The course consists of a hands-on/practical tactical communications training for in-service officers. The training will be presented in a 4-hour format allowing for flexibility based upon specific agency or trainee group needs, and as long as the minimum topics are contained within each format independently.

COURSE GOAL:

The course will provide the trainee with the topics of Tactical Communication and Emotional Intelligence (EQ). The intent of the course is to improve the trainee’s ability to generate voluntary compliance through the art of persuasion and utilizing the tools of interpersonal communication while being able to observe actions and emotions through non-verbal communication. The trainee will receive an overview of Tactical Communication concepts such as: tactical communication within the use of force scale, questioning techniques, inappropriate language, communication elements paired with the four emotional intelligence competencies; Self-Awareness, Self-Management, Social Awareness and Relationship Management.

COURSE OBJECTIVES:

The trainee will:

1. Demonstrate knowledge of the basic components of communication skills and techniques.
2. Demonstrate knowledge of the importance of listening and persuasion skills as they relate to effective tactical communication.
3. Demonstrate knowledge of the basic components of emotional intelligence.
4. Demonstrate knowledge of the skills needed to effectively deal with difficult people.
5. Demonstrate knowledge of the skills needed to recognize non-verbal and emotional cues of difficult people as related to emotional intelligence.
6. Demonstrate a minimum standard of tactical communication skills with every technique and exercise, to include:
   A. Listening/Persuasion
   B. Judgment and Decision Making
   C. Officer Safety
   D. De-escalation, Verbal Commands
   E. Effectiveness under Stress Conditions

Minimum standards of performance shall be tested by an instructor observing the trainee during their performance of each technique and exercise. If the trainee does not meet minimum standards, as established by the presenter, remediation will be provided until the standard is met.
I. Introduction to Tactical Communication Within a Use of Force Matrix 30 MIN. IVc

A. Course Goal and Objectives

B. Assessment of force option IVe

C. Compliant behavior IVb,g
   1. Touch IVg
   2. Verbal control IVf,d
      a. Orders
      b. Explanations
      c. Requests
      d. Officer’s presence

II. Tactical Communication Defined 30 MIN. IVb

A. Strategic message to a specific audience to generate voluntary compliance IVb
   1. What to say IVd
   2. How to say it IVd
   3. Combinations IVd

B. Effective communication is a basic element of the use of force scenario - A major goal of law enforcement is to generate voluntary compliance without resorting to physical force.

III. Emotional Intelligence (EQ) Defined 30 MIN. IVc

A. Breaking down Emotional Intelligence to the core
   1. R.U.M
      a. Recognize
      b. Understand
      c. Manage

B. The 4 EQ competencies
   1. Self-Awareness
   2. Self-Management
   3. Social Awareness
   4. Relationship Management

C. Brain Function during the decision making process
   1. Limbic system
   2. Rational vs. Reactional

D. Emotional observations: the Iceberg Effect (what appears on the surfaces may differ from what is happening below the surface.)
E. Emotional Intelligence is the ability to recognize emotions in self and others, understand why that emotion is present and manage emotions and behaviors to effectively deal with any given situation.

IV. Elements of Communication: Avoiding the Need to Use Physical Force to gain Compliance

A. Listening actively
   1. Open and unbiased
   2. Hearing what is being said
   3. Interpreting what was said
   4. Acting appropriately

B. Modes of Persuasion
   1. Logos – The language spoken (tactical communication)
   2. Ethos – Credibility of rhetoric (authority)
   3. Pathos – Emotion (empathy)

C. Showing empathy
   1. Must have the ability to suppress own ego and empathize
   2. Should project a sincere, empathetic attitude by:
      a. Treating the other person as the officer would want to be treated in the same circumstances
      b. Developing a sense of what it might be like to see through the eyes of the other person - Try to construct a verbal way to relate
      c. Recognize that people have a right to their own points of view - Empathizing does not imply agreement

D. Ask questions
   1. Right type of question
   2. Recognize appropriate questioning strategies
      a. Context
      b. Varying
      c. Interview witnesses, not interrogate them

E. Paraphrasing - Paraphrasing means and officer puts the other person’s meaning into the officer’s own words

F. Summarizing
   1. Creates a sense of decisiveness and authority
   2. Used to reconnect communication that is interrupted
   3. To summarize effectively, officers must restate what has been said
      a. Accurately
      b. Briefly
      c. Clearly

V. Officer Safety

A. Constant suspect re-evaluation
   1. Must use appropriate force option
   2. Situations change rapidly and officers must continually analyze and
reevaluate the suspect and situation

B. Be ready and able to escalate or de-escalate the level of force – IVc,e
   1. Transition to the appropriate tools
   2. Use techniques as needed for that moment in time

C. Practice and training - IVb,c
   1. Patterns have been established for responding quickly in dangerous situations IVb
   2. Without ongoing practice and training, peace officers are placing themselves and others in jeopardy

VI. Language 30 MIN. IVf

A. Officers can help keep lines of communication clear in many situations: IVd
   1. Conveying an attitude of self-confidence and professionalism IVf
   2. Showing an understanding of the situation IVd
   3. Demonstrating a caring attitude IVb,d
   4. Being attentive to what is being said, and how it is being said IVd,f
   5. Using language and vocabulary that are appropriate to the situation IVf

B. Communication may be complicated because a person is angry or hostile, IVe
   appropriate officer actions include:
   1. Conveying a professional presence showing control of the situation IVf
   2. Remaining calm IVe
   3. Finding out the cause of the hostility IVh
   4. Remembering that the person could become violent IVe
   5. Conveying the attitude of, “I don’t talk to you that way, so please don’t talk to me that way.”

C. Communication may be complicated because a person is hysterical, IVe
   appropriate officer actions include:
   1. Speaking in a calm, reassuring tone IVd
   2. Trying to find out the cause of the hysteria and eliminate it IVh
   3. Letting the person know that there is assistance IVf
   4. Considering the possibility of psychiatric intervention IVh
   5. Remembering that the subject could become violent IVe

D. Communication may be complicated because a person is under the influence, IVe
   appropriate officer actions include:
   1. Using a positive, respectful tone and displaying a manner showing they are in charge of the situation IVf
   2. Remembering that a seemingly harmless individual can become enraged and dangerous IVe
   3. Speaking in a calm, reassuring tone IVf
   4. Being prepared to verbally direct or physically assist the subject IVe
   5. Considering medical emergency IVh
   6. Being compassionate or firm, whichever is appropriate IVf,d

E. Communication may be complicated because a person is mentally or emotionally unstable, IVe
   appropriate officer actions include:
   1. Speaking in a calm, reassuring manner, respectfully if necessary IVf
   2. Obtaining psychiatric intervention IVh
3. Remembering that the subject can suddenly become violent
4. Contacting a family member for additional information (e.g., medications, doctor, etc.)

VII. Contact Escalation

A. Officers should be aware of their own non-verbal actions that can generally convey a negative message.

B. If communication is complicated because a person is angry or hostile, be aware of inappropriate responses:
   1. Speaking in a harsh or demeaning way
   2. Using sudden gestures
   3. Taking personal offense at verbal abuse
   4. Encouraging the person’s use of profanity when they speak to you

C. If communication is complicated because a person is hysterical, be aware of inappropriate responses:
   1. Belittling the source of the hysteria
   2. Speaking in a harsh or demeaning way
   3. Making any sudden movement
   4. Being insensitive to the situation

D. If communication is complicated because a person is under the influence, be aware of inappropriate responses:
   1. Speaking in a condescending or offensive manner
   2. Using harsh or overly authoritarian tones
   3. Treating all substance abusers alike

E. If communication is complicated because a person is mentally or emotionally unstable, be aware of inappropriate responses:
   1. Making any sudden movement
   2. Using overly harsh language
   3. Confirming, denying, or belittling the hallucination or diffusion
   4. Trying to deceive the person, as he or she may recognize the deception and this would escalate the situation

VIII. Five Main Types of Questions

A. Benefits of varying questioning techniques
   1. Helping to calm a person who is upset
   2. Helping to lessen resistance Especially if the officer senses resistance starting during questioning
   3. Maintaining their professional presence - Too many general questions may make the officer look uncertain and unprofessional

B. Fact finding
   1. Who, what, when, where, why and how?
      a. Too many factual questions directed at a person who is upset may exacerbate the situation, and the responses may be unreliable
b. If resistance is encountered with fact finding questions, officers should switch to using indirect or opinion seeking questions.

C. Indirect (general)
   1. “What happened?”
   2. “What’s the matter?”

D. Direct (closed):
   1. “Did you shoot him?”
   2. Direct questions can be answered with “yes” or “no” responses.

E. Leading
   1. “Isn’t it true that...?”
   2. “Didn’t you previously say...?”

F. Opinion seeking
   1. “Is there some way we can solve this?”
   2. “What do you think happened?”

IX. Verbal Quiz and Class Participation in a Group/Student Evaluation  25 MIN.

   A. Evaluate student’s knowledge of the 5-types of questions
   B. Evaluate student’s understanding of EQ by Iceberg and R.U.M exercises

X. Critique/Class Evaluations  15MIN