objective 1

**WHY
DOES
IT
MATTER?**



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Importance of Communication Skills

Objective 1

One of the most important skills you can develop.

Clear, open communications will mean success at every career level.



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Importance of Communication Skills

Objective 1

More effective on the job:

Staff will have a better understanding of your wants and expectations.

Better prepared to defuse tensions & control behavior.



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Importance of Communication Skills

Objective 1

More productive & satisfying relationships.

Prevent misunderstandings that can lead to alienation or conflict.

Better understanding of job requirements.



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Importance of Communication Skills

Objective 1

Most importantly....

Good Communication Skills Can Help You Stay Safe!



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Fundamentals of Communication

Objective 2

Two Fundamental Elements of Communication



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Fundamentals of Communication

Objective 2

Receiving And Sending



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Fundamentals of Communication

Objective 2

When we communicate:

*We either take information in
or send it out.*

*Most of the time, the two
happen
SIMULTANEOUSLY.*



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Fundamentals of Communication

Objective 2

Because good communication skills are essential to safety & control

We must constantly be aware of these two components



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Non-verbal Skills

Objective 3

Receiving



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Non-verbal Skills

Objective 3

Non-verbal Skills:

*The first step in receiving
interpersonal
communication is not what
you hear, it's what you SEE!*



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Non-verbal Skills

Objective 3

**Your visual impression of
the other person,
and their impression of
you,
Is critically important in
establishing effective
communications from the
very beginning.**



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Non-verbal Skills

Objective 3

There are Four Non-verbal communications skills

Positioning

Observing

Posturing

Listening



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Objective 3

Positioning:

You should always physically position yourself in relationship to the individual or group so as to manage the situation effectively.



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Objective 3

Looking Directly:

Means to look directly at the individual, group or area you are supervising or observing.

Give the situation your full attention.



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Objective 3

Posturing:

Like positioning, posturing also has three main components.

Standing Erect

Eliminating Distracting Behaviors

Leaning Forward



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Objective 3

Standing Erect:

*The purpose of standing
erect is to show your
INTEREST*

&

CONFIDENCE



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Objective 3

Eliminating Distracting Behaviors:

Besides a commanding posture, you need to eliminate distracting behaviors.

Nail biting, playing with hair or moustache, clicking pens, jingling keys or change, etc.



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Objective 3

Eliminating Distracting Behaviors:

Remember: *If you can't stand steady, you may be perceived as nervous and less confident.*

A perception you definitely want to avoid.



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Objective 3

Leaning Forward:

To complete your in-control posture, lean forward slightly.

Indicates that you are attentive & focused. Also a sign of respect.



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Objective 3

Discussion:

*What are your
**DISTRACTING
BEHAVIORS?***

**How did you overcome
them?**



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Objective 3

Observing:

Observing is the ability to notice and understand appearances, behavior, and the surrounding environment.



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Objective 3

Observing:

Careful observation of staff as well as their environment, will provide important information about the staffs feeling and potential problems.



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Objective 3

Observing:

Four steps to observing,

Looking Carefully

Making Inferences

Normal or Abnormal

Trouble or No Trouble



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Objective 3

Looking Carefully:

Observing means looking carefully at appearance, behavior, and environment.



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Objective 3

Looking Carefully:

These *non-verbal cues* may be important in helping you to interpret the verbal communications you receive.



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Objective 3

Making Inferences:

Observing means to make inferences about a persons feelings, relationships, and energy levels.

An inference is an evaluation based on visual evidence.



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Objective 3

Making Inferences:

Through observation, you should try to detect energy levels.

Example: You notice energy levels are escalating which could lead to an unpleasant interaction.



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Objective 3

Normal or Abnormal:

*During your observation,
you need to decide if a
situation is normal or
abnormal.*

**Abnormal means any
behavior that is not routine or
expected.**



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Objective 3

Trouble or No Trouble:

Finally, observing means deciding whether you have a trouble or no trouble situation.

Flows logically from your knowledge of normal or abnormal.



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Objective 3

Listening:

The final component of the non-verbal skills is listening.

Contrary...., listening is not a *passive* skill, it is an *active* skill.



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Objective 3

Listening:

Involves four actions,

Suspending Judgment

Picking Out Key Words

Assessing Intensity

Determining The Mood



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Objective 3

Suspending Judgment:

To listen well, you should temporarily suspend your judgment about a person or situation.

SOMETIMES DIFFICULT



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Objective 3

Suspending Judgment:

*Essential that we remain
OPEN-MINDED while
listening.*

SOMETIMES DIFFICULT



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Objective 3

Picking Out Key Words:

While suspending judgment, try to pick out key words or phrases.

May be indicators of future behavior.



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Objective 3

Picking Out Key Words:

Most people talk about what is on their mind.

So, if you hear words like
“payback” or “getting
even”...



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Objective 3

Assessing Intensity:

*Listening also means
assessing the intensity of the
words.*

**Intensity will be indicated by
volume or level of emotion.**



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Objective 3

Assessing Intensity:

*When emotions run high,
speech tends to get faster
and louder.*



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Determining the Mood:

Effective listening also means determining the mood of the speaker, which can be positive, negative, or neutral.

Mood Guides Response!



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Verbal Communications Skills

Objective 4

Sending



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Verbal Communications Skills

Objective 4

Verbal Assessing Skills:

All of the skills have been non-verbal and involve deciding if things are okay or if there might be a problem.



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Verbal Assessing Skills:

Most of the time, more than just non-verbal information is needed to completely understand a situation.



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Objective 4

Verbal Assessing Skills:

We also need to rely on the other side of interpersonal communications.....

The sending side.



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Verbal Assessing Skills:

While the next set of skills involve speaking, the goal is still to receive or gather more information.

You will use verbal sending skills to assess a situation further.



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Verbal Communications Skills

Objective 4

Verbal Assessing Skills:

*There are two verbal
assessing tools that you will
want to develop....*

**Acknowledging & Asking
Questions**



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Objective 4

Acknowledging:

Means reflecting back to the speaker the content, the feeling, and the meaning of what is being communicated.



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Objective 4

Acknowledging:

*Active listening and careful
observing pays off
because...*

**Acknowledging requires you to
reflect back what you have
seen and heard.**



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Objective 4

Acknowledging:

Simply restate in your own words what you have observed and what the speaker is saying.

Paraphrase



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Asking Questions:

Comes into play when you need more information in order to evaluate the complete content, feeling, and meaning of what is being said.



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Asking Questions:

You may have to ask questions to get to the bottom of the problem or request.

Dependant on the speakers ability to articulate clearly.



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Objective 4

Asking Questions:

Remember the 5 'W's'.....

WHO

WHEN

WHAT

WHY

WHERE

HOW



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Objective 4

Asking Questions:

Remember to continue your non-verbal skills while comparing the spoken word with the rest of your observations.



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Objective 4

Asking Questions:

The idea behind verbal assessing skills is to get a complete understanding not only of the words, but the complete content, feelings and meaning.



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Objective 4

Getting Results:

There are three kinds of results you will want from the subject you are communicating with, based on three kinds of interactions.....



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Objective 4

Getting Results:

They are Handling
Request, Making
Request of Them, and
Reinforcing Behavior.



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Objective 4

Getting Results:

You want to reassure your subject that.....

*You have heard their request
and will act on it,*



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Getting Results:

You will want to make request of them and expect them to be carried out, and

You will want to reinforce the subjects behavior.



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Getting Results:

Praise or Reward positive behavior.

Discourage or Hold subjects Accountable for negative behavior.



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Handling Request:

*Handling Request requires
just two steps.....*

Checking out the request and
Responding with a reason for
your decision.



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Checking Out Request:

Means deciding if the request is legitimate-is the subject leveling with you?

If it is legitimate – is it within the parameters of the rules.



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Checking Out Request:

**Once you have made both
these determinations,**

**Respond to the request
and give a reason for
your answer.**



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Responding With A Reason:

After you have determined that the request is legitimate, only three choices you can make in response.....



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Responding With A Reason:

“Yes, because.....,”

“No, because.....,” or

“I’ll look into it, because...,”



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Responding With A Reason:

Giving a good, legitimate reason is not a sign of weakness.

On the contrary, best way to prevent a problem from escalating.



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Objective 4

Keeping Your Word:

If you tell someone that you will find out about about something or that you will do something.....

Do It and report back.



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Keeping Your Word:

**Nothing will
undermine your
credibility quicker
than not keeping your
word.**



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Objective 4

Making Request:

Two kinds of request:

Polite Request

Direct Request - orders



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Polite Request:

You should use mild or polite request as much as possible. Why?

CONVEYS RESPECT



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Objective 4

Direct Request:

*Sometimes being polite
doesn't work!*

*Problem with direct request
is that your options are
limited.*



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Objective 4

Making Request:

Two steps to both types of request.

Assessing the Situation

Taking Action



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Objective 4

Making Request:

Use your observation skills to check out the subject and the environment before you make a request.

FACE SAVING



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Objective 4

Making Request:

*Request are most effective
when they are NOT
followed by threats or
implied consequences.*

Respond to content & feeling



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Reinforcing Behavior:

Specifically, reinforce or reward positive behavior

Discipline or discourage negative behavior.



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Positive Reinforcement:

Means strong, emphatic and immediate statements, and non-verbal expressions, of approval, support and agreement with what has been said or done.



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Positive Reinforcement:

Should be intense enough to distinguish it from your normal level of concern or interest.



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Negative Reinforcement:

Discouraging negative behavior is the other side of the response coin!

Use disapproving statements or the certainty of consequences to sanction inappropriate behavior.



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Negative Reinforcement:

Remember: Verbal and non-verbal responses should be strong, emphatic, and immediate.



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Negative Reinforcement:

As soon as behavior changes to positive, reward it with positive reinforcement.



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Depersonalizing Conflict:

First depersonalize conflict between you and the subject.

Simply enforcing the rules, regulations or the law.

“It’s nothing personal”



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Objective 4

Personalize Cooperation:

Approach each subject with an expectation of cooperation built on mutual respect,

Rather than an expectation of conflict based on suspicion or pre-judgment.



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Objective 4

Personalize Cooperation:

When you get positive behavior, personalize your positive reinforcement.

Hendley, I really liked the way you talked to Johnson.



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Objective 4

Present Choices:

To help an individual toward more socially acceptable behavior is to help them take responsibility for their own actions by presenting choices.



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Objective 4

Present Choices:

Offer the choice to cooperate or take the consequences that go with their actions.

“It’s up to you”



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Present Choices:

Caution them not to make it personal by making it a win-lose situation.

It's not, "do this or you're going to lose privileges."



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Objective 4

Present Choices:

Instead, it should be presented as an opportunity for a win-win.

“Sam, it’s time to clean up your cell so you can earn your hygiene points.”

“It’s up to you”



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