

Tactical Communications

Expanded Course Outline

LENGTH: 2 hours

PURPOSE: To discuss and review the concepts of Tactical Communication including: Communication Principles, the Five-Step Process, the tactical 8-steps and the five conditions when words fail.

TRAINING OUTLINE:

I. INTRODUCTION (Category IV, C)

1. Tactical Communication, review communication techniques to gain voluntary compliance without resorting to physical force. Review solutions for overcoming barriers to communicate.
2. Dirty Harry, Sudden Impact video and discussion

II. GOALS OF THE COURSE (Category IV, G)

1. Enhance Safety
2. Enhance Professionalism
3. More effective public service and improve community relations
4. Decrease complaints, internal investigations, and civil liability
5. Reduce personal and professional stress

III. TACTICAL COMMUNICATION ROLE WITHIN THE USE OF FORCE CONTINUUM (Category IV, B, C)

1. Officer Presence- good physical condition, alertness, proper safety tactics
2. Verbal Commands- using verbal commands to gain compliance
3. Hands/Control holds
4. Chemical Agents
5. Impact Weapons
6. Electronic Weapons
7. Less Lethal Weapons
8. Lethal Force

IV. COMMUNICATION ELEMENTS (Category IV, D)

1. 7-10% - of a message is the actual words that are said
2. 33-40 % is the tone used to say the words
3. 50-60 % is the paralanguage used to send a message
(Body language, hands, and facial expressions) these messages are intentional and unintentional.

**THEY'LL FORGET WHAT YOU SAID,
THEY'LL FORGET WHAT YOU DID,
BUT,
THEY'LL NEVER FORGET HOW YOU MADE THEM FEEL!**

V. OFFICER SAFETY (Category IV, E)

1. S.A.F.E.R. PROCESS (Officers must recognize that there are situations when verbal communication is not effective).
 - a. Security
 - b. Attack
 - c. Flight
 - d. Excessive Repetition
 - e. Revised Priorities

VI. THE FIVE STEP PROCESS (Category IV, D)

1. Ask (Hi, I'm Officer Johnson from the Glendale Police Department)
2. Set the context (I received a call of a loud party)
3. Present Options (This is your opportunity to be persuasive)
4. Confirm (This is the subject's final opportunity to voluntarily comply)
5. Act (Take appropriate action, use appropriate force tactics)

VII. TACTICAL-OFFICER TO:SUSPECT/CITIZEN (Category IV,B)

(THE TACTICAL 8-STEPS, TRAFFIC STOPS)

1. Greeting
2. ID Self/Department
3. Reason for the stop
4. Any justified reason?
5. Driver's license
6. Registration and Insurance
7. Decision
8. Close
- 9.

VIII. ACTIVE LISTENING SKILLS (Category IV, H)
(FOUR STEPS OF ACTIVE LISTENING)

1. Open (Open your mind and body language)
2. Hear Initially (Hear, literally, what is being said)
3. Interpret (psychological process of interpreting the entire message)
4. Act appropriately (time to take action)

IX. ASKING QUESTIONS (Category IV, H)

1. Five types of questions
 - a. Fact finding- Who, What , When, Where, Why, How
 - b. General- Open ended
 - c. Direct- Yes or No
 - d. Leading- Putting words in others mouths
 - e. Opinion seeking- Is there somehow we can do this”?

X. VERBAL ABUSE (Category IV, F)

1. Planned responses
 - a. Officer is not emotionally hooked by the abuse
 - b. Subject does not gain emotional control of the officer
 - c. The officer presents a positive professional image to the public
2. Deflection Techniques (STRIP PHRASES)
 - a. Statements that are used to springboard to redirect a subject’s focus
 - b. Every word that follows “but” should be professional language that is goal-directed.
 2. I understand that, but.....
 3. I don’t blame you for feeling that way, but.....
 4. That may be true, but.....
 5. That sounds terrible, but I need you to work with me on this so that I can get you what you need?

XI. CLASS EXERCISE/STUDENT EVALUATION/TESTING (Category IV, A)

1. Evaluate role playing the tactical 8-step (Scenario with angry driver)
2. Evaluate role playing the 5-step process (Scenario with agitated drunk)
3. Re-mediation if needed
4. Quiz Time