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Airport Security Screener and Checkpoint Security Supervisor Training Workshops

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EXECUTIVE SUMMARY

This report describes the development and implementation of a unique training program that sought to improve the interpersonal skills of airline passenger baggage screener personnel and their supervisors. Results of considerable work conducted over the past two years within the scope of this research program have indicated substantial problems with the aviation security workforce. Many of these problems can be easily traced back to shortcomings in training programs. These shortcomings consequently may have led to specific problems in the areas of job stress, high employee turnover rates, poor supervision, and inadequate job performance. The training program emphasized communication skills' techniques and the recognition of potentially volatile interpersonal situations. Supervisor training programs further included basic concepts in supervisory and management skills.

The reader is directed to a three-part series of reports generated during the first 18 months of this research program which have established a strong foundation for addressing the needs identified in this report. The first report provides an examination of the literature related to selection and performance measurement issues. The second report details the methodology used to conduct a job task analysis of the airline passenger baggage screener X-ray position. Issues related to job tenure, job satisfiers and dissatisfiers, and recommendations to reduce employee turnover can be found in the final report of the series.

INTRODUCTION

The safeguarding of civil aviation against hijacking and/or sabotage has been a grave concern to civilized governments around the world. Such malicious acts have had profound and detrimental effects on civil aviation (e.g., the bombing of Pan Am flight 103 over Lockerbie, Scotland). The costs of such acts, when considering the loss of life and disruption to air carrier operations, is unacceptable. The principle deterrent to hostile acts against civil aviation in the United States was the implementation of the passenger and carry-on baggage screening program in 1973. The effectiveness of this program is predicated on the skills of the airline passenger baggage screener personnel and their supervisors.

Results of considerable work conducted over the past two years within the scope of this research program have indicated substantial problems with the aviation security workforce. Many of these problems can be easily traced back to shortcomings in training programs. In most cases, these programs involve only limited classroom instruction followed by on-the-job training. Typically, most security companies provide a basic training program for airline security screeners. All screeners receive approximately 12 hours of classroom training over a three-day period followed by up to 40 hours of supervised on-job-training (OJT).

Based on work conducted over the last two years, it became readily apparent that screener personnel were typically lacking in communication skills, while supervisors were deficient in leadership development and general supervisory skills training. These shortcomings consequently may have led to numerous other problems in the areas of job stress, severe employee turnover rates, and poor supervision, in addition to inadequate job performance. Data on these issues were obtained at three geographically and culturally diverse sites during the Delphi-small group analyses conducted with screeners, checkpoint security supervisors (CSS) and instructors (Lofaro, Gibb, Garland, Guide, Baker, and St. Laurent, 1994). These data, collected during the first year of the study, were later supported by surveys from over 600 respondents at more than 20 major U.S. Category "X" and "1" airports.

The results from these efforts further indicated that numerous communication problems exist between operations management, supervisory, and screener personnel. Supervisor criticism and supervisor relations were found to be among the strongest reasons leading to job dissatisfaction and employee turnover. In addition, the participants indicated that the job was too stressful because of interactions with air carrier personnel, hostility on the part of passengers, and conflict generated by interpersonal communication between security personnel and other system users. These issues, however, are not addressed during training, nor were communication skills routinely included as part of training programs.

Findings from a job task analysis and a training analysis conducted as part of the research program further highlighted the training gaps evident in preparing security personnel for the job. Training in general, with regard to the time allocated to meeting specific training objectives, focused heavily on the identification of FAA test items, and procedures for hand searching carry-on items and screening passengers. Although some attention is devoted to the legal premises for the screening of system users, no training is provided for communicating with people or coping with uncooperative passengers or air carrier personnel. The effectiveness of the security system in part is dependent upon the ability of security personnel to ensure cooperation from all of the security system users.

The lack of communication skills and supervisory skills development provide the foundation for establishing and implementing a unique training program within the aviation security industry. In recognizing the critical need for an effective airline passenger security screening workforce, this report describes work directed toward developing a training program that sought to improve the interpersonal skills of screeners and supervisors. The training program emphasized communication techniques and the recognition of potentially volatile interpersonal situations. Supervisor training programs further included basic concepts in supervisory and management skills. The following discussion broadly defines the basic premises that were incorporated into the development of the training programs. More detailed descriptions of concepts included within the training program have been incorporated in the appendices and are associated with the four individual components of the training (Appendix A, C, D, & E).

Past work within this project has identified the lack of training for employees in interpersonal relations. Communication skills training formed the basis of the training program to assist supervisors in gaining a clear understanding of how to communicate effectively with co-workers, customers, and other system users.

It is important that aviation security personnel are able to communicate effectively as it relates to their job-specific interpersonal relationships. The critical issues of verbal and nonverbal communication were presented by giving information, receiving feedback, and role playing techniques. This offered a learning experience in which the participants came to appreciate new knowledge that relates to individuals in a professional and personal manner. Participants were provided an understanding of active listening, voice intonation, body language, and the verbal patterns associated with communication barriers.

Conflict resolution techniques were addressed by defining the situations that led to ineffective interactions and how they could be recognized. The reasons for conflict, interpretation of the conflict, and options for resolution were explored. Techniques for diffusing volatile situations appropriately were closely related to the issue of conflict resolution. The techniques of

crisis intervention are a skill essential to effective and appropriate handling of the volatile interpersonal situation.

In addition to verbal, nonverbal, and crisis intervention skills, participants gained knowledge in various aspects of effective management. Valuable ideas and insights were presented to assist supervisors with their daily management of the security checkpoint. The focus of the workshop was to raise the awareness of each individual to accept the responsibility of filling the void of miscommunication identified in the preliminary research.

DEVELOPMENT AND IMPLEMENTATION

Previous research conducted within the scope of this research program indicated a definitive need for training in the area of communication. Screeners are currently provided with training to develop the skills necessary to operate the equipment located at the security checkpoint, and to effectively screen baggage. No training is given, however, which teaches the screeners the skills needed to interact effectively with passengers, airline and airport personnel, and each other. These interactions have been found to be among the strongest reasons leading to job dissatisfaction and employee turnover. Given the nature of these interactions, it was determined that training in communication skills, conflict resolution, and diffusing volatile situations would be the most beneficial to the screeners.

Each of these three topic areas included several subtopics. The information contained within the communication skills workshop was designed to provide a foundation for the concepts in the other content areas. Before screeners would be able to implement any conflict resolution techniques, they would need to acquire fundamental communication skills. Therefore, the Communication Skills Workshop addressed the definition of communication, issues of role perception, verbal and non-verbal communication, and cultural factors.

In addition to fundamental communication skills, it was determined that the screeners would benefit from training in conflict resolution techniques. Screeners are often required to handle agitated passengers, aircrew, or airport personnel. The Conflict Resolution Workshop defined conflict, identified reasons why conflicts occur, and outlined techniques for resolving conflict situations.

In the context of the work environment, screeners occasionally come into contact with aggressive or potentially violent individuals. In addition to the conflict resolution techniques, training designed to develop skills to effectively deal with such people was provided. The Diffusing Volatile Situations Workshop addressed recognizing aggressive behavior, responding to aggressive behavior, and techniques of dealing with aggressive behavior.

Many supervisors have had little or no previous management training or experience, and conflicts between supervisors and screeners were another primary cause of job dissatisfaction. The Supervisor Skills Workshop addressed the issues of motivation, attributes of an effective supervisor, reinforcement, and punishment.

In order to effectively illustrate the topics contained within the communication and conflict resolution workshops, a videotape was created (Appendix H). The videotape consisted of three separate scenarios, each designed to imitate situations which may be encountered at a security checkpoint. Based on previous research and the topic areas contained in the workshops, the three scenarios were designed to address a breakdown in communication, a conflict situation, and a

volatile individual, respectively. Consultation with supervisors at the Orlando International Airport (MCO) determined specifics and ensured the validity of the scenarios.

Consultations with subject matter experts (SMEs) indicated that screeners at MCO encounter large numbers of foreign passengers, many of whom speak little or no English. Therefore, the first scenario portrayed a breakdown in communication between the screener and a foreign passenger as a result of the language barrier. In order to illustrate the concepts of non-verbal communication, the scenario depicted the conflict being resolved through the use of effective non-verbal communication.

SMEs had also indicated that screeners encounter difficult or agitated individuals on a daily basis. However, few of these individuals are aggressive or potentially violent, the vast majority can be handled effectively through the use of conflict resolution techniques. The second scenario portrayed a conflict between an upset passenger and the screener and was effectively resolved. The scenario assisted in illustrating some of the conflict resolution techniques presented in the previous workshop session and provided stimulation for discussion.

While the majority of individuals who pass through the checkpoint are not potentially dangerous, there is the potential of those who may pose a threat to others. The security screeners are trained to identify threat objects and to resolve situations involving individuals who are carrying those objects. They are not trained in methods to deal with those individuals who are not carrying weapons, but who may become angry or violent for other unknown reasons. Therefore, the third scenario depicted an extreme breakdown in communication involving a volatile individual. The conflict situation was depicted as unresolvable by contracted security personnel, and contained numerous triggers for group discussion.

The use of the scenarios was intended to apply the techniques to the working environment of the screeners. The video tape (Appendix H) was not designed to demonstrate the correct way to resolve all conflict situations; rather it was intended to stimulate group discussion and further illustrate the topics which were discussed in the workshop.

Previous interactions with security personnel during the research program had indicated that many conflicts encountered by both screeners and supervisors arose from issues of role perception. In order to effectively explore the topic of role perception and its effect on communication, an interactive exercise was included in the communication workshop. The exercise is known as "Headbands" and protocols were provided by the FAA Technical Center in Atlantic City, New Jersey.

The Headbands exercise allows participants to view firsthand the effects of role perceptions on communication. Participants assumed one of five roles for the purpose of the exercise: a) "stupid", b) "expert", c) "new guy", d) "bossy", or e) "insignificant." Following a

directed discussion between the five exercise participants, group members related their ideas of how role perceptions had influenced the communication process.

In order to facilitate understanding of conflict resolution and to help assess individual differences in responding to conflict situations, a self-evaluation instrument was used to demonstrate individual styles in communication techniques. The Thomas-Kilmann Conflict Mode Instrument was used since an assessment of individual behavior in conflict situations can be explored (See Appendix B). "Conflict situations" were defined as situations in which the concerns of two or more people appear to be incompatible. In such situations, an individual's behavior can be described along two dimensions: (1) assertiveness, the extent to which the individual attempts to satisfy his/her own concerns, and (2) cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns. These two basic dimensions of behavior can be used to further define five specific styles of dealing with conflicts. These five "conflict-handling modes" are: a) competing, b) accommodating, c) avoiding, d) collaborating, and e) compromising.

The instrument was administered during the supervisor workshops at the end of the communication session and prior to the conflict resolution session. The facilitators provided the attendees with guidance on interpreting the results of this self-assessment instrument. The research team decided that this instrument would not be included in the training workshops for the screeners due to its inherent complexity and the reduced time constraints for the screener workshops.

The supervisor workshop consisted of four 90-minute sessions in the content areas of Communication Skills, Conflict Resolution, Diffusing Volatile Situations, and Supervisor Skills. Each workshop was conducted by one member of the research team who served as facilitator, while another team member remained in the training room for technical support. Each session consisted of lecture periods by the facilitator, demonstrations, role-playing and exercises. Each session also included time for group discussion and participation.

The supervisor workshops began February 28, 1995. The supervisors were divided into three groups and remained in these groups throughout the duration of the training. The Communication Skills and Conflict Resolution workshops were conducted on February 28 and March 7, respectively. The Diffusing Volatile Situations and Supervisor Skills workshops were conducted on March 2 and March 9, respectively.

The screener workshop consisted of two 90-minute sessions in the content areas of Communication Skills and Conflict Resolution. Elements of the Diffusing Volatile Situations workshop were integrated into the content of these two sessions. The screener workshops began May 23, 1995. The screeners (196 participants) were divided into 12 groups and remained in these groups throughout the duration of the training. The sessions were conducted four times daily on May 23, 24, and 25.

The curriculum was initially designed for checkpoint security supervisors. Once the training for the supervisors was completed, the curriculum was revised for screeners. Due to reduced time limits and the differences between the working roles of supervisors and screeners, the session dealing with supervisor skills was eliminated. The modified sessions were designed to develop communication skills which would be applicable to screeners. With respect to both the supervisor workshops and screener workshops, the training provided satisfied the annual recurrency requirements for the security contractor.

RESULTS

Supervisor Training

A three-item pre-workshop survey and a 13-item post-workshop survey were used to evaluate the participant perceptions of the training. The post-workshop survey also included space for participants to include comments (See Appendix F). Both surveys used a 7-point scale format. Each participant identified themselves on the surveys even though self-disclosure was optional.

There were three groups of participants. Participants were assigned to each group by security firm management according to scheduling availability. There were 17 participants in the first group, 13 in the second group, and nine in the last group. Input from the first group was used to modify the surveys and the content of the training curriculum. Thus, both the training program and the surveys were modified after the first group completed the training. Because the training program and the surveys were modified after the first iteration, the results of the first group's surveys will not be presented. The results presented in this report are those of the last two groups combined.

The pre-workshop survey had three items for participants to indicate how confident they felt about their communication, conflict resolution, and management skills. At the completion of the training workshops, the post-training surveys were distributed. The instructors left the room and another researcher, not involved in the presentations, distributed the post-workshop surveys. The participants were reminded that self-disclosure was voluntary and their anonymity would be guaranteed.

The three items on the pre-workshop survey were used to determine the degree of confidence the participants had in their communication, conflict resolution, and management skills before beginning the training. The three questions used a seven-point scale format from "-3" to "3" with the anchors ranging from "Very unconfident" (-3) to "Very confident" (3). These three items were included in the post-workshop survey in the same format. The results of these items are presented in figures 1 through 6.

It was expected that the participants would indicate an increase in their confidence in communications, conflict resolution, and management skills after attending the workshop. The results were analyzed using a nonparametric median test. As expected, the participant's confidence in their communications skills increased significantly ($p = .013$). The participant's confidence in their conflict resolution skills also increased ($p = .016$). Confidence in management skills also increased ($p = .028$).

The curriculum was initially designed for checkpoint security supervisors. Once the training for the supervisors was completed, the curriculum was revised for screeners. Due to reduced time limits and the differences between the working roles of supervisors and screeners, the session dealing with supervisor skills was eliminated. The modified sessions were designed to develop communication skills which would be applicable to screeners only. With respect to both the supervisor workshops and screener workshops, the training provided satisfied the annual recurrency requirements for the security contractor.

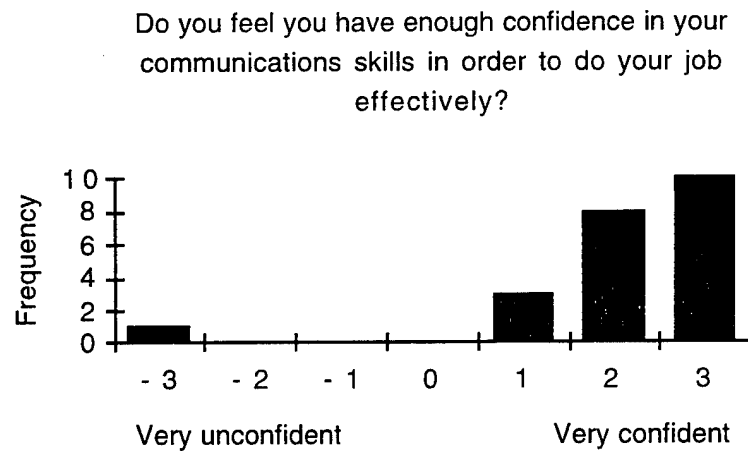


Figure 1. The frequency distribution of the communications skills confidence pre-workshop survey question.

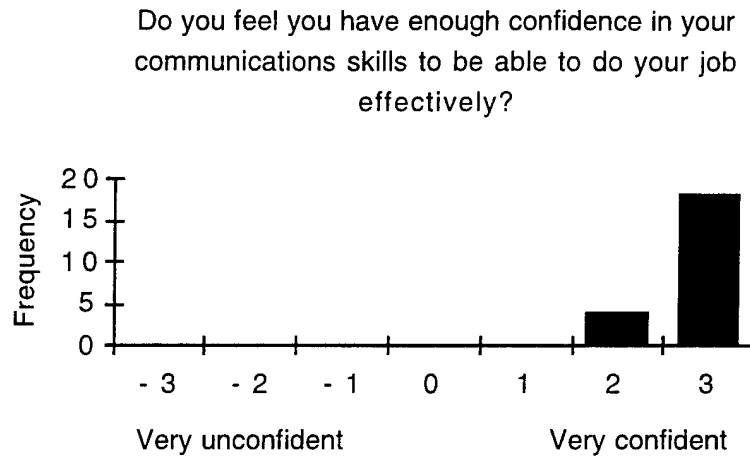


Figure 2. The frequency distribution for the communications skills confidence post-workshop survey question.

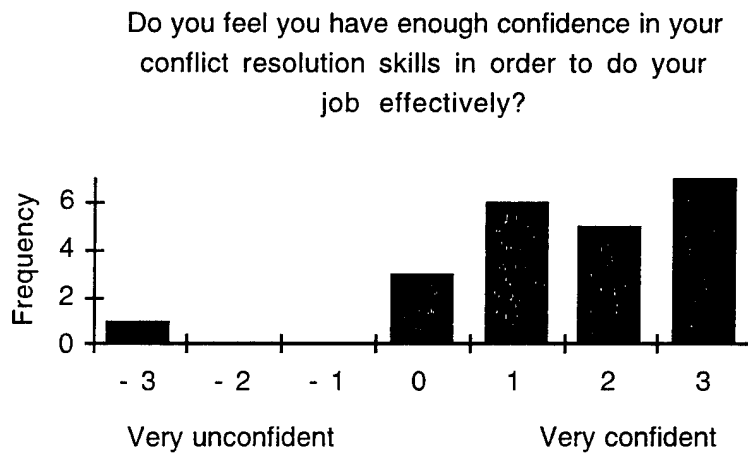


Figure 3. The frequency distribution of the conflict resolution skills confidence pre-workshop survey question.

Do you feel you have enough confidence in your conflict resolution skills to be able to do your job effectively?

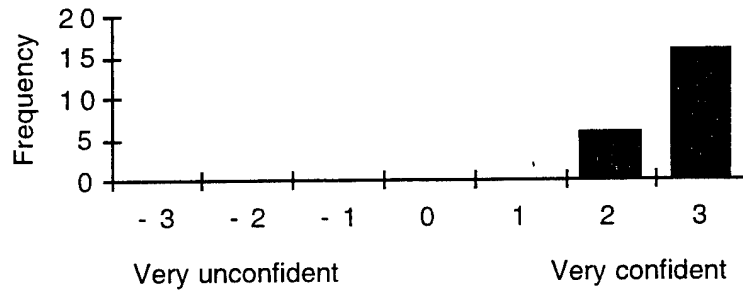


Figure 4. The frequency distribution of the conflict resolution skills confidence post-workshop survey question.

Do you feel you have enough confidence in your management skills in order to do your job effectively?

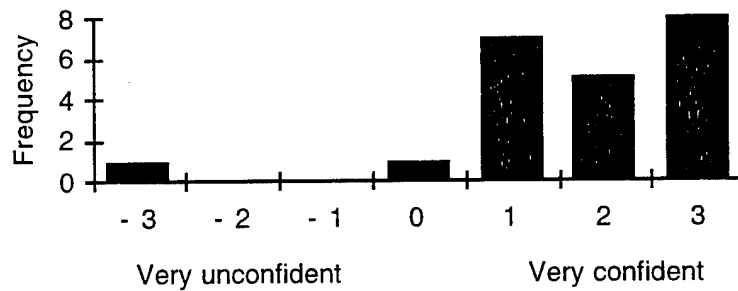


Figure 5. The frequency distribution of the management skills confidence pre-workshop survey question.

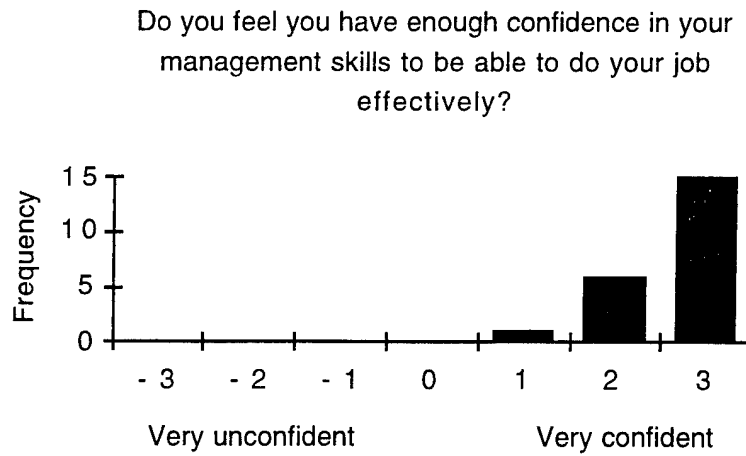


Figure 6. The frequency distribution of the management skills confidence post-workshop survey question.

There was some concern whether or not the workshop was presented at a suitable pace for the audience. The first question on the post-workshop survey was included to evaluate this dimension. The frequency distribution is shown in Figure 7.

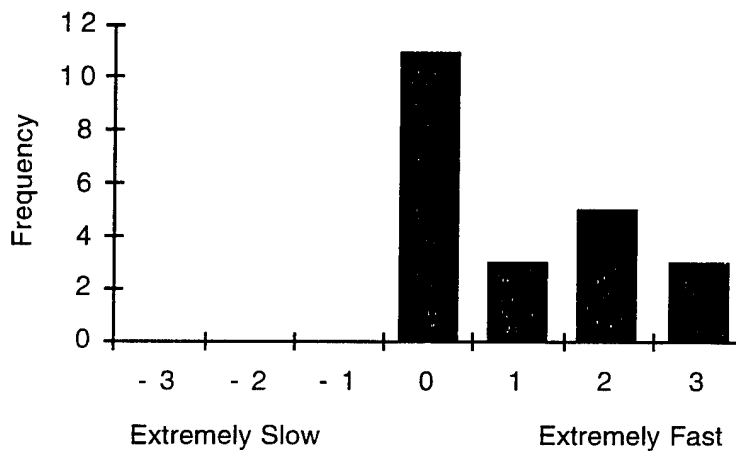


Figure 7. “How was the pace of the training seminar?”

Also of interest was if the participants perceived the training as valuable.

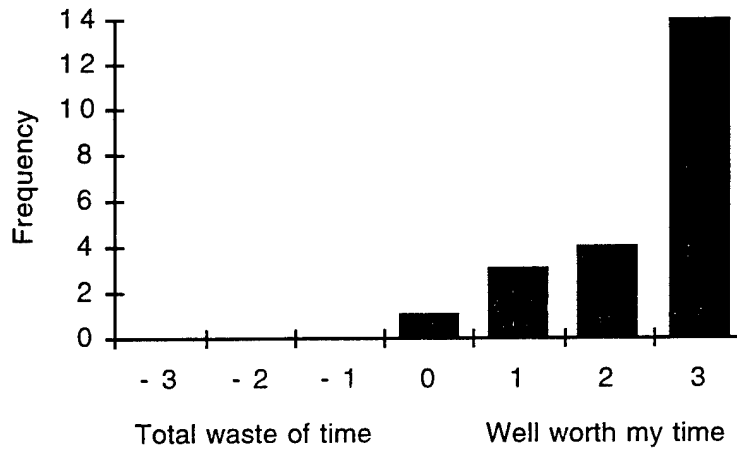


Figure 8. "Was the seminar worth your time?"

Participants were also asked to evaluate if the training content areas would be of operational value while performing their job. The results are shown in Figure 9.

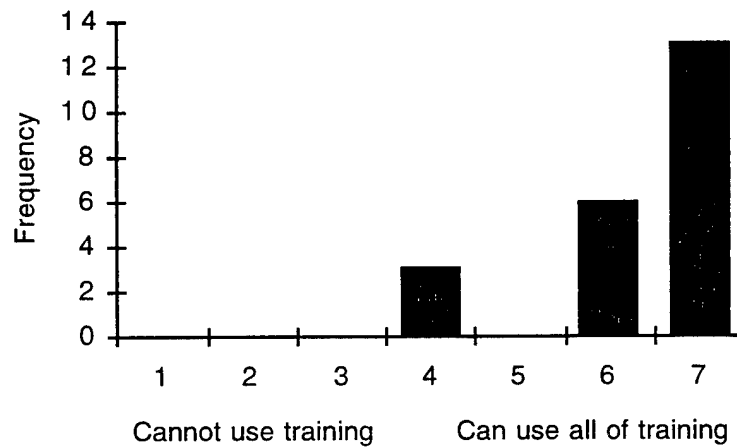


Figure 9. "Can you use what you have learned in the seminar on your job?"

As previously discussed, a training video (Appendix H) was developed that included three scenarios. The research team had asked the participants to evaluate the effectiveness of this tool to determine its inclusion in future training programs. The results are presented in Figure 10.

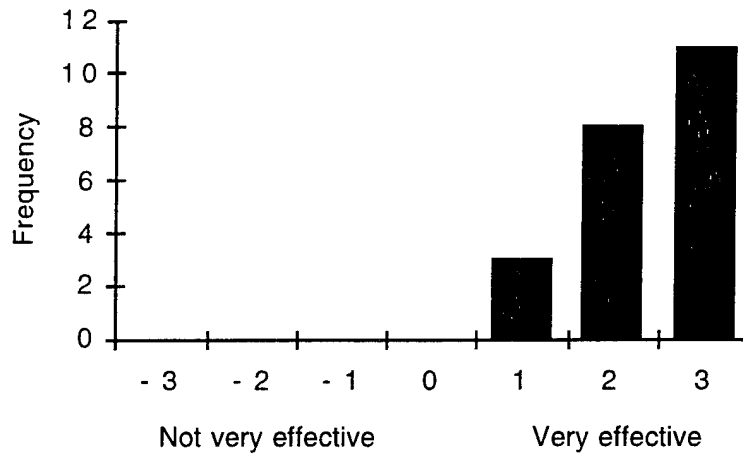


Figure 10. “Was the training video an effective training aid?”

Since the training program was intended to be interactive, an item that asked participants to assess this dimension was included. The results are shown in Figure 11.

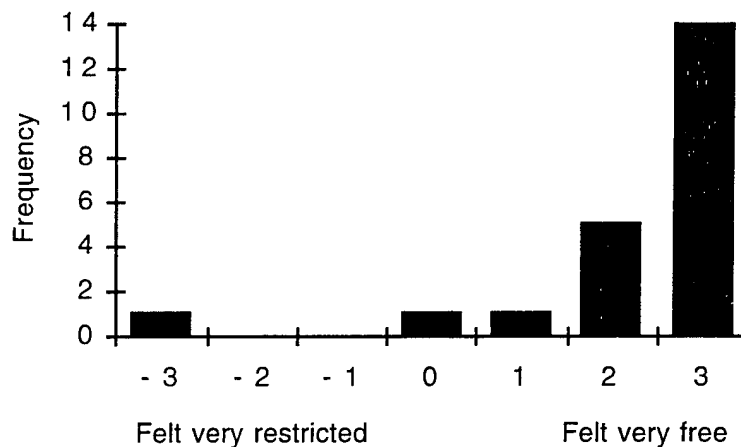


Figure 11. “How free did you feel to participate in the training exercises?”

Perceptions regarding feedback was assessed by asking: “How did the feedback in the training exercises help you to learn?” The results are shown in Figure 12.

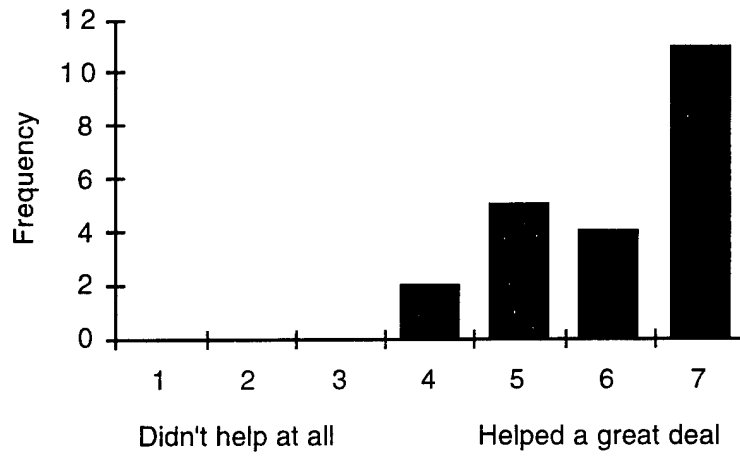


Figure 12. “How did the feedback in the training exercises help you to learn?”

An important issue regarding the delivery of the workshops was the credibility of the instructors. In particular, the concern focused on the perceptions of the supervisors toward the expertise level of the instructors.

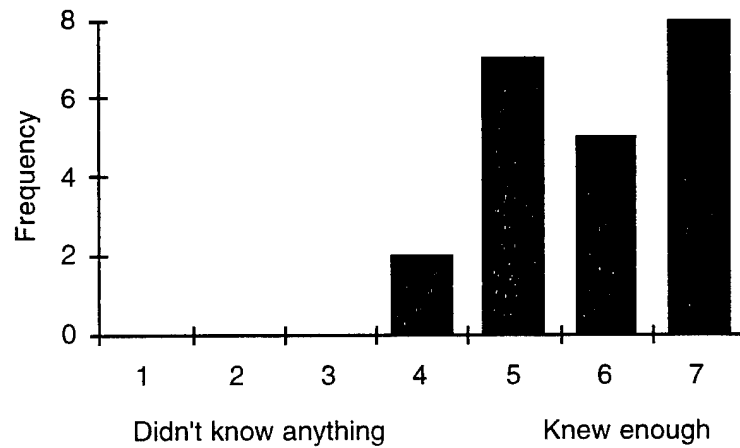


Figure 13. “How much do you feel the trainers knew about you and your job when putting together this training seminar?”

The evaluation process also included a specific item directed toward using the presented techniques in the operational environment:

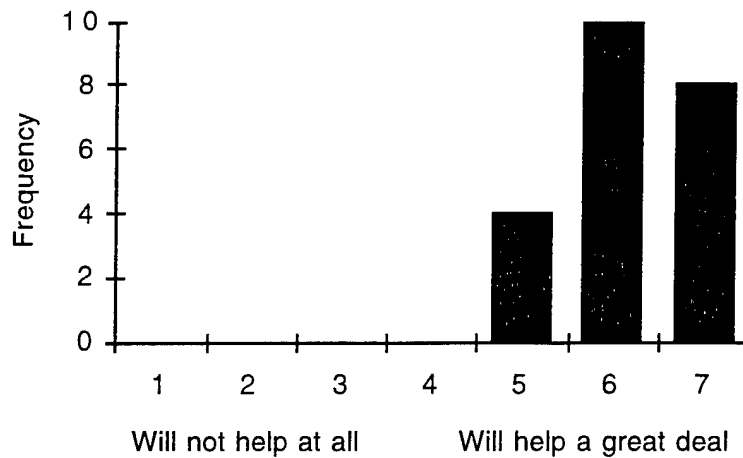


Figure 14. “Do you feel this training will help you to effectively deal with unpleasant encounters involving passengers or aircrew?”

One method of assessing the overall quality of the training is to direct participants to compare it to other similar experiences. Only those supervisors who had completed at least one other recurrent training program responded to this item:

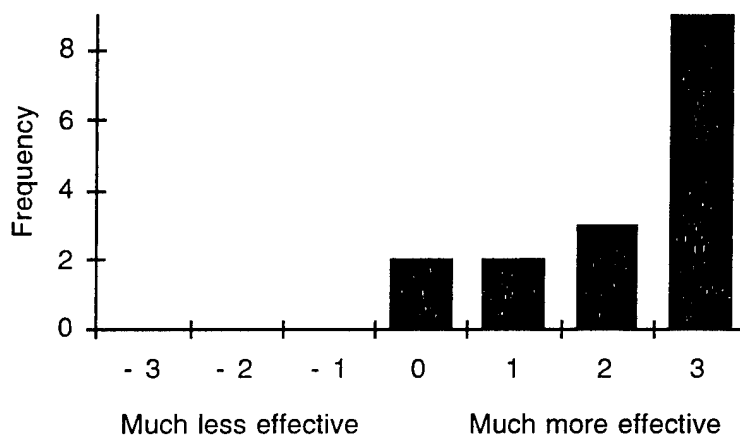


Figure 15. “How does this training seminar compare to your regular recurrent training seminars?”

The final item of the post-workshop survey asked participants to indicate their desire for future training programs of a similar nature:

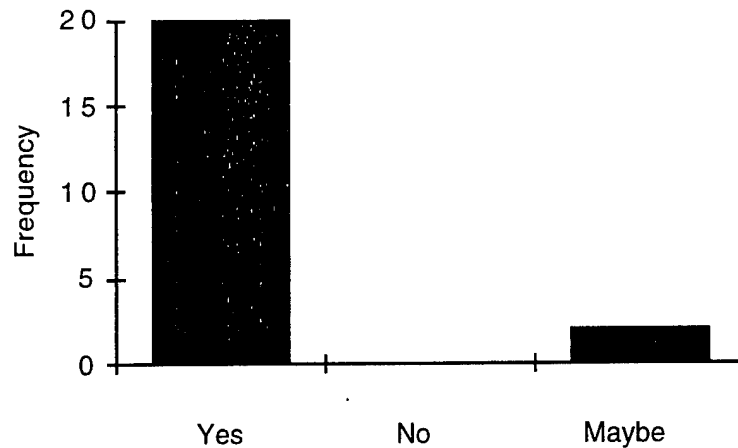


Figure 16. “Do you feel there should be more of these training seminars?”

The data from the post-training workshop evaluations indicate that the participants were generally favorable toward the training program. These evaluations were included within the training program primarily for the purpose of assessing specific dimensions of the workshop for later content modification and refinement. The duration of this research program precluded obtaining operational measures over time in determining the extent techniques practiced in training were used on the job. Since the training program and its component content areas were only recently developed, a survey approach to assess participant perceptions was chosen.

Screeener Training

The supervisor training was modified for the screeners by deleting the management skills curriculum. Training sessions were in three-hour blocks, and there were 12 training groups held. Each training session was conducted by two researchers. Participants completed and returned a post-training survey at the completion of training. There were a total of 159 surveys returned. Some training groups were not given a survey due to time constraints.

The screener post-training survey was considerably less comprehensive than the supervisor post-training survey. It was purposely kept shorter for two reasons. First, most of the questions concerning the content and delivery of the training sessions were already answered as a result of the supervisor post-training surveys. Second, there were only three hours allotted to training and it

was determined the time it takes to complete a comprehensive survey would be time better spent in actual training. There were four items on the post-training survey and additional space for comments. The results of the written comments are included in Appendix G.

The first item on the post-training survey was related to the pace of the presentations. Because the researchers did not have experience training the screeners, it was not known if the pace would be suitable for the screeners. The results of this question item are shown in figure 17.

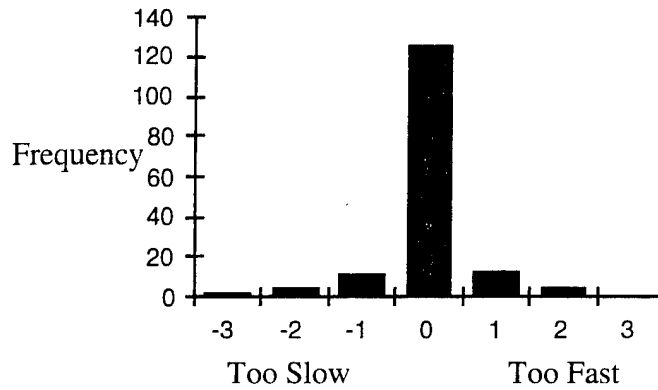


Figure 17. “How was the pace of the training seminar?”

The next item on the screener post-training survey was in regard to the applicability of the training to the duties of a screener. The results are shown in figure 18.

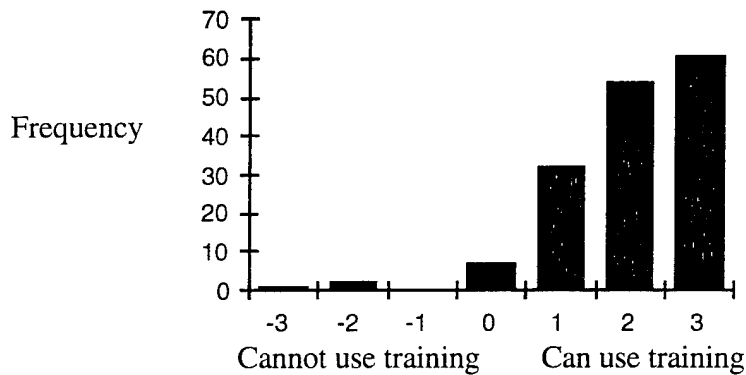


Figure 18. “Can you use what you learned in the seminar on your job?”

There was also concern about how free the screeners felt to participate in the training exercises. The results are shown in figure 19.

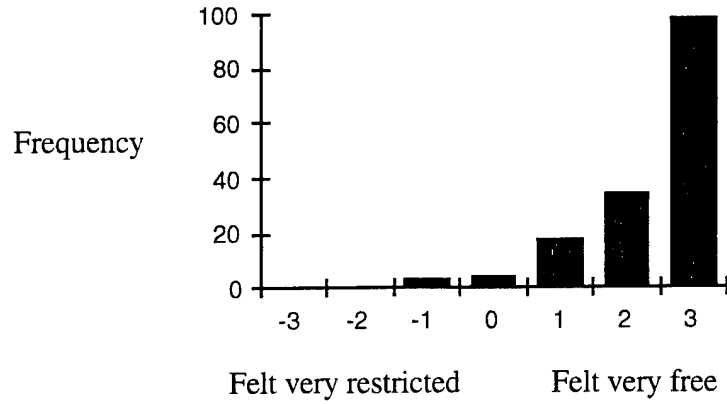


Figure 19. "How free did you feel to participate in the training exercises?"

The last item on the post-training survey was included to assess the participant's perceptions about the effectiveness of the training. The results are shown in figure 20.

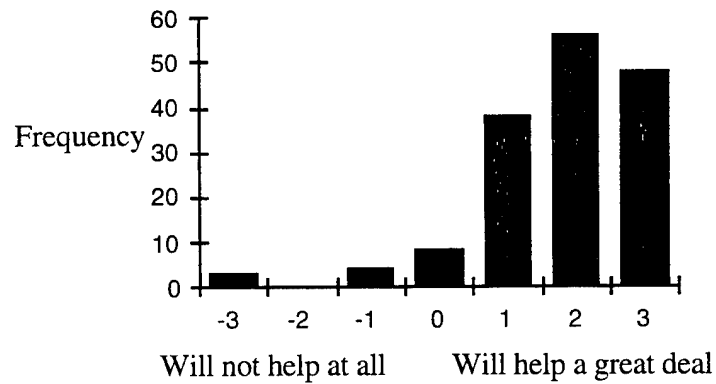


Figure 20. "Do you feel this training will help you to deal with unpleasant encounters with passengers or aircrew?"

The results of the screener post-workshop survey items show that the participants felt they can use the training on their job, felt very free to participate in the training exercises, and felt the training will help them deal with unpleasant encounters with passengers or aircrew. The participants rated the pace of the presentations as neither too fast nor too slow.

There were many hand-written comments made on the survey (Appendix G). In addition to these favorable comments, there were suggestions that others in the airport environment, (e.g. flight crew) complete the training. Another suggestion was to include more role-playing, where the screeners can use their own real-life examples. There was also a suggestion for the content of the training, with one participant suggesting training on how to deal with someone who has been drinking.

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APPENDICES

A) COMMUNICATION

- Literature Review
- Supervisor Lesson Plan
- Screener Lesson Plan
- Overheads

B) THOMAS-KILMANN CONFLICT MODE INSTRUMENT

C) CONFLICT RESOLUTION

- Literature Review
- Supervisor Lesson Plan
- Screener Lesson Plan
- Overheads

D) DIFFUSING VOLATILE SITUATIONS

- Literature Review
- Supervisor Lesson Plan
- Overheads

E) SUPERVISOR SKILLS

- Literature Review
- Supervisor Lesson Plan
- Overheads

F) SUPERVISOR POST-WORKSHOP COMMENTS

G) SCREENER POST-WORKSHOP COMMENTS

APPENDIX A

COMMUNICATION

TRAINING SESSION - LESSON #1 COMMUNICATION

LITERATURE REVIEW

The role of supervisor involves working with others who may be older than yourself possessing many life experiences, or younger and full of enthusiasm, creativity, and a willingness to learn (Pryor, undated). These differences in the employees should be recognized as resources to be utilized in goal attainment. A supervisor's ability to accept challenges, and recognize that how one chooses to deal with a given situation will have a critical effect on your relationships with the work group and the outcome of the challenge. Successful supervisors possess the ability to be flexible in their approach to dealing with problems. The approach taken depends on the task and the individual employee involved. The approach used with one employee may not be equally effective in dealing with another. The choice of leadership style initiated should be dependent upon the situation. Effective supervision has the ability to access problems, take action, and confront the situation in a positive manner (Pryor, undated).

Communication may be defined as all the steps involved in a two-way relationship between the person and his environment. Human communication specifically involves the transmission of a message that elicits a response (Irving, 1983). The major purpose of human communication is to address basic needs. The effectiveness of a person's communication skills can be measured by how well his needs and the needs of others with whom he is involved are satisfied (Fast, 1970). It is important to explain how pervasive communication is.

Communication takes many forms. If we are in the presence of another person we are communicating. "We have no choice in such a situation - we cannot not communicate." This first principle of communication states that every interpersonal behavior is a communication. The second principle shows that interpersonal behavior communicates on both a verbal and non-verbal level (Norvell & Belles, 1990).

Verbal elements of communication provide specific messages. Certain verbal patterns can be barriers to communication. statements such as, "You make me so angry I could scream," elicit defensiveness and convey that others are responsible for our feelings. Keep

communications with others impersonal, using "I" instead of "you." Disrespect and disinterest are reflected by interruptions. It conveys to the individual speaking that what he/she is saying is not important enough to listen to. Verbal hurry ups (e.g. "Uh-huh, Uh-huh," "Get to the point") are another form of the same type of attitude whereas the listener conveys "I don't have time for this." Commands can be received offensively by portraying the authoritarian attitude of "I'm in charge," "You're not worth some courtesy," or "I'm in a hurry."

On the other end of the spectrum, encouragement ("Go on," "I see") communicates interest and attention. This type of communicating allows for open communication to be possible. The individual speaking will feel comfortable with what he/she is saying because of the interest shown by the listener. Open-ended questions (i.e., ones that cannot be answered yes or no) show I care what you think. I don't have a preconceived notion of the "right answer." These can be used as a good tool for communicating and can give the speaker confidence and a feeling as if they are knowledgeable. Criticizing can demean the other person, saying they are no good. This can affect a person so greatly that they may feel so embarrassed and/or demeaned that communicating will be hard from that point. Threatening promotes guilt and puts others on the defensive. Advising, sends the message that you have no confidence in others ability to make decisions. Another element of communication is contradiction. Contradiction minimizes the situation that the other person is dealing with. Lastly, reassuring takes on the responsibilities of the concern of others. Communication barriers can be either positive or negative, and most will have the effect of cutting off communication and ending the language interaction (Norvell & Belles, 1990).

Antagonistic verbiage arises when negative emotions are stimulated. The ability to recognize this behavior in others and within ourselves is critical in how a situation is handled. The ability to "act" and not "react" to a situation relies on personal awareness of what words or actions may trigger emotions of anger or defensiveness within us (Elgin, 1987). Perhaps one of the most effective methods for improving communication is to become a better listener. The developed skill

of active listening will greatly improve the communication process (Pryor, undated). The rules of active listening are:

#1 Stop talking. If you really want to be an effective listener, stop what you are doing. Eliminate distractions. Give full attention. Show the person that you really want to listen.

#2 Put the person at ease. Get relaxed yourself. Use door-openers like, "what's up? Anything I can help you with?" Don't rush, give them time - unhurried. Be alert to posture and nonverbal clues.

#3 Don't interrupt, especially if the person is upset. Allow for ventilation to occur. Remember, it's only words. Be patient.

#4 Empathize. Make a statement of regret. Be genuine. Ask them for their help. "I'd like to understand your problem; will you help me?"

#5 Paraphrase Try to summarize what you've heard and restate it to the person to his/her satisfaction. This often helps defuse tension. It also aids in showing employees that you're trying to understand their situation.

#6 Ask open-ended questions. Use questions for clarification and understanding. "What do you suggest we do?"

#7 Use silence. Don't be afraid of tension. If any tension exists, time perceptions get terribly distorted.

8# Allow reflection. In many cases the best role we can play is that of a sounding board for our employees. This even allows for a little pressure release (Pryor, undated).

Nonverbal communication carries more than half of the information in any language interaction. When verbal communication and nonverbal communication are in conflict, the nonverbal communication should be relied on unless there is specific information to the contrary (Elgin, 1987). Two classes of nonverbal communication are intonation and body language.

Intonation could be described as the "melody" of speech. Voice quality, including pitch, extremes of volume, and extremes of dynamism can also send many messages of its own (Norvell & Belles, 1990). Phonological stress, or the emphasis put on individual words, can greatly alter the message given in a communication process. Pauses in speech patterns also communicate on a nonverbal level, and be classified as cognitive or social. A cognitive pause allows time to plan for following verbiage or to allow the listener to process what they have heard. A social pause would be a break in the conversation signaling that it is another's turn to speak (Elgin, 1987).

Body language is often called the science of Kinesics. Body language is any reflexive or non-reflexive movement of part, or all of the body used to communicate a message to the outside world. It is important to consider cultural and environmental differences to understand this unspoken communication (Fast, 1970). Body language may be classified into the seven categories: a) Appearance, b) posture, c) gait, d) positions and e) places, f) facial expressions, g) eye contact, h) gestures, i) touch, and j) space or territory.

Appearance is the first thing noticed during an interpersonal encounter. Physical characteristics and the manner of dress and grooming provide clues to physical well being, personality, social status, occupation, religion, culture and self-concept. Posture, gait, positions and places are all reflected in the way people sit, stand, move, and place themselves in an environment is a visible form of communication. An erect posture and a purposeful gait in our society communicates a sense of well being and assuredness. Leaning forward or toward a person conveys attention. Facial expressions, otherwise considered the masks people wear, show that the face is the most expressive part of the body. It supplies overt and subtle clues assisting in the interpretation of messages. Studies have shown the face reveals the six primary emotions: a) surprise, b) fear, c) anger, d) disgust, e) happiness, and f) sadness. Facial expressions may be used consciously or unconsciously, and may indicate valid messages or masked messages.

Eye contact ordinarily signals a willingness to communicate. The most important technique of eye management is the look, or the stare. With this we can make or break another

person by giving a human or non-human status. Gestures usually occur in most situations to provide emphasis to verbal communication. Touch involves reaching through our personal space, into the space of another to interact physically with other people. Personal space or territory is a basic need of all human beings. These zones are described as intimate zone, personal zone, social zone, and the public zone. When in the *intimate zone* (0 - 18 inches), you are overwhelmingly aware of your partner. This may have a positive or negative response. The *personal zone* (18 inches to 4 ft.) lends certain privacy to any encounter. It may afford limited physical contact. The *social zone* (4 ft. - 12 ft.) gives clear delineation of status and position in the environment. The *public zone* (> 12 ft.) is the farthest extension of our territorial spacing. Often much of the intended message is lost due to distance between parties. In this spacing care should be taken to ensure verbiage is clear (Fast, 1970).

CHECKPOINT SECURITY SUPERVISOR (CSS)
TRAINING WORKSHOPS
LESSON #1 COMMUNICATION

- A. **OBJECTIVE**
Through the use of lecture, discussions, exercises, and multi-media presentations, the students will be introduced to the concepts of effective communication and interpersonal skills.
- B. **LESSON TIME REQUIREMENTS**
This training workshop has been designed for completion in approximately 90 minutes.
- C. **MATERIALS REQUIRED**
- training tape (Appendix H)
 - outline transparencies (follows in this appendix)
 - 5 - elastic headbands
 - 5 - 3x5 cards for labels in headband exercise
- D. **EQUIPMENT NEEDED**
- television and VCR
 - overhead projector

LESSON #1 COMMUNICATION

(This lesson has been designed for a class of 15-20 students. The key to success is having an open, non-judgmental, and highly inter-active classroom environment.)

I. THE ROLE OF SUPERVISOR

A. UTILIZE RESOURCES OF STAFF

- The role of supervisor involves working with others who may be older than yourself, possessing many life experiences, or younger and full of enthusiasm, creativity, and a willingness to learn.

B. ACCEPT CHALLENGES

- A supervisor's ability to accept challenges, and recognize that how one chooses to deal with a given situation will have a critical effect on your relationships with the work group and the outcome of the challenge.

C. FLEXIBILITY

- Successful supervisors possess the ability to be flexible in their approach to dealing with problems. The approach taken depends on the task before them and individual employee involved. An approach used with one employee may not be as effective in dealing with another.

D. CHOICE OF LEADERSHIP STYLE

- The choice of leadership style initiated should be dependent upon the situation.
- Effective supervision has the ability to access problems, take action, and confront the situation in a positive manner.

E. PERCEPTION

- How do you perceive yourself in the supervisor role? Is your management style consistent with the traits of effective supervision?

- Once you are aware of the style with which you conduct yourself in the supervisory role, are others seeing you in the same light? We receive personal and professional validation through feedback from those individuals we are interacting with.

" We just talked about some traits that are found in effective supervision. Now I'd like for each of you to do a little self-assessment. I don't want you to say it aloud, but how well do you fit the model of an effective supervisor. Now let's take it one step further: how do people you interact with, both coworkers and passengers perceive you as a supervisor. If the two perceptions don't match, then there will be problems with the communications process, and conflicts may develop."

" An individual's perceptions can powerfully influence any interaction. For example, let's say I don't like foreign passengers. I can see one in line approaching my checkpoint. When that passenger comes through, I already have a bias, a pre-conceived perception about that person. My personal perceptions have brought some negative energy into the situation. "

(Begin Headbands exercise — see Appendix A)

II. COMMUNICATION

(Ask question - "what is communication?" discussion to follow)

(Show film again - ask students to now watch for all the different communication taking place)

A. TWO-WAY RELATIONSHIP

- Communication may be defined as all the steps involved in a two-way relationship between the person and his environment. Human communication specifically involves the transmission of a message that elicits a response.

B. EFFECTIVENESS

- The major purpose of human communication is to address basic needs. The effectiveness of a person's communication skills can be measured by how well his needs and the needs of others with whom he is involved are satisfied.

C. EVERY INTERPERSONAL BEHAVIOR IS COMMUNICATION

- It is important to explain how pervasive communication is. Communication takes many forms. If we are in the presence of another person, we are communicating. We have no choice in such a situation - **we cannot not communicate.**

D. VERBAL AND NON-VERBAL

" Perhaps you're thinking that sounded strange - let me repeat. We cannot not communicate. I'm standing here in front of you. I have no choice. I cannot not communicate with you folks. That leads us to our first principle of communication - *every interpersonal behavior is a communication.*"

- The second principle of communication is that *interpersonal behavior communicates at two levels - verbal and nonverbal.*

III. VERBAL COMMUNICATION

(Brief inter-active discussion - ask questions "what do you think of when you hear the word barrier? For examples of barriers to be discussed, use them in communication with the students. Ask them how they feel or what hidden messages they receive as a result of the barriers. When ever possible, use examples that relate to the security checkpoint.)

A. BARRIERS

1. POSITIVE AND NEGATIVE

- Verbal elements of communication provide specific messages. Certain verbal patterns can be barriers (either positive or negative) to communication. For example:
 - Interruptions convey disrespect, disinterest.
 - Verbal hurry ups ("Uh-huh, Uh-huh, " "Get to the point") convey "I don't have time for this."
 - Commands convey "I'm in charge," "You're not worth some courtesy," "I'm in a hurry."
 - Encouragement ("Go on," "I see") communicates interest, attention.
 - Open-ended questions (ones that cannot be answered Yes or No) show "I care what you think. I don't have a preconceived notion of the 'right answer'".
 - Reassuring takes on the responsibilities of the concern of others.

2. MAY END COMMUNICATION

- Most all communication barriers, whether positive or negative, have the effect of cutting off communication and ending the language interaction.

(Re-emphasize how verbal barriers can be used as a resource at the checkpoint to end an undesirable communication interaction)

B. ANTAGONISTIC SPEECH

(Brief discussion introducing antagonistic speech)

- Antagonistic verbiage arises when negative emotions are stimulated. The ability to recognize this behavior in others and within ourselves is critical in how a situation is handled. The ability to "act" and not "react" to a situation relies on personal awareness of what words or actions may trigger emotions of anger or defensiveness within us.

1. AWARENESS

"When I talk of awareness, it means awareness of everyone and everything around me, and more importantly, a level of awareness of myself. What makes me angry? What pushes my buttons?"
i.e.

"You're at your checkpoint and you see a passenger approaching who is visibly upset. By your awareness of the passenger, you already have a clue of a possible situation with an angry passenger. One of the worst things that can happen to you is to be caught off-guard by a verbal confrontation. When we're caught by surprise, (**point to "re-act" on over-head**) we may react to a situation instead of acting effectively. Awareness is the key! First, be aware of the environment around your area of responsibility. Second, and perhaps the most important, be aware of what's happening inside of yourself. Are you acting in positive response to a situation, or are you re-acting out of defensiveness or anger?"

2. "ACT" NOT "REACT"

C. CULTURAL DIFFERENCES

1. ALL HUMANS HAVE THE SAME BASIC NEEDS

2. OBLIGATION : DIGNITY AND RESPECT

- Peoples of other cultures could trigger emotions within us in the way they communicate with us. Often it is difficult to understand what it is they are trying to say, and a common response is to throw up our hands and just say "I can't understand you." Rather than showing signs of disgust, express that you are having difficulty understanding, and that you want to help them. Remember, that

all humans, regardless of their race have the same basic needs. In situations of ethnic differences, where there is limited understanding, we have the obligation to treat all humans with dignity and respect.

"Think back to when we talked about role perception earlier. Cultural differences and role perception are very closely related. If a passenger doesn't see or accept a Hispanic, for example, as in a position of authority, that will "color the interaction. Stating that you are the supervisor is contrary to the passengers expectations and way of thinking. They of course are not going to change their attitude in a few moments. In this case, the role perception is not accurately perceived."

IV. ACTIVE LISTENING

- Perhaps one of the most effective methods for improving communication is the developed skill of active listening.

"Now perhaps this may sound strange to you, but the best way to become a better communicator is to become a better listener. Has anyone heard the term active listening before? It is the title given to a set of rules for being on the receiving end of a communication interaction. Active listening is a developed skill - and if you follow these basic rules, I think you'll see an improvement in your communication with others."

(For each rule, use an example of communication that could take place at the checkpoint - between supervisor and screener, screeners and passengers, etc.)

#1 Stop talking. If you really want to be an effective listener, stop what you are doing. Eliminate distractions. Give full attention. Show the person that you really want to listen.

"I'm the supervisor at the checkpoint, and one of my screeners comes to me needing to discuss a problem. I need to stop whatever I'm doing and show that I am ready to hear what they want to say."

#2 Put the person at ease. Get relaxed yourself. Use door-openers like, "what's up?"

Anything I can help you with?" Don't rush, give them time - unhurried. Be alert to posture and nonverbal clues.

" Using a friendly opening sends the message that I'm eager to hear what they have to say and I value their opinion. Maybe the screener is new and is a little uneasy about talking to the supervisor. Putting the person at ease is setting the stage for a positive communication interaction."

#3 Don't interrupt, especially if the person is upset. Allow for ventilation to occur. Remember, it's only words. Be patient.

"When I interrupt you if you're trying to speak to me, I'm sending the message I don't value what you have to say or don't want to hear it. If I continue to interrupt, are you going to be willing to communicate with me?"

#4 Empathize. Make a statement of regret. Be genuine. Ask them for their help. "I'd like to understand your problem; will you help me?"

"This is a great one for a passenger who may have had a previous problem (i.e. ticket counter). Let the passenger know you are there to help them through the checkpoint and are on their side."

#5 Paraphrase Try to summarize what you've heard and restate it to the person to his/her satisfaction. This often helps defuse tension. It also aids in showing employees that you're trying to understand their situation.

"Have you ever said something to someone, and they heard something completely different. How does the person speaking to me know that I'm hearing and understanding what it is they are saying to me? By my repeating the key points of what they have said they know that their message has been received, and also that I'm interested and receptive to their message."

#6 Ask open-ended questions. Use questions for clarification and understanding. "What do you suggest we do?"

"Who know what an open-ended question is? Simply put, it is any question that cannot be answered yes or no. This says I want to hear your thoughts on the subject, I don't have a pre-conceived conception of what the correct answer is, and I value your opinions."

#7 Use silence. Don't be afraid of tension. If any tension exists, time perceptions get terribly distorted.

8# Allow reflection. In many cases the best role we can play is that of a sounding board for our employees. This even allows for a little pressure release.

(re-cap and review the eight rules to active listening)

V. NONVERBAL COMMUNICATION

- Nonverbal communication carries more than **half** the information in any language interaction.
- When verbal communication and nonverbal communication are in conflict, the nonverbal communication should be relied on unless there is specific information to the contrary.

(in an angry tone of voice, tell one of the students that you're happy to see them)

"Did my verbal and non-verbal communications match? Of course not. It is easy for someone to give a false verbal message, but non-verbal communication is very difficult to mask. As you learn more about non-verbal communication, you will be amazed at how well you understand the interactions you are involved in."

- The two classes of nonverbal communication are **intonation** and **body language**.

A. INTONATION

• Intonation could be described as the "melody" of speech.

1.
 - voice quality
 - pitch (high, low)
 - nasality
 - extremes of volume
 - extremes of dynamism (monotonous to melodramatic)
2.
 - phonological stress (emphasis)
 - emphasis on words spoken

" The emphasis we put on words can greatly effect the message sent. i.e. You will check wheelchair passengers tomorrow. - **You** will check wheelchair passengers tomorrow. - You **will** check wheelchair passengers tomorrow. - You will check wheelchair passengers **tomorrow**. Each of these statements contain the same words, but the emphasis put on specific words can change the meaning considerably. "

3.
 - pauses ("traffic control")
 - cognitive pause - allows time to plan for next verbiage
 - social pause - management of speech - regulates turn taking, prevents interruptions by pausing mid-sentence, gives listener time to process information.

B. BODY LANGUAGE

- Body language is any reflexive or non-reflexive movement of part, or all of the body used to communicate a message to the outside world.
- It is important to consider cultural and environmental differences to understand this unspoken communication.
- Classification of body language:
 1. • **Appearance** - the first thing noticed during an interpersonal encounter Physical characteristics and the manner of dress and grooming provide clues to physical well being, personality, social status, occupation, religion, culture and self-concept.
 2. • **Posture, gait, positions and places** - the way people sit, stand, move, and place themselves in an environment is a visible form of communication. An erect posture and a purposeful gait in our society communicates a sense of well being and assuredness. Leaning forward or toward a person conveys attention.
 3. • **Facial expressions (the masks people wear)** - the face is the most expressive part of the body. It supplies overt and subtle clues assisting in the interpretation of messages. Studies have shown the face reveals the six primary emotions of surprise, fear, anger, disgust, happiness, and sadness. Facial expressions may be used consciously or unconsciously, and may indicate valid messages or masked messages.
 4. • **Eye contact** - ordinarily signals a willingness to communicate. The most important technique of eye management is the look, or the stare. With this we can make or break another person by giving a human or non-human status.
 5. • **Gestures** - occur in most situations to provide emphasis to verbal communication.
 6. • **Touch** - involves reaching through our personal space, into the space of another to interact physically with other people.

7. • **Space and territory** - personal space or territory is a basic need of all human beings. These zones are described as intimate zone, personal zone, social zone, and the public zone.

(Show the first scenario from the training video (Appendix H) . Turn the volume down and ask the class to now identify all of the non-verbal communication taking place. Discussion to follow - allow 5-10 minutes.)

APPENDIX A

Headbands Exercise

OBJECTIVE:

To illustrate how perception of others can influence the communication interaction.

MATERIALS NEEDED:

- Three to five elastic headbands
- Three to five 3 x 5 index cards with personal roles printed on one side. Possible personality roles could include:
 - * BOSSY
 - * STUPID
 - * EXPERT
 - * INSIGNIFICANT
 - * NEW GUY

PROCEDURE:

Ask for participants from the class, and have them move their chairs to the front of the room placing them in a semicircle facing the class. Pass out the headbands and have the group wear them while the exercise is explained. Select a topic that is relevant to the current working environment and ask the group to begin a conversation among themselves, facilitating involvement from all group members. After a few moments pass behind students placing a label into each of their headbands. At this point, instruct the students to now reply to any statement made by another group member - attempting to match their label. For example; if the person wearing the expert label makes a statement, the other members of the group could say "well you're, right - if anyone should know it would be you" etc. The key to a successful exercise is getting the students to make the "shift" in conversation after the labels are in place. If there is another member of the instruction staff available, it works well to demonstrate the "shift" prior to actually beginning the exercise. Continue the exercise for five to ten minutes longer. Now open the discussion to the entire class, asking what was observed and how pre-conceived perceptions influence how we communicate with others.

CHECKPOINT SECURITY SCREENER
TRAINING WORKSHOPS
LESSON #1 COMMUNICATION

A.OBJECTIVE

Through the use of lecture, discussions, exercises, and multi-media presentations, the students will be introduced to the concepts of effective communication and interpersonal skills.

B.LESSON TIME REQUIREMENTS

This training workshop has been designed for completion in approximately 90 minutes.

C.MATERIALS REQUIRED

- training tape (Appendix H)
- outline transparencies (follows in this appendix)
- 5 - elastic headbands
- 5 - 3x5 cards for labels in headband exercise

D.EQUIPMENT NEEDED

- television and VCR
- overhead projector

LESSON #1 COMMUNICATION

(This lesson has been designed for a class of 15-20 students. The key to success is having an open, non-judgmental, and highly inter-active classroom environment.)

I. THE ROLE OF SCREENER

“As a security screener your position involves maintaining a high level of vigilance at the screening checkpoint. Passengers passing through the checkpoint can see you as either a figure of authority or not. The difference may be something as simple as your appearance or the way you are behaving. The image screeners portray to others can greatly affect the atmosphere of the security checkpoint.”

“Now I'd like for each of you to do a little self-assessment. I don't want you to say it aloud, but how do you view yourself in the role of security screener? Now let's take it one step further: how do people you interact with, both coworkers and passengers perceive you as a screener? If the two perceptions don't match, then there will be problems with the communications process, and conflicts may develop.”

“An individual's perceptions can powerfully influence any interaction. For example, let's say I don't like foreign passengers. I can see one in line approaching my checkpoint. When that passenger comes through, I already have a bias, a pre-conceived perception about that person. My personal perceptions have brought some negative energy into the situation”.

(Begin headbands exercise - see Appendix A)

II. COMMUNICATION

(Ask question - "what is communication?" discussion to follow)

(show film again - asking students to now watch for all the different communication taking place)

A. TWO-WAY RELATIONSHIP

- Communication may be defined as all the steps involved in a two-way relationship between the person and his environment. Human communication specifically involves the transmission of a message that elicits a response.

B. EFFECTIVENESS

- The major purpose of human communication is to address basic needs. The effectiveness of a person's communication skills can be measured by how well his needs and the needs of others with whom he is involved are satisfied.

C. EVERY INTERPERSONAL BEHAVIOR IS COMMUNICATION

- It is important to explain how pervasive communication is. Communication takes many forms. If we are in the presence of another person, we are communicating. We have no choice in such a situation - **we cannot not communicate.**

" Perhaps you're thinking that sounded strange - let me repeat. We cannot not communicate. I'm standing here in front of you. I have no choice. I cannot not communicate with you folks. That leads us to our first principle of communication - *every interpersonal behavior is a communication.*"

D. VERBAL AND NON-VERBAL

- The second principle of communication is that *interpersonal behavior communicates at two levels - verbal and nonverbal.*

III. VERBAL COMMUNICATION

(Brief interactive discussion - ask questions "what do you think of when you hear the word barrier? For examples of barriers to be discussed, use them in communication with the students. Ask them how they feel or what hidden messages they receive as a result of the barriers. When ever possible, use examples that relate to the security checkpoint.)

A. BARRIERS

1. POSITIVE AND NEGATIVE

- Verbal elements of communication provide specific messages. Certain verbal patterns can be barriers (either positive or negative) to communication. For example:
 - Interruptions convey disrespect, disinterest.
 - Verbal hurry ups ("Uh-huh, Uh-huh, " "Get to the point") convey "I don't have time for this."
 - Commands convey "I'm in charge," "You're not worth some courtesy," "I'm in a hurry."
 - Encouragement ("Go on," "I see") communicates interest, attention.
 - Open-ended questions (ones that cannot be answered Yes or No) show "I care what you think. I don't have a preconceived notion of the "right answer."
 - Reassuring takes on the responsibilities of the concern of others.

2. MAY END COMMUNICATION

- Most all communication barriers, whether positive or negative, have the effect of cutting off communication and ending the language interaction.

(Re-emphasize how verbal barriers can be used as a resource at the checkpoint to end an undesirable communication interaction)

B. ANTAGONISTIC SPEECH

(Brief discussion introducing antagonistic speech)

•Antagonistic verbiage arises when negative emotions are stimulated. The ability to recognize this behavior in others and within ourselves is critical in how a situation is handled. The ability to "act" and not "react" to a situation relies on personal awareness of what words or actions may trigger emotions of anger or defensiveness within us.

1. AWARENESS

"When I talk of awareness, it means awareness of everyone and everything around me, and more importantly, a level of awareness of myself. What makes me angry? What pushes my buttons?"
i.e.

"You're at your checkpoint and you see a passenger approaching who is visibly upset. By your awareness of the passenger, you already have a clue of a possible situation with an angry passenger. One of the worst things that can happen to you is to be caught off-guard by a verbal confrontation. When we're caught by surprise (**point to "re-act" on over-head**) we may react to a situation instead of acting effectively. Awareness is the key! First, be aware of the environment around your area of responsibility. Second, and perhaps the most important, be aware of what's happening inside of yourself. Are you acting in positive response to a situation, or are you re-acting out of defensiveness or anger?"

2. "ACT" NOT "REACT"

C. CULTURAL DIFFERENCES

1. ALL HUMANS HAVE THE SAME BASIC NEEDS

2. OBLIGATION : DIGNITY AND RESPECT

•Peoples of other cultures could trigger emotions within us in the way they communicate with us. Often it is difficult to understand what it is they are trying to say, and a common response is to throw up our hands and just say "I can't understand you." Rather than showing signs of disgust, express that you are having difficulty understanding, and that you want to help them. Remember, that all humans, regardless of their race have the same basic needs. In situations of ethnic differences, where there is limited understanding, we have the obligation to treat all humans with dignity and respect.

"Think back to when we talked about role perception earlier. Cultural differences and role perception are very closely related. If a passenger doesn't see or accept a Hispanic, for example, as in a position of authority, that will "color the interaction. Stating that you are the authority at this point is contrary to the passengers expectations and way of thinking. They of course are not going to change their attitude in a few moments. In this case, the role perception is not accurately perceived."

IV. ACTIVE LISTENING

•Perhaps one of the most effective methods for improving communication is the developed skill of active listening.

"Now perhaps this may sound strange to you, but the best way to become a better communicator is to become a better listener. Has anyone heard the term active listening before? It is the title given to a set of rules for being on the receiving end of a communication interaction. Active listening is a

developed skill - and if you follow these basic rules, I think you'll see an improvement in your communication with others."

(For each rule, use an example of communication that could take place at the checkpoint - between supervisor and screener, screeners and passengers, etc.)

#1 Stop talking. If you really want to be an effective listener, stop what you are doing. Eliminate distractions. Give full attention. Show the person that you really want to listen.

"My supervisor comes to me needing to discuss a problem. I need to stop whatever I'm doing and show that I am ready to hear what they have to say."

#2 Put the person at ease. Get relaxed yourself. Use door-openers like, "what's up?"

"Anything I can help you with?" Don't rush, give them time - unhurried. Be alert to posture and nonverbal clues.

"Using a friendly opening sends the message that I'm eager to hear what they have to say and I value their opinion. Putting the person at ease is setting the stage for a positive communication interaction."

#3 Don't interrupt, especially if the person is upset. Allow for ventilation to occur. Remember, it's only words. Be patient.

"When I interrupt you if you're trying to speak to me, I'm sending the message I don't value what you have to say or don't want to hear it. If I continue to interrupt, are you going to be willing to communicate with me?"

#4 Empathize. Make a statement of regret. Be genuine. Ask them for their help. "I'd like to understand your problem; will you help me?"

"This is a great one for a passenger who may have had a previous problem (i.e. ticket counter). Let the passenger know you are there to help them through the checkpoint and are on their side."

#5 Paraphrase Try to summarize what you've heard and restate it to the person to his/her satisfaction. This often helps defuse tension. It also aids in showing employees that you're trying to understand their situation.

"Have you ever said something to someone, and they heard something completely different. How does the person speaking to me know that I'm hearing and understanding what it is they are saying to me? By my repeating the key points of what they have said they know that their message has been received, and also that I'm interested and receptive to their message."

#6 **Ask open-ended questions.** Use questions for clarification and understanding.
"What do you suggest we do?"

"Who know what an open-ended question is? Simply put, it is any question that cannot be answered yes or no. This says I want to hear your thoughts on the subject, I don't have a pre-conceived conception of what the correct answer is, and I value your opinions."

#7 **Use silence.** Don't be afraid of tension. If any tension exists, time perceptions get terribly distorted.

8# **Allow reflection.** In many cases the best role we can play is that of a sounding board for others. This even allows for a little pressure release.

(re-cap and review the eight rules to active listening)

V. NONVERBAL COMMUNICATION

- Nonverbal communication carries more than **half** the information in any language interaction.
- When verbal communication and nonverbal communication are in conflict, the nonverbal communication should be relied on unless there is specific information to the contrary.

(in an angry tone of voice, tell one of the students that you're happy to see them)

"Did my verbal and non-verbal communications match? Of course not. It is easy for someone to give a false verbal message, but non-verbal communication is very difficult to mask. As you learn more about non-verbal communication, you will be amazed at how well you understand the interactions you are involved in."

- The two classes of nonverbal communication are **intonation** and **body language**.

A. INTONATION

- Intonation could be described as the "melody" of speech.
 1. • voice quality
 - pitch (high, low)
 - nasality
 - extremes of volume
 2. • phonological stress (emphasis)
 - emphasis on words spoken

" The emphasis we put on words can greatly effect the message sent. i.e. You will check wheelchair passengers tomorrow. - **You** will check wheelchair passengers tomorrow. - You **will** check wheelchair passengers tomorrow. - You will check wheelchair passengers **tomorrow**. Each of these statements contain the same words, but the emphasis put on specific words can change the meaning considerably. "

- 3. • Pauses ("traffic control")
 - cognitive pause - allows time to plan for next verbiage
 - social pause - management of speech - regulates turn taking, prevents interruptions by pausing mid-sentence, gives listener time to process information.

B. BODY LANGUAGE

- Body language is any reflexive or non-reflexive movement of part, or all of the body used to communicate a message to the outside world.
- It is important to consider cultural and environmental differences to understand this unspoken communication.
- Classification of body language:
 1. • **Appearance** - the first thing noticed during an interpersonal encounter
Physical characteristics and the manner of dress and grooming provide clues to physical well being, personality, social status, occupation, religion, culture and self-concept.
 2. • **Posture, gait, positions and places** - the way people sit, stand, move, and place themselves in an environment is a visible form of communication. An erect posture and a purposeful gait in our society communicates a sense of well being and assuredness. Leaning forward or toward a person conveys attention.
 3. • **Facial expressions (the masks people wear)** - the face is the most expressive part of the body. It supplies overt and subtle clues assisting in the interpretation of messages. Studies have shown the face reveals the six primary emotions of surprise, fear, anger, disgust, happiness, and sadness. Facial expressions may be used consciously or unconsciously, and may indicate valid messages or masked messages.
 4. • **Eye contact** - ordinarily signals a willingness to communicate. The most important technique of eye management is the look, or the stare. With this we can make or break another person by giving a human or non-human status.
 5. • **Gestures** - occur in most situations to provide emphasis to verbal communication.
 6. • **Touch** - involves reaching through our personal space, into the space of another to interact physically with other people.
 7. • **Space and territory** - personal space or territory is a basic need of all human beings. These zones are described as intimate zone, personal zone, social zone, and the public zone.

(Show the first scenario from the training video (Appendix H). Turn the volume down and ask the class to now identify all of the non-verbal communication taking place. Discussion to follow - allow 5-10 minutes.)

COMMUNICATION

I. THE ROLE OF SECURITY SCREENER

A. PRIMARY CONTACT WITH PASSENGERS

B. FIGURE OF AUTHORITY

C. IMAGE

II. COMMUNICATION

A. TWO-WAY RELATIONSHIP

B. EFFECTIVENESS

C. EVERY INTERPERSONAL BEHAVIOR IS COMMUNICATION

D. VERBAL AND NON-VERBAL

III. VERBAL COMMUNICATION

A. BARRIERS

- 1. POSITIVE AND
NEGATIVE**
- 2. MAY END
COMMUNICATION**

B. ANTAGONISTIC SPEECH

- 1. AWARENESS**
- 2. "ACT" NOT "REACT"**

C. CULTURAL DIFFERENCES

- 1. ALL HUMANS HAVE
SAME BASIC
NEEDS**
- 2. OBLIGATION:
DIGNITY &
RESPECT**

IV. ACTIVE LISTENING

- 1. STOP TALKING**
- 2. PUT PERSON AT EASE**
- 3. DON'T INTERRUPT**
- 4. EMPATHIZE**
- 5. PARAPHRASE**
- 6. OPEN-ENDED QUESTIONS**
- 7. USE SILENCE**
- 8. ALLOW REFLECTION**

V. NON-VERBAL COMMUNICATION

***MORE THAN 1/2
INFORMATION**

***CONFLICT OF VERBAL AND
NON-VERBAL**

A. INTONATION

1. VOICE QUALITY

**2. PHONOLOGICAL
STRESS**

3. PAUSES

B. BODY LANGUAGE

1. APPEARANCE

**2. POSTURE, POSITION,
PLACE**

3. FACIAL EXPRESSIONS

4. EYE CONTACT

5. GESTURES

6. TOUCH

**7. SPACE AND
TERRITORY**

APPENDIX B
THOMAS-KILMANN CONFLICT MODE INSTRUMENT

Thomas Kilmann Conflict Mode Instrument

INSTRUCTIONS

Consider situations in which you find your wishes differing from those of another person. How do you usually respond to such situations?

On the following pages are several pairs of statements describing possible behavioral responses. For each pair, please circle the "A" or "B" statement which is most characteristic of your own behavior.

In many cases, neither the "A" nor the "B" statement may be very typical of your behavior; but please select the response which you would be more likely to use.

THOMAS-KILMANN CONFLICT MODE INSTRUMENT

1. A. There are times when I let others take responsibility for solving the problem.
 B. Rather than negotiate the things on which we disagree, I try to stress those things upon which we both agree.
2. A. I try to find a compromise solution.
 B. I attempt to deal with all of his/her and my concerns.
3. A. I am usually firm in pursuing my goals.
 B. I might try to soothe the others' feelings' and preserve our relationship.
4. A. I try to find a compromise solution.
 B. I sometimes sacrifice my own wishes for the wishes of the other person.
5. A. I consistently seek the other's help in working out a solution.
 B. I try to do what is necessary to avoid useless tensions.
6. A. I try to avoid creating unpleasantness for myself.
 B. I try to win my position.
7. A. I try to postpone the issue until I have some time to think it over.
 B. I give up some points in exchange for others.
8. A. I am usually firm in pursuing my goals.
 B. I attempt to get all concerns and issues immediately out in the open.
9. A. I feel that differences are not always worth worrying about.
 B. I make some effort to get my way.
10. A. I am firm in pursuing my goals.
 B. I try to find a compromise solution.
11. A. I attempt to get all concerns and issues immediately out in the open.
 B. I might try to soothe the other's feelings and preserve our relationship.
12. A. I sometimes avoid taking positions which would create controversy.

- B. I will let the other person have some of his/her positions if he/she lets me have some of mine.
13. A. I propose a middle-ground.
B. I press to get my points made.
14. A. I tell the other person my ideas and ask for his/hers.
B. I try to show the other person the logic and benefits of my position.
15. A. I might try to soothe the other's feelings and preserve our relationship.
B. I try to do what is necessary to avoid tensions.
16. A. I try not to hurt the other's feelings.
B. I try to convince the other person of the merits of my position.
17. A. I am usually firm in pursuing my goals.
B. I try to do what is necessary to avoid useless tensions.
18. A. If it makes other people happy, I might let them maintain their views.
B. I will let other people have some of their positions if they let me have some of mine.
19. A. I attempt get all concerns and issues immediately out in the open.
B. I try to postpone the issue until I have had some time to think it over.
20. A. I attempt to immediately work through our differences.
B. I try to find a fair combination of gains and losses for both of us.
- 21.. A. In approaching negotiations, I try to be considerate of the other person's wishes.
B. I always lean toward a direct discussion of the problem.
22. A. I try to find a position that is intermediate between his/hers and mine.
B. I assert my wishes.
23. A. I am very often concerned with satisfying all our wishes.
B. There are times when I let others take responsibility for solving the

problem.

24. A. If the other's position seems very important to him/her, I would try to meet his/her wishes.
B. I try to get the other person to settle for a compromise.
25. A. I try to show the other person the logic and benefits of my position.
B. In approaching negotiations, I try to be considerate of the other person's wishes.
26. A. I propose a middle ground.
B. I am nearly always concerned with satisfying all our wishes.
27. A. I sometimes avoid taking positions that would create controversy.
B. If it makes other people happy, I might let them maintain their views.
28. A. I am usually firm in pursuing my goals.
B. I usually seek the other's help in working out a solution.
29. A. I propose a middle ground.
B. I feel that differences are not always worth worrying about.
30. A. I try not to hurt the other's feelings.
B. I always share the problem with the other person so that we can work it out.

SCORING THE THOMAS-KILMANN CONFLICT MODE INSTRUMENT

Circle the letters below which you circled on each item of the questionnaire.

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawal)	Accommodating (smoothing)
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A

Total number of items circled in each column:

Competing	Collaborating	Compromising	Avoiding	Accommodating
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YOUR SCORES ON THE THOMAS-KILMANN CONFLICT MODE INSTRUMENT

	Competing	Collab- orating	Compro- mising	Avoid- ing	Accom- modating
100%	12		12	12	12
				11	11
	11	12	11	10	10
90%	10	11	10	9	9
					8
HIGH					
25%	9	10			7
	8		9	8	
80%		9			6
	7		8		
70%				7	
60%	6				
		8		6	5
			7		
MIDDLE					
50%	5	7			
	4		6	5	4
30%			5		
		6			
20%	3			4	
		5			
			4		
LOW					
25%	2	4		3	3
		3	3		
		2	2	2	2
	1	1	1	1	1
0%	0	0	0	0	0

INTERPRETING THOMAS-KILLMAN

A) - Competing is assertive & uncooperative.

- “Might makes right”

B) - Collaborating is assertive & cooperative.

- “Two heads are better than one”

C) - Compromising is intermediate in both assertiveness & cooperativeness.

- “Split the difference”

D) - Avoiding is unassertive & uncooperative.

- “Leave well enough alone”

E) - Accommodating is unassertive & cooperative.

- “Kill your enemies with kindness”

A) - Competing:

High score

- Are you surrounded by “yes” people?
- Are subordinates afraid to admit their ignorances & uncertainties to you?

Low score

- Do you often feel powerless in situations?
- Do you have trouble taking a firm stand, even when you see the need?

B) - Collaborating:

High score

- Do you spend time discussing issues in depth that do not seem to deserve it?
- Does your collaborative behavior fail to generate collaboration from others?

B) - Collaborating (continued):

Low score

- Is it hard for you to see differences as opportunities to learn or solve problems?
- Are subordinates uncommitted to your decisions or policies?

C) - Compromising:

High score

- Do you try so hard to compromise that you lose sight of larger issues?
- Does emphasis on bargaining create a climate of gamesmanship?

Low score

- Are you too sensitive or embarrassed to be able to bargain effectively?
- Do you find it hard to make concessions?

D) - Avoiding:

High score

- Does your coordination suffer because people don't receive your input?
- Does it often appear that people are "walking on eggshells"?
- Are decisions on important issues often made by default?

Low score

- Do you find that you hurt people's feelings or stir up hostilities?
- Do you often feel overwhelmed or under pressure by a number of issues?

E) - Accommodating:

High score

- Do you feel that your own concerns & ideas do not receive attention?
- Is there a problem with lax discipline?

E) - Accommodating (continued):

Low score

- Do you have trouble building good will with others?
- Do others often seem to regard you as unreasonable?
- Do you have trouble admitting to it when you are wrong?
- Do you recognize legitimate exceptions to the rules?
- Do you know when to give up?

APPENDIX C
CONFLICT RESOLUTION

TRAINING SESSION
LESSON #2 CONFLICT RESOLUTION

LITERATURE REVIEW

Conflict is defined as interaction between individuals and groups in which each one attempts to defeat, destroy, or inflict damage on the other because of mutually exclusive goals or values. There are three basic components of conflict: 1) two or more persons involved, 2) a perceived incompatibility between ideas, actions, beliefs, or goals, and 3) the perception of each side that their way is the only way to achieve the goals or objectives.

There are a number of reasons that a conflict may develop. Often a conflict is linked to a breakdown in communication. Communication problems often arise from issues of role perception, verbal communication, and non-verbal communication. These issues can be interpreted incorrectly, leading to stereotypes and aggravated emotions. Conflict may also arise from a conflict of interest. When two people have mutually exclusive goals, a conflict can often arise. The two individuals may feel so strongly about their positions that they are not willing to compromise.

An individual who has had a previous negative interaction with other persons may be agitated by further interaction with security personnel. An individual who is already angry may require very little stimulation to bring them to a point where they will initiate a conflict situation. There are some individuals who have a psychological need to get attention by acting out in a negative and disruptive manner. These people may respond negatively regardless of how they are treated by others.

Understanding response options determines how individuals react to and resolve conflict or difficult situations (Barley, 1977). All people have a dominant pattern of responding to conflict that is learned or reinforced over time.

Frequently in conflict situations, people respond reflexively with their regular response style, unaware of options that might be more appropriate or beneficial. Some people

have different styles in different settings. Some people's response patterns are so strongly ingrained that they react the same way in every situation, whether appropriate or not.

Green and O'Neal (1976) identified five typical response patterns to conflict. People either: a) avoid conflict, b) give in or accommodate others, c) dominate or d) force their own way, seek compromises in which all parties get some of what they want, or e) collaborate with others to discover new solutions that meet the needs of all concerned. Communication is enhanced when the parties involved in a conflict understand the choices they have and deliberately adapt their responses to fit the situation.

Denial is the refusal to recognize the existence, validity, or importance of an issue, often resulting in the refusal to discuss an issue. A person using denial is being both unassertive and uncooperative, resulting in an unresolved issue and unmet needs for both self and others. The goal of denial is to avoid conflict.

If an individual acknowledges that they should deal with a situation but continually puts it off, hoping the conflict will take care of itself, they are responding with denial through postponement. Postponement is an appropriate response to a conflict when the issue is unimportant or when more harm than good might come from addressing the issue. If postponement is chosen, however, a deadline for resolution should be set so that the problem is addressed eventually.

Accommodation is yielding to or complying with the wishes of another person or group. When people place the needs and concerns of others above their own, they are accommodating. The goal of accommodation is to maintain harmony or please others, even when it means giving in on issues or smoothing over differences.

Domination or force, when used as a resolution strategy, involves the use of position, authority, influence or insistence to settle a conflict. When people use this style, they seek to meet their own needs and concerns at the expense of others. This is the most aggressive and least cooperative style.

Compromise is the settling of conflicts or differences by mutual concessions.

When people compromise they assert what they want and cooperate with others. A compromise solution meets some needs of each conflicting party.

Collaboration is a process of assertion in which parties cooperate with each other to understand each others' concerns, needs, and goals, and to explore alternatives that address these concerns fully and to everyone's satisfaction. Because this is the most demanding conflict management style, its use is not always appropriate. If a speedy decision is needed, if the parties involved are not committed to seeking mutually satisfying outcomes, or if trust or communication skills are lacking, one of the other options may be more appropriate.

CHECKPOINT SECURITY SUPERVISORS (CSS)
TRAINING WORKSHOPS
LESSON # 2 CONFLICT RESOLUTION

A. OBJECTIVE

Through the use of lecture, discussions, and multi-media presentations, the students will be introduced to the concepts of effective conflict resolution skills.

B. LESSON TIME REQUIREMENTS

This training workshop has been designed for completion in approximately 90 minutes.

C. MATERIALS REQUIRED

- outline transparencies (follows in this appendix)
- training tape (Appendix H)

D. EQUIPMENT NEEDED

- television and VCR
- overhead projector

LESSON #2 CONFLICT RESOLUTION

I. INTRODUCTION

- review of previous session
- overview of this session and sessions to follow

II. WHAT IS CONFLICT?

- Conflict is defined as interaction between individuals and groups in which each one attempts to defeat, destroy, or inflict damage on the other because of mutually exclusive goals or values.

(Show second scenario from training tape, instructing students to identify the reasons why the passenger was upset and to explain how this created a conflict situation. Discussion to follow should be limited to approximately 4 minutes.)

“In your role as supervisors you will come into contact with people whose goals, wants, or needs may be different from your own. These people may include your subordinates, passengers, aircrew and management. In this session we will be discussing ways to recognize conflict, methods to avoid conflict situations, and resolution methods for conflicts that have already developed.”

(Ask participants to identify reasons that conflicts arise between themselves and their screeners, and between themselves and passengers. Discussion time should be limited to approximately 5 minutes.)

III. WHY DOES CONFLICT HAPPEN?

- There are several reasons that a conflict can develop between two or more people. We're going to talk about some of the more common reasons that you may encounter.

A. COMMUNICATION PROBLEM

- Can arise from issues of role perception, verbal communication, and non-verbal communication.

- Your body language can communicate a different message than your words.
- The way you stand, hold your arms, the expression on your face may all be interpreted differently by different people.
- The person may perceive you differently than you perceive yourself--they may misinterpret what you say.
- Role perception--the way someone perceives you affects how they hear you. You can't change someone's stereotype about you, but you can try to recognize and deal with it effectively.
- Sometimes the way in which you say something is even more important than the words that you use, especially when dealing with someone who is already angry or frustrated.

B. CONFLICT OF INTEREST

- When two people have what they perceive to be very different goals, a conflict can often arise.
- The two individuals involved may feel so strongly about their positions that they are not willing to compromise.

(Ask participants what the passengers want when they come to the checkpoint, what do you need from them, and what is the ultimate goal for both parties. This discussion should illustrate that conflicts can arise even when two parties have similar ultimate goals. The discussion should be limited to approximately 5 minutes.)

“For example, the passenger may view the security check as interfering with their flight when in reality it is a protection for them. The passenger may not want to take the time to go through the proper screening procedures, or may be unwilling to wait in line, while the screeners and supervisors cannot ignore their responsibility and must carry out their job. In reality, both parties want to achieve the same end result--getting the passenger on the plane--the conflict arises because they have different ideas about how that should happen.”

C. INCREASED INTERACTION

- A passenger who has already had a negative experience with airline employees or airport employees, friends or family members may be agitated by further interaction with security personnel.
- An individual who is already angry may require very little stimulation to bring them to a point where they may become a problem.

D. DIFFICULT PASSENGER

- There are some individuals who have a psychological need to get attention by acting out in a negative or disruptive manner.
- Other people may be upset and feel that no one will listen to them unless they make a lot of noise and cause a scene.
- These people may respond negatively regardless of how they are treated by others.

E. PRE-EXISTING CONDITION NOT RELATED TO SCREENING

- A passenger who feels that they have been mistreated or who has experienced some trouble on his way to the airport, with their flight schedule, etc. may take their negative feelings out on the next person that they come in contact with.
- These passengers can be classified as upset passengers. A passenger could be upset for a number of reasons.

(Ask participants to identify some of the reasons that passengers may be upset when they come to the checkpoint. This discussion should be limited to approximately 10 minutes.)

These reasons include:

- He was already upset at someone or something else.
- He is tired, stressed, or frustrated.
- He feels that no one will listen to him unless he yells and makes a lot of noise.
- He will use any excuse to prove he is right, whether he is or not.
- You or someone in your organization was rude, indifferent, or discourteous to him.
- He doesn't feel he was listened to.
- He feels he can manipulate you to get what he wants if he makes a lot of noise.
- He has made a wrong assumption about what your organization would do for him.
- You or someone in your organization argued with him.
- He was told he has no right to be angry or that the problem was his fault.
- He was given a flip or smart reply.

IV. PREVENTION

- There are times when you may be able to avoid a conflict situation entirely. This is obviously preferable to becoming engaged in a conflict.

A. STOP IT BEFORE IT BECOMES A PROBLEM THROUGH AVOIDANCE

- If derogatory comments are made towards the screener or supervisor by the passenger, the best way to handle that is just by ignoring that it has been said. The person may be trying to make you angry to draw you into an argument.

V. RESOLUTION

- If a conflict situation does develop, it should be resolved quickly and correctly. There are several factors to keep in mind when dealing with difficult passengers.

(Show second scenario from training tape, asking participants to keep the scenario in mind as resolution methods are discussed.)

A. UNDERSTAND AND EVALUATE THE PASSENGER'S ATTITUDE

- The passenger's behavior will often give clues to the motivation behind their attitude.
- The passenger's verbal and non-verbal communication can be interpreted in order to determine the reason(s) that the passenger is upset. In turn, this can be used to help resolve the conflict.

B. TAKE INTO CONSIDERATION THAT AS A SUPERVISOR, YOU ARE A ROLE MODEL

- The way in which you deal with the conflict situation will not only have an effect on the passenger, but will also affect your subordinates. A supervisor's judgment in handling the situation is an example for screeners to use the same techniques for a later conflict.

(Explain to participants that these techniques are not in any specific order. In addition, each technique will not be used every time a conflict situation is encountered. Each conflict will be a different scenario that will need to be handled in its own unique way. The three steps in determining which techniques to use are:

- 1. assess the situation*
- 2. choose appropriate techniques*
- 3. implement techniques*

The techniques that will be more commonly used are listed first. Additional techniques are listed at the end as possible alternative selections.)

C. TECHNIQUES

- There are a number of methods that can be used to handle conflict situations and resolve them effectively.
 1. PROBE FOR MORE INFORMATION
 - Try to find out exactly why the passenger is upset and what can be done to resolve the problem.
 2. REPEAT THEIR CONCERN TO MAKE SURE YOU'VE UNDERSTOOD
 - If there is any doubt about why the passenger is upset, don't assume you understood exactly what they meant. Repeat what you believe they meant to eliminate any confusion.
 3. APOLOGIZE FOR THE SITUATION
 - The passenger may be upset due to a situation that has nothing to do with you, however, the words "I'm sorry" (e.g., I'm sorry for the delay, I'm sorry you had to wait, I'm sorry I can't do more to help you) can often go a long way toward calming an upset passenger.
 4. STATE YOU WANT TO HELP
 - If the passenger realizes that you are willing to help, they often will be more cooperative.
 5. USE THE THREE F'S: FEEL, FELT, FOUND
 - "I understand how you could feel that way. Others have felt that way too. And then they found, after an explanation, that the checkpoint protected them, so it made sense."
 6. VERBALLY CUSHION THE PASSENGER'S CONCERNS
 - Let them know that you understand the root of their concern and acknowledge its importance (e.g., "I understand how you feel.")

(The following techniques will likely be used less often than those listed above, but are equally effective in resolving conflict situations.)

7. SHOW YOU VALUE THEIR PATRONAGE
 - The passenger is a customer of the airlines and therefore indirectly a customer of yours. Let them know that they are appreciated.
8. EXPLAIN OPTIONS OR ASK WHAT THEY WOULD LIKE TO HAVE HAPPEN--GIVE ALTERNATIVES
 - Explain all of the options open to the passenger, and ask them which option best suits the end that they wish to reach.
9. DECIDE ON A SOLUTION
 - Help the passenger understand the options and choose the one that suits them best.
10. SUMMARIZE ACTIONS TO BE TAKEN--YOURS AND THEIRS
 - Explain their role and yours in each of the available options.
11. IMPLEMENT THE SOLUTION
 - Once a choice has been made, quickly resolve the situation and get the passenger on their way.
12. EVALUATE THE SOLUTION
 - If the solution chosen proves to be wrong, don't just forget about it--keep the experience in mind for reference should a similar conflict arise.
13. END PLEASANTLY
 - Leave the passenger with a pleasant closing remark. Even if they are rude to you, maintaining your pleasant demeanor will set an example for the screeners and may even calm the passenger.

VI. REINFORCEMENT EXERCISES

(Review conflict resolution techniques shown in the scenario, discuss what the screener and supervisor did right and what they did wrong. If time permits, ask participants for examples of conflict situations that they resolved effectively.)

CHECKPOINT SECURITY SCREENER
TRAINING WORKSHOPS
LESSON #2 CONFLICT RESOLUTION

A. OBJECTIVE

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B. LESSON TIME REQUIREMENTS

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C. MATERIALS REQUIRED

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- training tape (Appendix H)

D. EQUIPMENT NEEDED

- television and VCR
- overhead projector

LESSON #2 CONFLICT RESOLUTION

I. INTRODUCTION

- review of previous session
- overview of this session

II. WHAT IS CONFLICT?

- Conflict is defined as interaction between individuals and groups in which each one attempts to defeat, destroy, or inflict damage on the other because of mutually exclusive goals or values.

(Show second scenario from training tape, instructing participants to identify the reasons why the passenger was upset and to explain how this created a conflict situation. Discussion to follow should be limited to approximately 4 minutes.)

“In your role as screeners you will come into contact with people whose goals, wants, or needs may be different from your own. These people may include your fellow screeners, passengers, aircrew and management. In this session we will be discussing ways to recognize conflict, methods to avoid conflict situations, and resolution methods for conflicts that have already developed.”

(Ask participants to identify reasons that conflicts arise between themselves and other screeners, and between themselves and passengers. Discussion time should be limited to approximately 5 minutes.)

III. WHY DOES CONFLICT HAPPEN?

- There are several reasons that a conflict can develop between two or more people. We're going to talk about some of the more common reasons that you may encounter.

A. COMMUNICATION PROBLEM

- Can arise from issues of role perception, verbal communication, and non-verbal communication.
- Your body language can communicate a different message than your words.
- The way you stand, hold your arms, the expression on your face may all be interpreted differently by different people.
- The person may perceive you differently than you perceive yourself--they may Role perception--the way someone perceives you affects how they hear you. You can't change someone's stereotype about you, but you can try to recognize and deal with it effectively.
- Sometimes the way in which you say something is even more important than the words that you use, especially when dealing with someone who is already angry or frustrated.

B. CONFLICT OF INTEREST

- The two individuals involved may feel so strongly about their positions that they are not willing to compromise.

(Ask participants what the passengers want when they come to the checkpoint, what do you need from them, and what is the ultimate goal for both parties. This discussion should illustrate that conflicts can arise even when two parties have similar ultimate goals. The discussion should be limited to approximately 5 minutes.)

“For example, the passenger may view the security check as interfering with their flight when in reality it is a protection for them. The passenger may not want to take the time to go through the proper screening procedures, or may be unwilling to wait in line, while the screeners and supervisors cannot ignore their responsibility and must carry out their job. In reality, both parties want to achieve the same end result--getting the passenger on the plane--the conflict arises because they have different ideas about how that should happen.”

C. INCREASED INTERACTION

- A passenger who has already had a negative experience with airline employees or airport employees, friends or family members may be agitated by further interaction with security personnel.
- An individual who is already angry may require very little stimulation to bring them to a point where they may become a problem.

D. DIFFICULT PASSENGER

- There are some individuals who have a psychological need to get attention by acting out in a negative or disruptive manner.
- Other people may be upset and feel that no one will listen to them unless they make a lot of noise and cause a scene.
- These people may respond negatively regardless of how they are treated by others.

E. PRE-EXISTING CONDITION NOT RELATED TO SCREENING

- A passenger who feels that they have been mistreated or who has experienced some trouble on his way to the airport, with their flight schedule, etc. may take their negative feelings out on the next person that they come in contact with.
- These passengers can be classified as upset passengers. A passenger could be upset for a number of reasons.

(Ask participants to identify some of the reasons that passengers may be upset when they come to the checkpoint. This discussion should be limited to approximately 10 minutes.)

These reasons include:

- He was already upset at someone or something else.
- He is tired, stressed, or frustrated.
- He feels that no one will listen to him unless he yells and makes a lot of noise.
- He will use any excuse to prove he is right, whether he is or not.
- You or someone in your organization was rude, indifferent, or discourteous to him.
- He doesn't feel he was listened to.
- He feels he can manipulate you to get what he wants if he makes a lot of noise.
- He has made a wrong assumption about what your organization would do for him.
- You or someone in your organization argued with him.
- He was told he has no right to be angry or that the problem was his fault.
- He was given a flip or smart reply.

IV. RECOGNIZING AGGRESSIVE BEHAVIOR

"In order to effectively deal with a volatile situation, it is important that aggressive behavior is recognized. The sooner you realize that a person is upset and potentially volatile, the easier it will be to appraise and handle the situation."

A. VERBAL CUES

- Aggressive people may demonstrate their feelings through words; it is important to listen not only to what the person says but how they say it.

1. INTONATION

- Intonation refers to the tone of voice that a person uses when speaking.
- If the person is using a louder than normal tone of voice, this could very well indicate they are angry and feeling aggressive.
- The passenger may also punctuate certain words, believing that this makes their message clearer.
- This method of speech should indicate to you that the person is upset and is looking for someone to pay attention to them.

2. TRIGGER WORDS

- A person may use trigger words that are designed to provoke a hostile response from you.
- Some people may be so angry that they are looking for someone to argue with.
- They may try to start an argument through the use of trigger words.

“Some examples of trigger words are accusatory statements, where the person blames you for the situation (i.e. “This is all your fault,” or “If you knew how to do your job, this wouldn’t be happening”) and the use of insults or demeaning terms.”

- People may insult you or intentionally say demeaning things because they want you to be angry.
- The key to effective resolution of the situation is to recognize the behavior and remember that the person would be saying things to anyone in your position.

“You should ignore their comments and focus on resolving the situation. Remember that you will probably never see this person again and that you are expected to be the professional in this situation.”

B. NON-VERBAL CUES

- Aggressive people also demonstrate their feelings through behavior; this behavior can sometimes indicate a person’s attitude before any words are spoken.
- A key to recognizing non-verbal cues is to remember that angry people will often make these cues very obvious because they want someone to notice that they are upset.

1. BODY LANGUAGE

- An aggressive person may demonstrate their feelings through the use of body language.

“If the person displays any of the following characteristics, they may present a potential problem: clenched fists, tight lips, tense body posture, flared nostrils, red face, and wide open eyes.”

2. GESTURES

- The aggressive person may also use overt gestures to demonstrate their feelings. They may wave their arms, point, or pace to show that they are upset.

3. PERSONAL SPACE

- Aggressive people often use personal space to attempt to anger or intimidate others.
- if the person moves into your personal space, they may be trying to upset you or to make you back down.

C. SCENARIO

(show third scenario and discuss recognizing aggressive behavior)

V. PREVENTION

- There are times when you may be able to avoid a conflict situation entirely. This is obviously preferable to becoming engaged in a conflict.

A. STOP IT BEFORE IT BECOMES A PROBLEM THROUGH AVOIDANCE

- If derogatory comments are made towards the screener by the passenger, the best way to handle that is just by ignoring that it has been said. The person may be trying to make you angry to draw you into an argument.

VI. RESOLUTION

- If a conflict situation does develop, it should be resolved quickly and correctly. There are several factors to keep in mind when dealing with difficult passengers.

A. UNDERSTAND AND EVALUATE THE PASSENGER'S ATTITUDE

- The passenger's behavior will often give clues to the motivation behind their attitude.
- The passenger's verbal and non-verbal communication can be interpreted in order to determine the reason(s) that the passenger is upset. In turn, this can be used to help resolve the conflict.

B. TAKE INTO CONSIDERATION THAT AS A SCREENER, YOU ARE A ROLE MODEL

- The way in which you deal with the conflict situation will not only have an effect on the passenger, but will also affect other screeners. A screener's judgment in handling the situation is an example for other screeners to use the same techniques for a later conflict.

(Explain to participants that these techniques are not in any specific order. In addition, each technique will not be used every time a conflict situation is encountered. Each conflict will be a different scenario that will need to be handled in its own unique way. The three steps in determining which techniques to use are:

- 1. assess the situation*
- 2. choose appropriate techniques*
- 3. implement techniques*

The techniques that will be more commonly used are listed first. Additional techniques are listed at the end as possible alternative selections.)

C. TECHNIQUES

- There are a number of methods that can be used to handle conflict situations and resolve them effectively.
 1. PROBE FOR MORE INFORMATION
 - Try to find out exactly why the passenger is upset and what can be done to resolve the problem.

2. REPEAT THEIR CONCERN TO MAKE SURE YOU'VE UNDERSTOOD
 - If there is any doubt about why the passenger is upset, don't assume you understood exactly what they meant. Repeat what you believe they meant to eliminate any confusion.
3. APOLOGIZE FOR THE SITUATION
 - The passenger may be upset due to a situation that has nothing to do with you, however, the words "I'm sorry" (e.g., I'm sorry for the delay, I'm sorry you had to wait, I'm sorry I can't do more to help you) can often go a long way toward calming an upset passenger.
4. STATE YOU WANT TO HELP
 - If the passenger realizes that you are willing to help, they often will be more cooperative.
5. USE THE THREE F'S: FEEL, FELT, FOUND
 - "I understand how you could feel that way. Others have felt that way too. And then they found, after an explanation, that the checkpoint protected them, so it made sense."
6. VERBALLY CUSHION THE PASSENGER'S CONCERNS
 - Let them know that you understand the root of their concern and acknowledge its importance (e.g., "I understand how you feel.")

(The following techniques will likely be used less often than those listed above, but are equally effective in resolving conflict situations.)

7. SHOW YOU VALUE THEIR PATRONAGE
 - The passenger is a customer of the airlines and therefore indirectly a customer of yours.
Let them know that they are appreciated.
8. EXPLAIN OPTIONS OR ASK WHAT THEY WOULD LIKE TO HAVE HAPPEN--GIVE ALTERNATIVES
 - Explain all of the options open to the passenger, and ask them which option best suits the end that they wish to reach.
9. DECIDE ON A SOLUTION
 - Help the passenger understand the options and choose the one that suits them best.
10. SUMMARIZE ACTIONS TO BE TAKEN--YOURS AND THEIRS
 - Explain their role and yours in each of the available options.
11. IMPLEMENT THE SOLUTION
 - Once a choice has been made, quickly resolve the situation and get the passenger on their way.
12. EVALUATE THE SOLUTION
 - If the solution chosen proves to be wrong, don't just forget about it--keep the experience in mind for reference should a similar conflict arise.
13. END PLEASANTLY
 - Leave the passenger with a pleasant closing remark. Even if they are rude to you, maintaining your pleasant demeanor will set an example for the screeners and may even calm the passenger.

CONFLICT RESOLUTION

I. INTRODUCTION

II. WHAT IS CONFLICT?

III. WHY DOES CONFLICT HAPPEN?

A. COMMUNICATION PROBLEMS

B. CONFLICT OF INTEREST

C. INCREASED INTERACTION

D. DIFFICULT PASSENGER

E. PRE-EXISTING CONDITION

NOT RELATED TO SCREENING

IV. RECOGNIZING AGGRESSIVE BEHAVIOR

A. VERBAL CUES

1. INTONATION

2. TRIGGER WORDS

B. NON-VERBAL CUES

1. BODY LANGUAGE

2. GESTURES

3. PERSONAL SPACE

C. SCENARIO

V. PREVENTION

- A. STOP IT BEFORE IT BECOMES
A PROBLEM THROUGH AVOIDANCE**

VI. RESOLUTION

- A. UNDERSTAND AND EVALUATE
THE PASSENGER'S ATTITUDE**
- B. TAKE INTO CONSIDERATION
THAT AS A SCREENER, YOU ARE
A ROLE MODEL**
- C. TECHNIQUES**
 - 1. PROBE FOR MORE
INFORMATION**
 - 2. REPEAT THEIR CONCERN TO
ENSURE YOU'RE
UNDERSTOOD**
 - 3. APOLOGIZE FOR THE
SITUATION**
 - 4. STATE YOU WANT TO
HELP**
 - 5. USE THE THREE F'S: FEEL,
FELT, FOUND**
 - 6. VERBALLY CUSHION THE
PASSENGER'S
CONCERNS**
 - 7. SHOW YOU VALUE THEIR
PATRONAGE**

8. EXPLAIN OPTIONS OR ASK WHAT THEY WOULD LIKE TO HAPPEN--GIVE ALTERNATIVES
9. DECIDE ON A SOLUTION
10. SUMMARIZE ACTIONS TO BE TAKEN--YOURS AND THEIRS
11. IMPLEMENT THE SOLUTION
12. EVALUATE THE SOLUTION
13. END PLEASANTLY

APPENDIX D
DIFFUSING VOLATILE SITUATIONS

TRAINING SESSION
LESSON #3 DIFFUSING VOLATILE SITUATIONS

LITERATURE REVIEW

Diffusing volatile situations is ultimately an extension of conflict resolution. There are times when an individual can use all the techniques of communication to resolve a conflict situation, but nothing will seem to work. Nothing can resolve the situation until it becomes volatile leaving no other choice but for drastic action to be taken. Sometimes this action can include relying on superiors or legal authority to help remedy the situation.

The same communication techniques are used, the only difference is there are additional participants involved in resolving the situation. If a conflict arises and cannot be resolved by the parties involved originally, a third party may have to be called upon to use the same communication techniques to objectively resolve the situation. The breakdown in communication by the parties involved cannot be overcome and a simple conflict situation progresses into a volatile situation. In many cases, the objectivity and authority of the individual called upon can automatically diffuse the volatile situation from progressing further. Unfortunately this will not occur in all cases.

It is important to recognize and anticipate a trouble situation before it occurs. Recognizing aggressive behavior is a way to effectively deal with a volatile situation. The sooner you realize that a person is upset and potentially volatile, the easier it will be to appraise and handle the situation. Aggressive people may demonstrate their feelings through words. How and what an individual says is extremely important. The intonation of one's voice, trigger words. These are forms of verbal cues.

Non-verbal cues can also be used to recognize aggressive behavior. The body language, gestures, and personal space of an individual can be interpreted and can yield to a wealth of information.

Listening skills are valid to consider when responding to aggressive behavior. You cannot control another person's behavior, but how you respond to their behavior can affect the outcome of the situation.

When all of these communication techniques have been utilized and still the problem exists, it becomes time to defer to other authorities using telecommunication or electronic communication; whatever is available. Unfortunately, there are situations which cannot be resolved through the use of effective communication. Some situations may require the intervention of other personnel.

CHECKPOINT SECURITY SUPERVISOR (CSS)
TRAINING WORKSHOPS
LESSON #3 DIFFUSING VOLATILE SITUATIONS

A. OBJECTIVE

Through the use of lecture, discussions, exercises, and multi-media presentations, the participants of the workshop will be introduced to some skills that will demonstrate how to diffuse volatile situations.

B. LESSON TIME REQUIREMENTS

This training workshop has been designed to last approximately 90 minutes.

C. MATERIALS REQUIRED

- training tape (Appendix H).

D. EQUIPMENT REQUIRED

- monitor and VCR, and overhead projector

LESSON #3 DIFFUSING VOLATILE SITUATIONS

I. BRIEF INTRODUCTION

“In the first two sessions effective methods of communication and conflict resolution skills were discussed. In this session different ways to recognize and diffuse volatile situations will be discussed. The final session shall discuss management and leadership skills.”

(A videotaped scenario [Appendix H] will demonstrate someone diffusing volatile techniques, and should stimulate the workshop participants to share some of their actual experiences.)

II. RECOGNIZING AGGRESSIVE BEHAVIOR

“In order to effectively deal with a volatile situation, it is important that aggressive behavior is recognized. The sooner you realize that a person is upset and potentially volatile, the easier it will be appraise and handle the situation.”

A. VERBAL CUES

- Aggressive people may demonstrate their feelings through words; it is important to listen not only to what the person says but how they say it.

1. INTONATION

- Intonation refers to the tone of the voice that a person uses when speaking.
- If the person is using a louder than normal tone of voice, this could very well indicate they are angry and feeling aggressive.
- The passenger may also punctuate certain words, believing that this makes their message clearer.
- This method of speech should indicate to you that the person is upset and is looking for someone to pay attention to them.

2. TRIGGER WORDS

- A person may use trigger words, that are designed to provoke a hostile response from you
- Some people may be so angry that they are looking for someone to argue with.
- They may try to start an argument through the use of trigger words.

“Some **examples** of trigger words are accusatory statements, where the person blames you for the situation (i.e. “This is all your fault,” or “If you knew how to do your job, this wouldn’t be happening”) and the use of insults or demeaning terms.”

- People may insult you or intentionally say demeaning things because they want you to be angry.
- The key to effective resolution of the situation is to recognize the behavior and remember that the person would be saying things to anyone in your position.

“You should ignore their comments and focus on resolving the situation. Remember that you will probably never see this person again and that you are expected to be the professional in this situation.”

B. NON-VERBAL CUES

- Aggressive people also demonstrate their feelings through behavior; this behavior can sometimes indicate a person’s attitude before any words are spoken.
- A **key** to recognizing non-verbal cues is to remember that angry people will often these cues very obvious because they want someone to notice that they are upset.

1. BODY LANGUAGE

- An aggressive person may demonstrate their feelings through the use of body language.

“If the person displays any of the following characteristics, they may present a potential problem: clenched fists, tight lips, tense body posture, flared nostrils, red face, and wide open eyes.”

2. GESTURES

- The aggressive person may also use overt gestures to demonstrate their feelings. They may wave their arms, point, pace to show that they are upset.

3. PERSONAL SPACE

(overhead demonstrates the areas of personal space)

- Aggressive people often use personal space to attempt anger or intimidate others.
- If the person moves into your personal space, they may be trying to upset you or make you back down.

t

C. SCENARIO

(show film to discuss recognizing aggressive behavior)

III. RESPONDING TO AGGRESSIVE BEHAVIOR

“You cannot control another person’s behavior, but how you respond to their behavior can affect the outcome of the situation.”

A. LISTENING SKILLS

- It is important to listen effectively so that you understand the passenger’s concerns and can deal with the problem correctly.
- Sometimes the most effective response is to let the other person state their position.
- There are people who want nothing more than for someone to listen to them and sympathize.

“There are some **key points** to remember in order to listen effectively.

1. **Stop talking and listen.** Don’t assume you know what is bothering the person; wait for them to voice their feelings, then you can remedy the situation correctly.

2. **Focus on “what” not “who”.** Don’t focus on the individual, focus on the situation and what can be done to resolve it (Situational awareness)

3. **Avoid letting emotional words block the message** Angry or aggressive people may attack you personally; don’t let insults or accusations distract your attention. Focus on the conflict and how to resolve it.

4. **Maintain eye contact.** Avoiding eye contact may incite further someone who is already upset.”

B. WORDS THAT MAKE A DIFFERENCE

- The use of certain words or phrases can have a calming affect on an upset person.

1. USE “I” STATEMENTS

- Start sentences with “I” instead of “you”;

For example: “I understand your (feelings, concerns, anger), perhaps there is something I can do to help.” This type of statement is more effective with an angry person saying something like “You should have checked this with your baggage,” “You should have known that you can’t bring this on the airplane,” or “You’re supposed to be at the gate fifteen minutes before your scheduled departure time.”

- Telling the passenger that the situation is their fault (even though it may be their fault) only makes them angrier and complicates the resolution process.

2. DON’T PLACE BLAME

- Concentrate on a solution or remedy instead of who is at fault.
- If the passenger blames you, don’t argue with them: ignore their accusations and look for a way to solve the problems.

3. TAKE RESPONSIBILITY

- A passenger will often be calmed if you offer assistance.

“Do not say “It’s not my job or “That’s the (airline’s, airport’s, etc.) problem.” Ask the person how you can help them or solve their problem.”

4. USE VERBAL CUSHIONS

- Soothing tones, and phrases such as “please,” “Thank you,” and “I’m sorry” can go along way toward calming an upset person.

5. FORM A TEAM

- Assert that you and the upset person are “on the same side” They want to get to their flight, and you want them to get there ,too.
- Show them that you both want the same end result, but there are steps which must be taken before that point can be reached

C. SCENARIO

(Show film to demonstrate and discuss diffusing volatile situation)

IV. DEFERRING TO OTHER AUTHORITIES

“Unfortunately, there are situations which cannot be resolved through the use of effective communication. Some situations may require the intervention of other personnel, i.e. the police.”

A. TELECOMMUNICATION (i.e. hand-held two way communication radios)

B.ELECTRONIC COMMUNICATION (i.e. emergency warning button)

V. WORKSHOP PARTICIPANTS ASKED TO SHARE THEIR PERSONAL DIFFUSING VOLATILE SITUATION

(If no volunteers use film to aid you if you need to fill for time.

DIFFUSING VOLATILE SITUATIONS

I. BRIEF INTRODUCTION

A. REVIEW OF THE TECHNIQUES ALREADY LEARNED

II. RECOGNIZING AGGRESSIVE BEHAVIOR

A. VERBAL CUES

1. INTONATION

2. TRIGGER WORDS

B. NON-VERBAL CUES

1. BODY LANGUAGE

2. GESTURES

3. PERSONAL SPACE

C. "SEXIST/OFFENSIVE"

LADIES=TIMID DEMO

III. RESPONDING TO AGGRESSIVE BEHAVIOR

A. LISTENING SKILLS

1. STOP TALKING AND LISTEN

2. FOCUS ON "WHAT" NOT "WHO"

**3. AVOID LETTING
EMOTIONAL WORDS
BLOCK THE MESSAGE**

**4. MAINTAIN EYE
CONTACT**

**B. WORDS THAT MAKE A
DIFFERENCE**

1. USE "I" STATEMENTS

2. DON'T PLACE BLAME

3. TAKE

RESPONSIBILITY

**4. USE VERBAL
CUSHIONS**

5. FORM A TEAM

C. SHOW FILM AND DISCUSS

**IV. SUPERVISOR EXPERIENCE
SCENARIO'S**

A. SEVERAL SCENARIOS

**B. SUMMARIZE THE
SUPERVISORS' COMMENTS**

**C. ROLE PLAY TOY GUN
SCENARIO**

**V. DEFERRING TO OTHER
AUTHORITIES**

A. TELECOMMUNICATION (I.E.

**HAND-HELD TWO WAY
COMMUNICATION RADIOS)
B. ELECTRONIC COMMUNI-
CATION (I.E.
EMERGENCY WARNING
BUTTON)**

APPENDIX E
SUPERVISOR SKILLS

SUPERVISOR TRAINING SESSION
LESSON #4 SUPERVISOR SKILLS

LITERATURE REVIEW

Supervisors must possess certain supervisory skills in order to perform their job effectively. The supervisor skills that are necessary are ones that deal with motivation techniques as a means to enhance or alter a subordinate's performance. Most supervisors feel that doing nothing has no effects on performance. In fact, when performance goes unrecognized, over a period of time, employees may change that performance in one of two ways. They may stop performing exceptionally well or they may open the door for undesirable or inappropriate behavior (Daniels, 1994). If people are taking the initiative to go above and beyond what is required, then those behaviors, if they lack a favorable consequence, will at some time stop (Daniels, 1994).

Motivation arises from two places; intrinsically or extrinsically. Intrinsically, an individual can present him or herself with objectives and goals that can sustain that person's reason for proceeding with a certain task. The other is extrinsic. Another person can provide an individual with a common goal or reason for attempting a certain task. The completion of a goal depends highly on the amount of motivation an individual has, regardless of where it originates.

Edward Thorndike proposed the law of effect which states that "rewarding a behavior *increases* the probability that the behavior will be repeated, and punishing a behavior *decreases* the probability that the behavior will be repeated." (Sanzotta, 1977, p 18). For this reason, praising and constructive criticism was chosen to exhibit the positive aspect of the law of effect (Aviation Instructor's Handbook, 1977).

Simply stated, motivation can be defined as the ability to influence change. Keeping in mind that not everyone will be willing to change. A lack of motivation can lead to low productivity, high turnover, absenteeism, and counterproductive behavior (Sanzotta, 1977). If motivation of employees is kept high, the chances for the opposite to happen are quite feasible. If

a supervisor can produce low turnover, low absenteeism, and productive behavior within their workforce and therefore will be viewed as an effective supervisor.

An effective supervisor is an effective leader. He or she is one who can greatly assist a group in pursuing its duties in an organized and meaningful manner. Leadership, by definition, is a relationship between someone who leads and follows. To be an effective leader one must possess all the of the elements that one normally possess in a human relationship, including trust confidence, and true appreciation for the other (McLean & Weitzel, 1992). The supervisor also must provide moral support to his or her subordinates. The primary determinant of how effective and efficient supervisors will be is determined by their:

Technical skills (knowledge and experience)

Situational awareness (the big picture)

Human skills (interpersonal)

A consideration of being an effective supervisor, relates to the need of subordinates to know and understand what is being expected of them. It would be easier for screeners to do well if they received crystal-clear feedback, from the supervisor, on how they are doing. Either well or poorly. To help them succeed, the supervisor must observe them doing something RIGHT- put the accent on the positive (Blanchard & Johnson, 1982).

It is important to focus mainly on giving praise because it comes far less frequently than constructive criticism. When considering an airport security environment, giving praise involves the interaction, at the check point between the supervisor and the screeners. The objective of praise giving is to reward screeners immediately, or as soon as possible, for outstanding performance that did not have to involve formal protocol, such as, filling reports or involve top management. When praising subordinates the supervisor does not have to praise them very long for them to know they have been recognized and seen as an important part of a total operation.

There are three goals of praise. The goals are:

1. To develop an awareness of one's own accomplishment.
2. To practice giving public recognition to others.
3. To become aware of recognition from others.

Constructive criticism is the other side of praise. This can be used just as effectively as praise, but must be phrased carefully in order to bring out the positive in an employee (Daniels, 1994). The purpose of constructive criticism is to alter behavior, not to humiliate. Providing constructive criticism to a subordinate should be done as soon as possible, and in private, and once dealt with its over.

There are three goals of constructive criticism. The goals are:

1. To develop an awareness of one's own shortcomings.
2. To practice giving constructive criticism in an appropriate manner, to others.
3. To become aware of one's response to constructive criticism from others.

CHECKPOINT SECURITY SUPERVISOR (CSS)
TRAINING WORKSHOPS
LESSON #4 SUPERVISOR SKILLS

A. OBJECTIVE

This training session is being conducted to instruct you on motivation techniques as a means to enhancing or altering screener performance. Keep in mind that we are isolating this at the security check point, a very dynamic environment. We will be using praise giving and constructive criticism as forms of motivation. The depth or degree of which does not require formal protocol of letter writing.

B. LESSON TIME REQUIREMENTS

The duration of the lesson is approximately 90 minutes.

C. MATERIALS REQUIRED

- training tape (Appendix H)
- outline transparencies (follows in this appendix)

D. EQUIPMENT NEEDED

- television and VCR
- overhead projector

(Handouts will be given out at the end of the session. There is no need of additional materials or aids.)

LESSON #4 SUPERVISOR SKILLS

I. OUTLINE

(At this point use the overhead to outline the format of the workshop)

- An icebreaker which is geared promote a relaxed environment.
- Two exercises will be used. - see appendices

II. INTRODUCTION

“Most supervisors feel that doing nothing has no effects on performance. In fact it is when performance goes unrecognized, over a period of time, employees may change that performance in one of two ways:

- They may stop performing exceptionally well.
- They may open the door for undesirable or inappropriate behavior.

“If people are taking the initiative to go above and beyond what is required, then those behaviors, if they lack a favorable consequence, will at some time stop.”

III. MOTIVATION

- Motivation can be defined as the ability to influence change.

- Keeping in mind that not every one will be willing to change.
- A lack of motivation can lead to low productivity, high turnover, absenteeism, an counterproductive behavior.

A. EXERCISES

(During this session we will be doing two exercises, one in the area of praise giving and the other in the area of constructive criticism. Each exercise will be used as first hand tool to demonstrate, to you, the emotional feeling associated with receiving public praise and private constructive criticism.)

1. ICEBREAKER

(Begin a discussion with the group in order to "break the ice")

"As a supervisor, what do you consider your role to be within the organization? A 5 MINUTE RESPONSE IS SUFFICIENT."

(It is said that supervisors provide organizations with a complete and productive work-force)

IV EFFECTIVE SUPERVISOR

- An effective supervisor is an effective leader.
- He or she is one who can greatly assist a group in pursuing its duties in an organized and meaningful manner.
- Leadership, by definition, is a relationship between someone who leads and followers.
- To be an effective leader you have to possess all the of the elements that one normally possess in a human relationship, including trust confidence, and true appreciation for the other. You also have to provide moral support to your screeners.
- As a leader one must understand the company's goals and objectives and through your screeners achieve these set goals and objectives.
- Strong motivation beings with clearly defined goals and objectives and ends with participation.
- Without participation the goals cannot be achieved and without clearly defined goals, people lack motivation.

"The primary determinant of how effective and efficient supervisors will be is determined by their:

- **Technical skills (knowledge and experience)**
- **Situational awareness (the big picture)**
- **Human skills (interpersonal)-** Keep in mind the different levels of experience among your screeners"

A. MOTIVATION

- To be an effective supervisor, you and the screeners must be sure of what you, and they, are being asked to do.

“It would be a lot easier for screeners to do well if they received crystal clear feedback, from YOU, on how they are doing. Either well or poorly. You want them to succeed. To help them succeed, you must observe them doing something RIGHT- put the accent on the positive.”

- When one assumes that people know what is expected of them, it creates an ineffective form of environment.
- The way to motivate employees is through feedback on results and their actions.
- To be of value to both the supervisor and the screeners, this should be done immediately or as soon as possible.

(At this point show the overhead and go through the table.)

(Before getting deep into the discussion the facilitator can say the following:)

“It is often possible to enjoy a small gift more than a big one. Yet, we sometimes become so concerned about not being able to do great things for each other that we neglect to do the little things that can be meaningful”.

B. REINFORCERS

- A reinforcer is an event that increases the probability that the response, that is immediately preceding, occur again. There are two types of reinforcers positive and negative.

1. POSITIVE REINFORCERS

- Strengthens a response.
- They are equivalent to rewards.

2. NEGATIVE REINFORCERS

- Are unpleasant stimuli directed toward a screener who engages in unfavorable behaviors or practices.
- Although they are to be used, keep in mind it is better to use positive cushions prior to giving out a constructive criticism.

(This will be expanded on later)

V. REWARDS AND PUNISHMENT

A. WHEN TO USE PRAISE/REWARDS

- Failure to reinforce a response extinguishers that response.

“In other words, if you do not praise specific actions, that action will eventually disappear.”

B. WHEN TO USE POSITIVE REINFORCEMENT

- When a screener is on time, or early, from lunch or break.
- Presenting themselves in a tidy, neat, and alert manner.
- Having an overall good attitude about the job.
- Expresses good feeling about their job to the public.
- Smiling, greets passengers and other users of the facility.
- Getting a target.

C. ADVANTAGES OF PRAISE/REWARDS

- Screeners will continue to do the little things about their job.
- They will be happier with their jobs because they will feel a sense of appreciation.

D. DISADVANTAGES OF PRAISE/REWARDS

- They may reach a plateau where the positive reinforcement do not effect their performance.
- After a period of time employees will begin to expect other extrinsic rewards.

E. WHEN TO USE PUNISHMENT/CONSTRUCTIVE CRITICISM

- When a screener is late from lunch or break.
- Slouching/leaning, not being attentive to the needs of others.
- Not being alert.
- By bad mouthing their job in public.
- Missing the target.

F. ADVANTAGES OF PUNISHMENT/CONSTRUCTIVE CRITICISM

- Screeners should stop the inappropriate behavior and exhibit good traits.
- When the punishment ends and returns to normal, the screeners will feel as if his/her job is better than before.

G. DISADVANTAGES OF PUNISHMENT/CONSTRUCTIVE CRITICISM

- The screener may begin to dislike the job even more.
- The screener may lodge a complaint to higher authorities, for example claiming unfair treatment.
- The screener may eventually quit.

H. HOW TO USE POSITIVE REINFORCEMENT

- Use positive reinforcement often and do not say the same thing to an individual as you did in the past.

I. HOW TO USE NEGATIVE REINFORCEMENT

- The degree of severity is at your discretion. Keep in mind the level of experience of the screener and of his or her past performance.

VI. PRAISE

“We are focusing mainly on giving praise because it comes far less frequently than constructive criticism. At this level, giving praise involves the interaction, at the check point between you and the screeners. The objective of praise giving is to reward screeners immediately, or as soon as possible, for outstanding performance that did not have to involve formal protocol, such as, filling reports or involve top management. When Praising subordinates you do not have to praise them very long for them to know that you notice and that you care.

A. THE GOALS ARE:

1. To develop an awareness of one’s own accomplishment
2. To practice giving public recognition to others
3. To become aware of one’s response to recognition from others.

(The facilitator recommends several possible approaches to giving positive feedback so that participants can find appropriate means of expression even for individuals whom they do not know well or do not feel close to.)

(The facilitator should strongly suggest to the participants)

B. HOW TO GIVE PRAISE

- Always praise in direct relationship to experience.
 - Pay particular attention to newer screeners.
1. Try to be specific when giving positive feedback. E.g. “I like the way you smile at each customer as they approach”.
 2. Write a special, personalized, message to fit the person, rather than a comment that would apply to several persons.
 3. Include every participant, even if you are not too well acquainted with them.
 4. Try telling each person what you have observed as his or her strength(s) or notable success in the group. Do it with meaning.
 5. Maintain steady eye contact. Make it sincere.
 6. Tell each person what it is about them that makes you a little happier.
 7. Do not engage routine praising, after a time it becomes meaningless.

C. PRAISING SCREENERS WORK WELL WHEN:

1. You tell them in advance that you their performance will be observed.
2. Praise people immediately.
3. Tell them what they did right, be specific.
4. Tell them how good you feel about what they did right, and how it helps the organization and the team as a whole.

5. Stop for a moment of silence to let them "feel" how good you feel.
6. Encourage them to do more of the same.
7. If you wish shake hands or touch your screeners in a way that makes it clear that you do support their success in the organization.

EXERCISE 1 (SEE APPENDIX A)

A RECENT OCCASION WHEN THEY HAD THE OPPORTUNITY TO PRAISE THEIR SCREENER

The facilitator then invites each participant to tell the rest of the group what they were told.

(At the end of the exercise, recap go over the main points associated with praising others)

VII. CONSTRUCTIVE CRITICISM

"The purpose of constructive criticism is to alter behavior, not to humiliate. Providing constructive criticism to screeners at the check point should be done as soon as possible, and in private, and once dealt with its over. It is difficult to correct or criticize someone."

A. THE GOALS ARE:

1. To develop an awareness of one's own shortcomings
2. To practice giving constructive criticism in an appropriate manner, to others
3. To become aware of one's response to constructive criticism from others.

(At this point the facilitator recommends several possible approaches to giving instant negative feedback, in a cordial, professional way, so that participants can find appropriate means of expression even for individuals whom they do not know well or do not feel close to.)

B. SUGGESTIONS FOR GIVING REPRIMANDS *(When giving constructive criticism)*

1. Be specific when giving negative feedback.
2. Maintain a personal log of the incidence. Tailor the description to fit the person, rather than a comment that would apply to several persons.
3. Include every participant.

4. Try telling each person what you have observed as his or her shortcoming in the group. Do not linger. Be brief.
5. Keep in mind the experience level of the screener. There should be a direct relationship between experience and the degree of the reprimand.
6. Tell each person what it is about them that you would like to see change for the better.
7. Be objective. Do not allow your relationship with the screener to get involved.
8. Before criticizing the screener, stop for a moment to put things into perspective. Put yourself in their position.

C. CRITICIZING SCREENERS WORK WELL WHEN YOU:

1. Tell them beforehand that you are going to let them know how they are doing.
2. Reprimand your screeners in private.
3. Reprimand people at the most appropriate time for both you and them.
4. Always start by reminding them how much you value their efforts as a team member.
5. Tell them how you feel about what they did wrong, and in no uncertain terms.
6. Stop for a moment of uncomfortable silence to let them feel how you feel.
7. Shake hands, or touch them in a way that lets them know you are honestly on their side.
8. Reaffirm that you think well of them but not of their performance in this situation.
9. Ask for their input. Ask them for suggestions on how they think they can improve/change behavior.
10. Realize that when the reprimand is over, IT'S OVER.
11. At some time in the future when there is a noted change in behavior, go to the screener and praise them for a job well done.

EXERCISE 2 (SEE APPENDIX B)

(conclusion - end the discussion by recapping the key elements the following can be used -keep it short)

DO'S

- Criticize in private
- Criticize each person individually if the incidence involved more than one participants
- Take time out to thing of the most effective way of engaging in constructive criticism
- Do provide constructive criticism at the most appropriate time for both you and the screeners
- Maintain your objectivity, focus on the incident, not on the person.
- Do not be bias.

DON'TS

- Do not engage in public criticism
- Do not allow your relationship, good or bad, to influence the criticism
- Do not linger
- Cushion the criticism with positive reinforcement.

APPENDICES

APPENDIX A

EXERCISE 1 - PRAISE

Have the supervisors get into groups of two, or three if it is an odd number. Ask them to interview each other. Instruct them to tell the other person of a **RECENT OCCURRENCE WHEN THEY PRAISED ONE OF THEIR SCREENERS**. Ask them to report what they were told to the rest of the panel. **FIVE MINUTE LIMIT.**

APPENDIX B

EXERCISE 2 - CONSTRUCTIVE CRITICISM

Have the supervisors get into groups of two, or three if it is an odd number. Ask them to interview each other. Instruct them to tell the other person of a **RECENT OCCURRENCE WHEN THEY ENGAGED IN CONSTRUCTIVE CRITICISM WITH THEIR SCREENERS**. Ask them to report what they were told to the rest of the panel. **FIVE MINUTE LIMIT.**

SUPERVISOR SKILLS:

I. OVERVIEW

- A. MOTIVATION**
- B. TWO EXERCISE**
- C. TIME LIMIT**

II. "AS A SUPERVISOR..."

III. EFFECTIVE SUPERVISOR LEADERSHIP

- A. TECHNICAL SKILLS**
- B. SITUATIONAL AWARENESS**
- C. HUMAN SKILLS**

IV. REWARDS AND PUNISHMENT ADVANTAGES/DISADVANTAGES

V. MOTIVATION

REWARDS

ADVANTAGES

DISADVANTAGES

PUNISHMENT

ADVANTAGES

DISADVANTAGES

A. PRAISE
1. EXERCISE

B. CONSTRUCTIVE CRITICISM
2. EXERCISE

CONCLUSION

APPENDIX F
SUPERVISOR POST-WORKSHOP COMMENTS

APPENDIX F

Supervisor post-training comments

The instruction was first rate. One suggestion would be role playing for supervisors/screeners with a critique from the audience. Often times this method will enable the individual to greatly improve his skills.

1. Don't let one particular person/persons take over the whole seminar. It makes it very hard to have to listen to things that don't relate to the seminar at all. They should be cut short. Otherwise your group did a great job. Everyone should have equal input.

If only 10% of this will really be used for good -- it was worth it! Everyone did a fine job and thanks much.

I found this seminar to be very stimulating, informative, and positive. I hope that there will be more in the future. I also would like upper management and regular screeners to have an opportunity to benefit from seminars gauged to their needs. For the first time in three years working as airport security, I see that there is definitely a possibility for effective and positive changes. Thank you for a job well done!!

There should be a standardization of regulations at all airports. More video of things talked about. I enjoyed this seminar very much and hope that there are many more. It has helped me a lot and I plan to use what I have learned. Thank you.

Management Personnel should attend these seminars. Henry Ford once said "It is the people at the top who most need revamping but are always the last to recognize it." Very good seminar! Hope to see you real soon again. Hint: real live tapes of what happens at the checkpoint should be use: i.e: have someone tape checkpoint operation but without the knowledge of the personnel at the point. Naturally obtain MEO's + GOAA's permission. Would serve 2 puposes training and screeners actually seeing what they are doing wrong. Great job!!

I would like to see a more realistic film; more realistic scenarios, more control in observations (shorter responses) so more people can have input. Coverage was great, presentation interesting. Most everything that was covered had already been in my process as screener + supervisor. I appreciate being reminded and to teach it to others. Good luck and a lot of good will come out of the training.

We do need the training.

Have all the instructors spend some time on the floor observing or participating to get some insight of the job. Very good instructor techniques.

I think that this training should be more open as far as to other people besides your CO- workers to participate so they could get a better understanding of what is being done in the work place.

The training was great.

I have learn the how have about being in charge and how to apply it in doing my job at the best of my ability.

This training session have helped me to reinforce confidence and management skills that I acquired over the years. Thank you!

During re current training - the screeners scan, do a wheelchair and check a bag for an object. That way, we are same everyone is scanning, doing wheelchairs and bag checking correctly.

We need more of these programs every year - very helpful.

I enjoyed it very much. Maybe it would be a good idea for some of the instructors to spend actual time on the checkpoint working as screeners.

The sessions should be longer -- I found it to be very interesting and helpful. Thank you.

Enjoyed - thank you very much.

Pay schedules and benefits still remain a serious problem.

More classes can be used - management could use a class - to understand our feelings that would help - to get better workers - higher pay - Thanks.

APPENDIX G
SCREENER POST-WORKSHOP COMMENTS

APPENDIX G

Screener Post-Training Comments

This training will not help any because of low pay. Not willing to take all of that responsibility.

In question #2 I knew it already, and in question #4 too. But we need more time to speak about the real interests of the security screeners -- our feelings and needs (the respect and dignity).

It's a great help to use seminar like this one, one's in a wild.

Very good.

For the most part, I felt that I could express what I was thinking throughout the training, but somehow felt uneasy to communicate it. I feel that at some point you could make it easier for those of us that are a bit retracted; to make us feel at ease or more at ease.

There are a lot of screener that needs this training specially the seniors in the job.

[Trainer] and [trainer] were very good. Displaying all the material in the class. Hope to have another class soon.

I think person conducting the seminar should have at least a weeks training himself as a screener on any airport.

You gave basic ideas on problem solving, but you didn't actually get into situations which might be helpful. You need to talk about co-worker communication as well a little more.

Delivered with professionalism and excellence! Good job guys!

In this training I learned a little bit more how to communicate w/ the passengers, in a polite manner.

The contents of the seminar were good.

Very good presentation.

Well presented but need to apply more directly to our work experience.

Very interesting and informative - very well presented.

The trainors(?) did a good job of presenting the material. Most of the content is common sense, but occasional reminders are helpful.

The delivery of the information on how to deal with customer relations waz very percise, and correct and very informative.

Very good all personnell should have this training.

Very well! Thank you.

I thought the training to be very helpful.

I'm not sure that you both were ready to deal with questions dealing with our real life problems. Nice presentation otherwise.

The training seminar is very good for the improve of our job as screener, but will be more iffective if everybody at the airport take it so we can work as a team.

It helped bring back some things I had forgotten and could do.

I think it was very pleasant, and helpful hints. Plus they do understand our situation in our job enforcement.

The seminar was presented very clearly; giving many examples. Good job, guys!!!

More support with decisions with airlines & airline crew members.

I feel the training seminar was helpful because it makes us understand & possibly do our job more efficiently.

I think the trainers were very accurate and clear.

Should have this more often.

I enjoy & it was pleasant very friendly well done.

I felt the seminar was very constructive and very positive. It renewed material that we learned before and was very refreshing.

It should be done in the daytime.

Everything that was mentioned in this seminar was thoroughly explained in fine details; which helped a great deal. Thank you.

With a video can help a great deal.

The training, will help me a lot to do a better job. An also teach me how to deal with my family, co,workers and people from the community. I also recommend to be able to participate in the future by taking more training. Note: Instructors were very professional conducting the training.

This was the most interesting and informative seminar I have been at, and the 2 instructors [trainer] & [trainer] were very professional.

Felt like it helped me to treat the passengers better.

Very interesting.

Very interesting & will be used effectively.

Nice in theory. But in a lot of ways not practical.

Most passengers feel that airport security personnel are dumb, stupid, and inconsiderate. These views are sometimes indeed perpetuated by some of us. We can do a lot by improving the professional image of our personnel and improve the hiring process.

It was very interesting and it was based on what you deal with on a daily basis.

Could add more info and encourage more class participation.

Very nice presentation but information not new to me. The instructors were very professional.

Good job, thanks.

Very good seminar, helpful information.

Very well presented, concise, informative.

Pace was good but there was some repeat of information as course went along. A good question and answer session would be valuable.

It was done very well.

Very clear and easy to understand, but a lot examples about the airlines not earing is not necessary true. Most of the time passengers are careless and rude to the airline employees too.

Training seminar is helpful & useful. Good ideas were mentioned.

No comment.

I never gave much thought to my facial expression, and how the passenger would respond. Or what they think of my attitude would be once they got to the gate. I appreciate learning this.

I believe that it was aimed primarily for people who were relatively inexperienced in dealing with the public. But basically it was OK.

Thank you! Keep smiling and let's do more. Keep us in touch with the job and what is expected of us.

Conflicts in style and personal roles are more prevalent than passenger problems. Rules are enforced in some checkpoints, disregarded in others. No firm slandardization. How about a pay raise?

Training helped to refresh past training, and how it might in future encounters.

The training was fun, guys did a great job!! I just hope you learned and had fun with us.

This training help me a lot. I think is good to remember few things that you most of the time need to do a better job.

I felt it was good training.

Is good training.

The information giving was very helpful for daily use!

Training served to heighten awareness of needed skills.

It's a good idea, they had it, because some people need to know, what they are doing wrong on the job.

The comments is great training.

Seminar was good and can be applied as a basic examples from participants is needed to help newer employees.

I feel this training seminar is very helpful and should be done at least once a year.

Quite good! Quite helpful!

We should have these on an annual basis.

Visual aids can be improved.

I wish some really new material had been brought in this training course. This just re-hashed our very first training.

Greater time should be allocated to discussing internal issues involving the future of airport security improvements. The instructors, [trainer] and [trainer] were excellent!

Maybe the airline persinnel should get this course on what the screeners put up with and realize our responsibilities and points of view.

I believe that what has been started is great! I hope for everybody that in the future we can continue to have more of these seminars. It's necessary for the promotion of continued professionalism. Also, need to look on prevention before the fact.

Was a very good training seminar.

Screeners should be part of a government agency such as immigration and or customs.

I would like to receive some respect from the airline worker. They treat us like we are not people.

I feel the job of screener does not get the respect from all concerned that it deserves. I think it deserves a better reputation than it is getting.

They did not talk about when a screener is treated like trash & your supervisor does not back you up. what are you supposed to do?

It just needed to be picked up just a tad bit faster.

Very good training, I think air carriers and crew members should have the same training.

It needs to be more interesting so the trainer should have full attention. People find it boring and fall asleep.

Everything you talked about today we already had by [management]. None was new to me. You ([trainer]) must talk with more pep. This way it makes the meeting more interesting.

No comments.

Well planned sessions - effectively communicated - instructional personnel excellent.

Very good.

The training was valuable and I like the handout for permanent review and use.

Some emphasis should be made concerning someone who has had too much to drink (alcohol).
Some are very antagonistic and can be accelerated if confronted.

I suggest role playing between the screeners, so they can discuss their own experiences.

The training was very good and it covered situations that I have experienced with over the years I have been here. My advice is to be pleasant & not get upset about anything & be alert at all times.

Redundant!

I feel that screeners played a very important position and that any tecnics we can here or learned about it, helps. Plus the job itself is a very learning experience.

Lacked viable examples. Not realistic. First part boring & stressful. Second part entertaining & fast moving. Would benefit from experience in real situation.

Training could have gone into how to develop some of the skills noted. Need more directed to communications and understanding with fellow workers serving. We deal with each other over greater periods of time. Hard to deal with conflicts.

I don't think the presenters were prepared and equatile to present this seminar - putting a transparency up and just reading it without filling in between the lines was not very effective - maybe it is a lack of experience.

If airlines plan to keep experienced screeners, pay rate should be increased.

The presenters did a good job - but - we have an industry awareness problem that won't be solved with this type of seminar.

I felt the training exercise was good because it was good to talk this out, to understand and know what we deal with. Thats important.

Covered all aspects of job we do. Nothing to add.

APPENDIX H
TRAINING VIDEO TAPE SCENARIOS

The training video was used primarily to support the Communication and Diffusing Volatile Situations Workshop sessions. The video is 9 minutes long and contains three independent vignettes. All video production work was filmed in a professional studio using simulated equipment that was designed not to obscure the interaction between participants. The following descriptions provide a synopsis of each of the vignettes:

Vignette 1: Agitated and impatient passenger.

This short segment opens by demonstrating a number of non-verbal cues displayed by a passenger who is apparently impatient and frustrated by the screening process. Several cues are verbal and overt, while most of the behaviors and more subtle and covert. The vignette unfolds further by depicting the passenger alarming on the magnetometer and having been instructed to remove all possible metal objects. The passenger is routed through this evolution three times with an obvious increase in frustration and verbalization. A number of inappropriate screener remarks and non-verbal behaviors are introjected throughout this vignette to provide a foundation for instruction in the use of alternative techniques. The vignette closes with a hand search conducted on the passenger.

Vignette 2: Non-English speaking passenger.

This scene depicts a non-English speaking individual who upon entering the checkpoint area can not comprehend spoken instructions to place her handbag on the conveyor for x-ray examination. The scene is used as a basis to demonstrate non-verbal techniques in communication to transmit the desired instructions. The use of several kinesthetic cues are demonstrated to put the passenger at ease. Several inappropriate and ineffective behaviors are modeled by the "screener" as a point of discussion.

Vignette 3: Hostile and uncooperative passenger.

The scene depicts a passenger, who in the two earlier vignettes is briefly shown to be overtly angry and impatient while waiting in line, becomes a verbally abusive and physically threatening individual during processing. Upon approaching the checkpoint the passenger is visibly upset and in a hurry, but makes a simple and polite request to have a portable computer handchecked. The passenger verbalizes his concern over having the computer X-rayed and the great importance he places on the contents of the computer hard drive. The passenger passes through the magnetometer without incident and is instructed to follow a screener to the baggage hand check area.

The screener issues polite requests to open the computer and to turn the power on. We set the situation up so that the passenger did not carry a power cord and the computer batteries were dead making compliance with the instructions impossible. The situation is further complicated by another screener trying to calm the passenger and assure him that the X-ray does not affect the computer hard-drive. Refusal of the passenger to comply is escalated to the level of summoning a checkpoint security supervisor to resolve the situation. A number of other complicating problems are added to the scenario such as an announcement of the passenger's flight over the public address system and the passengers outward level of irritability.

The scenario was developed to include a number of verbal statements, non-verbal cues, and physical constraints to demonstrate how alternative methods in communication could have been included. The importance in this vignette is in identifying those points within the chain of events that could be altered to produce a more favorable outcome. The situation was allowed to escalate

until the passenger simply left the checkpoint area without clearance and airport police had to be notified.