

**P.O.S.T. PERISHABLE SKILLS PROGRAM
TACTICAL COMMUNICATION WITH EMOTIONAL INTELLIGENCE
EXPANDED COURSE OUTLINE**

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.

<u>TOPIC</u>	<u>TIME</u>	
I. <u>Introduction to Tactical Communication Within a Use of Force Matrix</u>	<u>30 MIN.</u>	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		IVe
II. <u>Tactical Communication Defined</u>	<u>30 MIN.</u>	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. <u>Emotional Intelligence (EQ) Defined</u>	<u>30 MIN.</u>	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 20 MIN. IVb,d
- A. Listening actively IVd
1. Open and unbiased
 2. Hearing what is being said
 3. Interpreting what was said
 4. Acting appropriately
- F. Modes of Persuasion IVd
1. Logos – The language spoken (tactical communication)
 2. Ethos – Credibility of rhetoric (authority)
 3. Pathos – Emotion (empathy)
- C. Showing empathy IVd
1. Must have the ability to suppress own ego and empathize
 2. Should project a sincere, empathetic attitude by: IVd
 - a. Treating the other person as the officer would want to be treated in the same circumstances IVb,d
 - 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 IVb,d
 - c. Recognize that people have a right to their own points of view - Empathizing does not imply agreement IVb,d
- D. Ask questions IVb,d
1. Right type of question IVh
 2. Recognize appropriate questioning strategies IVh
 - a. Context IVh
 - b. Varying IVh
 - c. Interview witnesses, not interrogate them IVh
- E. Paraphrasing - Paraphrasing means and officer puts the other person’s meaning into the officer’s own words IVd
- F. Summarizing IVd
1. Creates a sense of decisiveness and authority IVb,f
 2. Used to reconnect communication that is interrupted IVc,f
 3. To summarize effectively, officers must restate what has been said IVd
 - a. Accurately IVd
 - b. Briefly IVd
 - c. Clearly IVd
- V. Officer Safety 20 MIN. IVe
- A. Constant suspect re-evaluation IVc,e
1. Must use appropriate force option IVc
 2. Situations change rapidly and officers must continually analyze and IVe

	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		IVb
VI.	<u>Language</u>	<u>30 MIN.</u>	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, appropriate officer actions include:		IVe
	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.”		IVf
C.	Communication may be complicated because a person is hysterical, appropriate officer actions include:		IVe
	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, appropriate officer actions include:		IVe
	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, appropriate officer actions include:		IVe
	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	IVe
	4. Contacting a family member for additional information (e.g., medications, doctor, etc.)	IVh
VII.	<u>Contact Escalation</u>	<u>20 MIN.</u> IVg
	A. Officers should be aware of their own non-verbal actions that can generally convey a negative message.	IVd,g
	B. If communication is complicated because a person is angry or hostile, be aware of inappropriate responses:	IVe,g
	1. Speaking in a harsh or demeaning way	IVf
	2. Using sudden gestures	IVd
	3. Taking personal offense at verbal abuse	IVd
	4. Encouraging the person's use of profanity when they speak to you	IVf
	C. If communication is complicated because a person is hysterical, be aware of inappropriate responses:	IVd, IVf
	1. Belittling the source of the hysteria	IVh
	2. Speaking in a harsh or demeaning way	IVf
	3. Making any sudden movement	IVd
	4. Being insensitive to the situation	IVd
	D. If communication is complicated because a person is under the influence, be aware of inappropriate responses:	IVe
	1. Speaking in a condescending or offensive manner	IVf
	2. Using harsh or overly authoritarian tones	IVf
	3. Treating all substance abusers alike	IVh
	E. If communication is complicated because a person is mentally or emotionally unstable, be aware of inappropriate responses:	IVg
	1. Making any sudden movement	IVd
	2. Using overly harsh language	IVf
	3. Confirming, denying, or belittling the hallucination or diffusion	IVf
	4. Trying to deceive the person, as he or she may recognize the deception and this would escalate the situation	IVf
VIII.	<u>Five Main Types of Questions</u>	<u>20 MIN.</u> IVh
	A. Benefits of varying questioning techniques	IVh
	1. Helping to calm a person who is upset	IVh
	2. Helping to lessen resistance Especially if the officer senses resistance starting during questioning	IVe,f
	3. Maintaining their professional presence - Too many general questions may make the officer look uncertain and unprofessional	IVd,h
	B. Fact finding	IVh
	1. Who, what, when, where, why and how?	IVh
	a. Too many factual questions directed at a person who is upset may exacerbate the situation, and the responses may be unreliable	IVd,h

	b. If resistance is encountered with fact finding questions, officers should switch to using indirect or opinion seeking questions		IVe,h
C.	Indirect (general)		IVh
	1. "What happened?"		IVh
	2. "What's the matter?"		IVh
D.	Direct (closed):		
	1. "Did you shoot him?"		
	2. Direct questions can be answered with "yes" or "no" responses.		IVh
E.	Leading		IVh
	1. "Isn't it true that...?"		IVh
	2. "Didn't you previously say...?"		IVh
F.	Opinion seeking		IVh
	1. "Is there some way we can solve this?"		IVh
	2. "What do you think happened?"		IVh
IX.	<u>Verbal Quiz and Class Participation in a Group/Student Evaluation</u>	<u>25 MIN.</u>	IVa
	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.	<u>Critique/Class Evaluations</u>	<u>15MIN</u>	