

Unit 3: Accomplishing Mission

Lesson 11: Active Communication

Lesson Duration: 120 minutes

ENABLING OBJECTIVES:

- **IDENTIFY** how active communication can benefit the Chief Petty Officer and the division.
- **EXPLAIN** the fundamentals of effective communication.

INSTRUCTOR PREPARATION:

1. Review Lesson 11 objectives.
2. Review Lesson 11 lesson plan and corresponding presentation.
3. Prepare to give an overview of each topic.
4. Prepare to facilitate the questions with the group.

5. Prepare to facilitate a discussion on the posed questions or capture the answers of the participants on a chart pack or white board.

6. Review prepared drawing activity.

7. Materials:

- a. Lesson 11 presentation
- b. Pens/pencils
- c. Chart pack paper
- d. Copies of Diagram 1 and Diagram 2 to distribute
- e. Individual sheets of blank paper

REFERENCES:

None.

TITLE	RELATED FACILITATOR ACTIVITY
11-0 Chief Petty Officer Selectee Leadership Course	DISPLAY: Slide 11-0 Chief Petty Officer Selectee Leadership Course.
11-1 Lesson 11	DISPLAY: Slide 11-1 Lesson 11. SAY: Most tasks start and end with communication, so active communication is critical to the Navy. As Chiefs, we must be great communicators—both up and down the chain of command.
11-2 Objectives	DISPLAY: Slide 11-2 Objectives. REVIEW: Objectives. Discuss what trainees will be able to accomplish after this session.
11-3 Quote	DISPLAY: Slide 11-3 Quote. "Communications up and down the chain of command is important. But don't shoot the messenger or you won't know the problems you have to work and don't sit in the office and wait for the info to come to you....it may not." — CNO Admiral Jeremy Boorda

TITLE	RELATED FACILITATOR ACTIVITY
11-4 What is Communication?	DISPLAY: Slide 11-4 What is Communication? GROUP DISCUSSION (5 min): What is communication? DO: Brainstorm answers to “What is Communication?” Capture answers on chart pack.
11-5 Communication is . . .	DISPLAY: Slide 11-5 Communication is . . . SAY: Communication is a dynamic, flowing, uninterrupted sequence of information between two or more people. Each of us is constantly sending messages. We send messages in what we say, how we say it, and through our body language.
11-6 Effective Communication as a Chief Petty Officer	DISPLAY: Slide 11-6 Effective Communication as a Chief Petty Officer. GROUP DISCUSSION (15 min): ASK: Why is effective communication so important to the Chief? POSSIBLE ANSWERS: <ul style="list-style-type: none">• Comprehending the real meaning of the message delivered and comprehending it fully is critical to task accomplishment.

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	<ul style="list-style-type: none">• It allows for feedback from the receiver to clarify understanding of message or to provide concerns or ideas.• Allows the sender to confirm understanding.• Increases unit efficiency, mission readiness, and mutual respect.• Encourages open and frank dialogue.• Reinforces communication up and down chain of command. <p>ASK: What are some of the things that you will be expected to communicate?</p> <p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none">• Daily messages at quarters• Daily work assignments• Expectations/Goals• Policies• Watchstanding orders

TITLE	RELATED FACILITATOR ACTIVITY
	<ul style="list-style-type: none">• Teaching/Training• Counseling/Mentoring <p>ASK: What are some barriers to effective communication?</p> <p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none">• Environment (noise, distance)• Attitude (lack of motivation, distractions)• Wrong words (words have many meanings)• Accents• Knowledge
11-7 Failures in Communication	<p>DISPLAY: Slide 11-7 Failures in Communication.</p> <p>ASK: What are some (famous) examples of disastrous communication failures?</p> <p>POSSIBLE ANSWERS:</p> <p>911 Attack:</p>

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	<p>Air Force General Ralph Eberhart, commander of the North American Aerospace Defense Command, told the commission that the military has evaluated scenarios since the attacks and determined that it could have intercepted and shot down all four planes “<i>if the FAA told us as soon as they knew</i>” the planes had been hijacked.</p> <p>Hurricane Katrina: Hurricane Katrina was in reality two disasters. The initial disaster was the hurricane itself that ripped the coastlands of Louisiana and Mississippi to shreds and left New Orleans a wasteland. The secondary disaster was the <i>unbelievably poor communication</i> and response that occurred between federal, regional, state, and local relief agencies and efforts after the hurricane.</p> <p>The Space Shuttle Challenger: Examination of the public documents available on the Challenger explosion shows that a <i>history of miscommunication</i> contributed to the accident. This miscommunication was caused by several factors, including managers and engineers interpreting data from different perspectives and the difficulty of believing and then sending bad news, especially to superiors or outsiders.</p> <p>USS Greenville: In the year 2001, the American submarine USS Greenville accidentally struck and sank a Japanese fishery high-school training ship, Ehime-Maru, killing nine Japanese aboard, including four students. The collision occurred while members of the public were on board the</p>

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	<p>submarine observing an emergency surface drill. A naval inquiry found that the accident was the result of poorly executed sonar sweeps, an ineffective periscope search by Captain Scott Waddle, bad communication among the crew and distractions caused by the presence of the 16 civilian guests aboard the Submarine.</p> <p>USS Stark: On the evening of 17 May 1987, the U.S. Navy-guided missile Frigate Stark (FFG-31) was attacked by an Iraqi aircraft while on a radar picket station in the Persian Gulf. The ship was struck by two Exocet missiles - 37 U.S. sailors were killed. The Stark was stationed in international waters well outside the warzones declared by Iraq and Iran. At 2000 local time, the Stark was warned of the approach of an Iraqi F-1 Mirage by an E-3 Airborne Warning and Control System (AWACS) aircraft, via Navy Tactical Data System (NTDS). The Stark's Commanding Officer was informed of the Iraqi aircraft's presence by 2005, when the aircraft was about 200 nautical miles away. At 2102, the radar signature of the F-1's air intercept radar was detected, and for several seconds, the radar locked onto the Stark. At 2103, the ship's air-search radar operator requested permission from the Tactical Action Officer (TAO) to transmit a standard warning to the F-1. The TAO said, "No, wait." At 2105, the F-1 turned toward the Stark at 32.5 nautical miles out. This move was missed by the Stark's Combat Information Center (CIC). The first missile from the Iraqi F-1 was launched at 2107, 22.5 nautical miles from the Stark. The TAO observed the F-1 course change at 2107. The Captain of the ship was called, but could not be found. At 2108 the Stark contacted the F-1 on the military air distress frequency, requesting</p>

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	<p>identification at that moment however the F-1 pilot was firing his second Exocet. Another warning was radioed to the F-1 at about 2108, and the Stark's Phalanx Gatling gun was placed in the "stand-by mode." A Stark lookout reported an inbound missile to the CIC, but the report was not relayed to the TAO. The first missile hit the Stark at 2109, and she went to general quarters. As the ship's captain entered the CIC, the second incoming missile observed from the bridge, struck 20 to 30 seconds after the first." The Stark was always a step behind the Iraqi aircraft. Its command, control, and communication structure was too centralized to cope with the problem.</p> <p>USS Thresher: On the morning of April 10, 1963, the Thresher proceeded to conduct sea trials about 200 miles off the coast of Cape Cod. At 9:13 a.m., the USS Skylark received a signal indicating that the submarine was experiencing "minor difficulties." Shortly afterward, the Skylark received a series of garbled, undecipherable message fragments from the Thresher. At 9:18 a.m., the Skylark's sonar picked up the sounds of the submarine breaking apart. All hands were lost--129 lives. The subsequent investigation of the disaster by the Navy identified a leak in an engine room seawater system as the most probable cause of the tragedy. Further, both the Navy's investigation and a Congressional inquiry identified several additional probable causes linked to management, communication, and the practices and procedures employed by the Navy and the shipyards.</p>

TITLE	RELATED FACILITATOR ACTIVITY
11-8 Ways We Communicate	<p>DISPLAY: Slide 11-8 Ways We Communicate.</p> <p>GROUP DISCUSSION (10 min): What are some ways we communicate?</p> <p>Ask the trainees to brainstorm ways we communicate in their command(s). Capture answers on chart pack.</p> <p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none">• Email• Phone• Quarters• Text• POD/POW <p>ASK: How often do we use it?</p> <p>ASK: How would these communication methods rank in terms of frequency?</p> <p>ASK: How do these communication methods rank in terms of effectiveness?</p>

TITLE	RELATED FACILITATOR ACTIVITY												
	<p>FOR EXAMPLE:</p> <table><tr><td>Email</td><td>1</td><td>4</td></tr><tr><td>Quarters</td><td>2</td><td>1</td></tr><tr><td>Phone</td><td>3</td><td>2</td></tr><tr><td>POD/POW</td><td>4</td><td>3</td></tr></table> <p>Discuss why face-to-face communication is the most effective.</p>	Email	1	4	Quarters	2	1	Phone	3	2	POD/POW	4	3
Email	1	4											
Quarters	2	1											
Phone	3	2											
POD/POW	4	3											
11-9 Face-to-Face Communication	<p>DISPLAY: Slide 11-9 Face-to-Face Communication.</p> <p>SAY: Studies say that the following accounts for the percentage of information communicated:</p> <ul style="list-style-type: none">• Vocal tone -50 %• Body language -40 %• Words -10%												
11-10 Variables that Impact Effective Communication	<p>DISPLAY: Slide 11-10 Variables that Impact Effective Communication.</p> <p>SAY: Three key factors impact effective communication:</p>												

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	<ol style="list-style-type: none">1. Where the message is being sent from (environment)2. Frame of reference (past experience, perceptions, feelings)3. Barriers (interruptions, confrontations, judging, advising) <p>SAY: As Chiefs, we must encourage open and frank dialogue, listen to Sailors, and energize the communication flow up and down the chain of command. This will increase unit efficiency, mission readiness, and mutual respect.</p>
11-11 Activity Instructions	<p>DISPLAY: Slide 11-11 Activity Instructions.</p> <p>GROUP ACTIVITY (30 min): During this activity, you will be put into pairs and asked to follow directions.</p> <p>Please pay close attention to the directions given.</p>
11-12 through 11-13 Activity Part 1 – Senders and Receivers	<p>DISPLAY: Slide 11-12 and Slide 11-13 Part 1 – Senders and Receivers.</p> <p>PAIR ACTIVITY (10 min): Giving and Receiving Directions</p> <p>Divide into pairs; choose sender and receiver of communication.</p>

TITLE	RELATED FACILITATOR ACTIVITY
	<p>Part 1</p> <p>Distribute Diagram 1 to the senders and a sheet of blank paper to the receivers.</p> <p>Set the ground rules:</p> <p>SENDER must give RECEIVER directions on drawing what s/he sees only.</p> <p>SENDER must not show the picture or answer questions.</p> <p>While this activity is going on, walk around and observe. After 10 or 15 minutes, ask the group to stop. At this point, have the RECEIVER share their picture with the SENDER. The SENDER may also share Diagram 1.</p> <p>DO: Discuss the outcome of the pictures.</p> <p>ASK: Were they close? Why or why not?</p>
11-14 Debrief	DISPLAY: Slide 11-14 Debrief.
11-15 Reverse	DISPLAY: Slide 11-15 Reverse.
	Switch SENDER and RECEIVER.

TITLE	RELATED FACILITATOR ACTIVITY
11-16 Activity, Part 2 - Senders	DISPLAY: Slide 11-16 Activity, Part 2 - Senders. <ul style="list-style-type: none">• Distribute Diagram 2 to the SENDER and a blank sheet of paper to the RECEIVER.• Set the ground rules:<ul style="list-style-type: none">○ The RECEIVER may ask questions and the SENDER may answer.
11-17 Activity Part 2 - Receivers	DISPLAY: Slide 11-17 Activity, Part 2 - Receivers. <p>After 10 or 15 minutes, ask the group to stop. At this point, have the RECEIVER share his/her picture with the SENDER.</p> <p>The SENDER may also share Diagram 2.</p> DO: Discuss the outcome of the pictures.
11-18 Debrief	DISPLAY: Slide 11-18 Debrief. <p>ASK: How was this exercise different now that you were able to ask questions?</p> POSSIBLE ANSWERS:

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	<ul style="list-style-type: none">• Two-way communication• More effective at giving and receiving directions• Could clarify ambiguity in the directions <p>ASK: Were you any more or less successful during this round?</p> <p>ASK: How will this change the way you communicate with your Sailors as a Chief?</p> <p>POSSIBLE ANSWERS:</p> <ul style="list-style-type: none">• Allowing two-way communications is critical• Asking questions to clarify intent is important• Face-to-face is important to express the message
11-19 Knowledge Check	<p>DISPLAY: Slide 11-19 Knowledge Check.</p> <p>ASK THE FOLLOWING QUESTIONS TO CHECK FOR UNDERSTANDING:</p> <ul style="list-style-type: none">• What are the characteristics of effective communication?

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	<ul style="list-style-type: none">• As a Chief Petty Officer (CPO), how will you demonstrate the fundamentals of effective communication within the command?• How can effective communication benefit the command?
11-20 Objectives	DISPLAY: Slide 11-20 Objectives. REVIEW: Objectives.
11-21 Summary	DISPLAY: Slide 11-21 Summary. SAY: How do you effectively communicate your intent and requirements to Sailors? Many senior Navy leaders would say that communication is usually the cause of near-misses, mishaps, and incidents. Learning to communicate effectively is one of the basic, but most important tasks of the new CPO.

Diagram 1

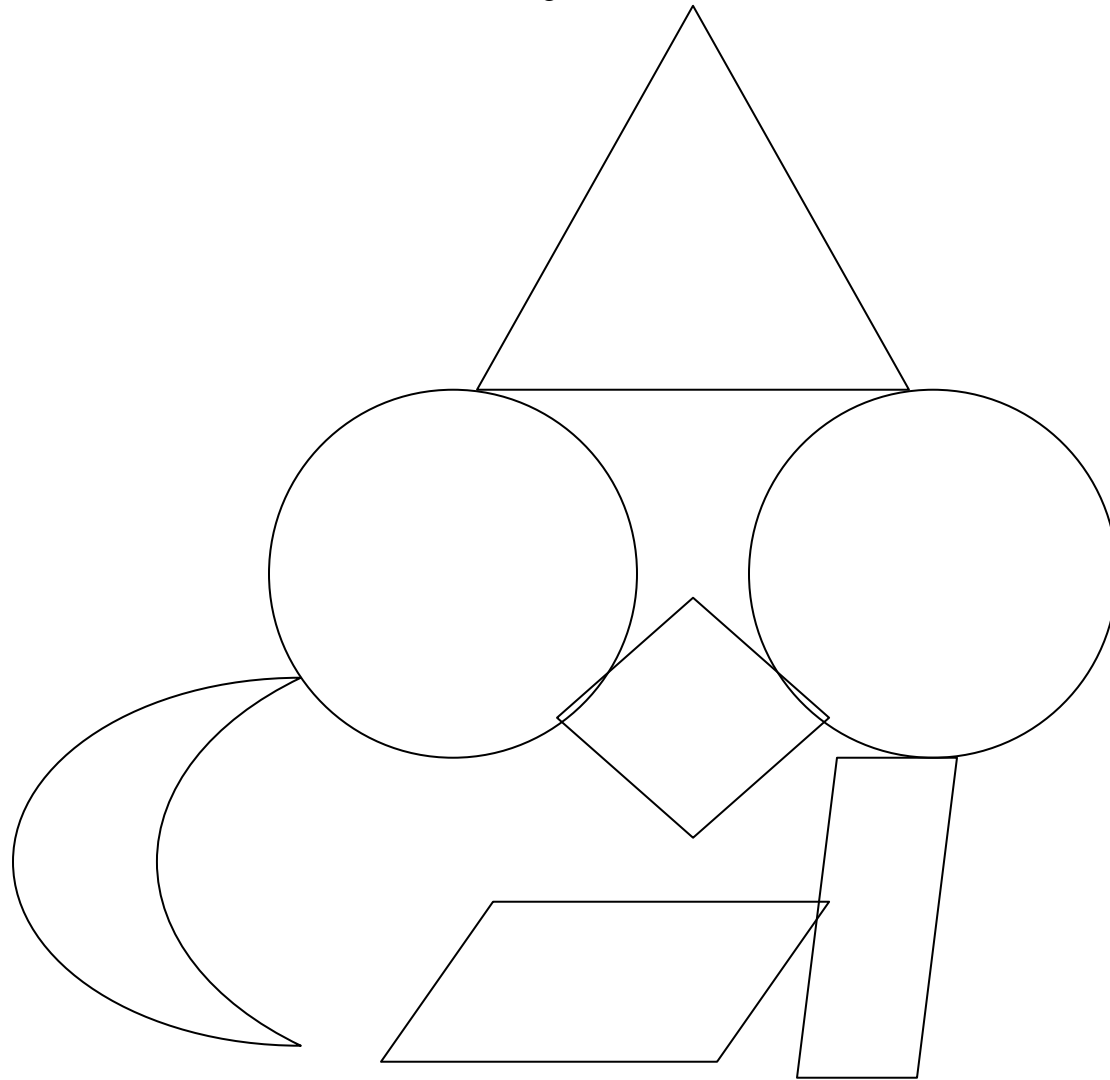


Diagram 2

