

Tactical Communication

Facilitator Guide

Session Overview

Introduction & Learning Objectives	05m
Discussion – Hot Buttons	10m
Discussion – The 5 Decisive Steps	15m
Discussion – Dealing with Anger	05m
Discussion – Interrupting a Diatribe	05m
Discussion – Paraphrasing	05m
Discussion – Things Not to Say	05m
Break	10m
PRACTICAL EXERCISES	50m
End of Session / Break	10m

Total Session Time: 2 hours**Main Topics of Session:**

- *5 Decisive Steps*
- *Persuading People into Compliance*
- *Dealing with Anger*
- *Paraphrasing and Communication Techniques*
- *Interrupting a Diatribe (Rant)*

Facilitators Needed: 1 (CR)

Location: Classroom-1 hr
Outside -1 hr

Materials Needed:

- *PowerPoint - Tactical Communications*
- *FG Supp - 11 Things Never to Say to Anyone*
- *FG Supp - Practical Exercise Scenarios*

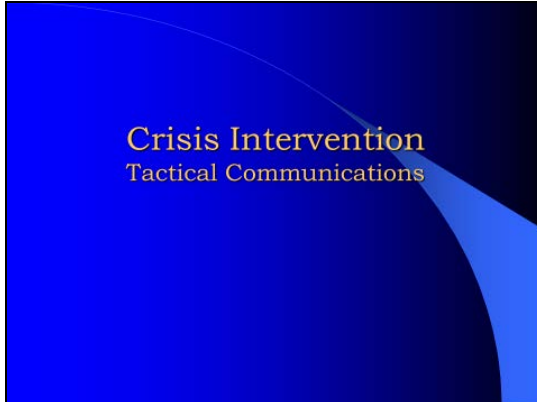
Students Should Already Have:

- *N/A*



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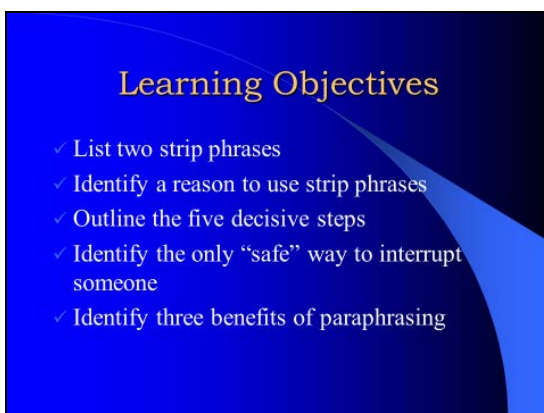


SAY TO CLASS

Communication skills are the most important professional skills we have as peace officers. Tactical communication is the art of persuasion that redirects other's behavior with words and generates voluntary compliance. Used in confrontation or routine situations tactical communication skills will give you the upper hand and control that you need on the street.

In this session, we will discuss emotional intelligence issues such as hot buttons, ego, biting your tongue; and provide you techniques for persuading, influencing and producing a desired response to the situation.

- "Tactical Communication"
- Tool, like your firearm, or handcuffs
- Hot Buttons
- E.I.

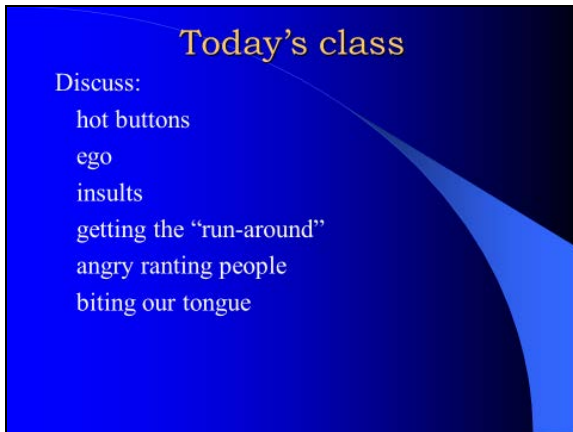


- ✓ List two strip phrases
- ✓ Identify a reason to use strip phrases
- ✓ Outline the five decisive steps
- ✓ Identify the only "safe" way to interrupt someone
- ✓ Identify three benefits of paraphrasing



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SAY TO CLASS

If what's happening to you is not taken personally then it CAN'T push your hot buttons.

- Your badge does not represent YOU personally. It represents LAW ENFORCEMENT & that's what you need to be focusing on.
- If you respond defensively, you are not focused on law enforcement, you are focused on YOUR EGO.

*Always respond; never react

*Let a person say what he wants as long as he does what you say

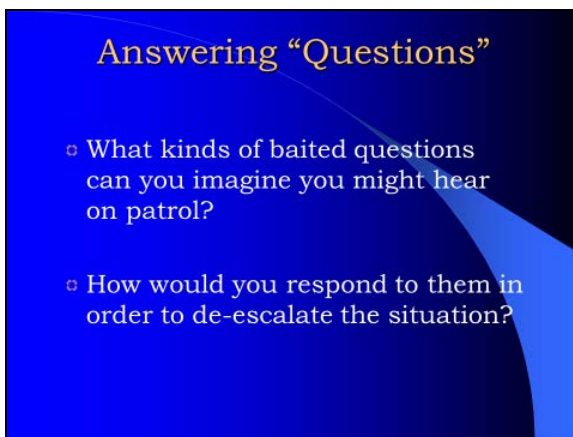
*Allow them to save face if you can

- Don't take it personally
- Respond rather than React



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DISCUSSION - Answering "Questions"

QTC: Following the slide, ask the class what types of baited questions they might anticipate citizens, violators, or suspects asking them?

AR: Don't you have anything better to do?
Are you just writing tickets to meet your quota?
Shouldn't you be out arresting the real bad guys?

QTC: How would you respond in order to de-escalate the situation?

AR: Right now you are my priority.
Quota or not, you were committing a violation.
That is also an important part of my job.



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Deflect an insult & re-focus
with...

Strip phrases

Short, simple &
calm answers

Example “strip phrases”

- I appreciate that, Sir, but sign here.
- I understand that, Sir, but you need to leave.
- I hear you, Sir, but give me your name.
- That’s a fact, but give me your ID.
- I believe that, Sir, but step away.
- I appreciate that, oh yes, understand that, Sir, but pick it up.

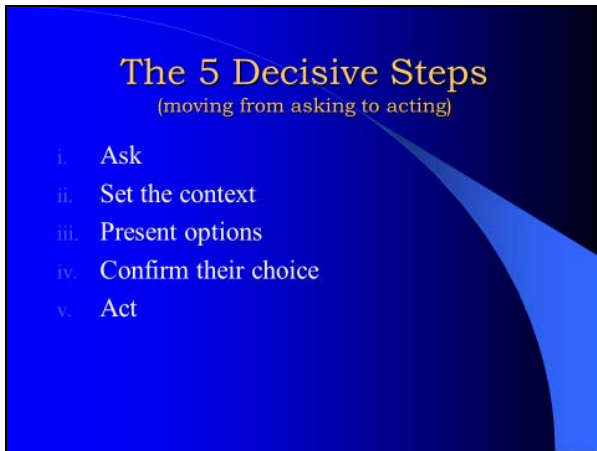
The Benefits of Strip Phrases

- Deflect
- Re-focus
- Sounds good to the public



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NOTE TO FACILITATOR

These 5 steps are from the book Verbal Judo, by Dr. George Thompson.

Explain how these 5 Steps coincide with (work along with) the commonly repeated “Ask-Tell-Make.” The 5 steps are appropriate form encounters where there is time to persuade a subject into compliance. The Five Decisive Steps is a model that transitions you from asking to acting. It allows you to not get bogged down in arguing with someone and repeating orders over and over.

Draw this diagram on the white board:

AGGRESSIVE:	Ask	-	Tell	-	Make
PERSUASIVE:	Ask	Context	Options	Confirm	Act (Make)



DISCUSSION - 5 Decisive Steps

QTC: When is it not appropriate to employ these verbal tactics?

AR: At the expense of...

- Ourselves
- The public’s welfare
- Custody
- Unreasonable amounts of time



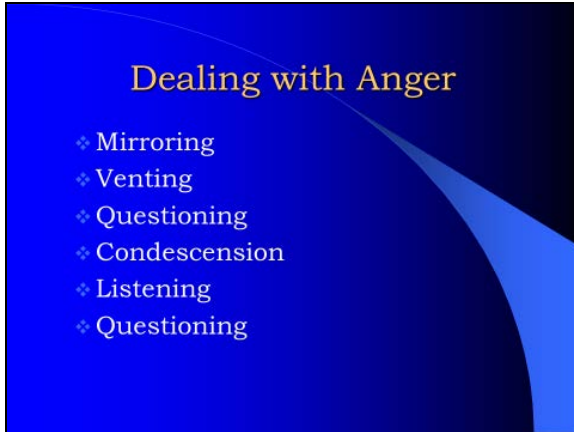
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IMPORTANT POINT

Always use the “Common Sense Rule” when employing this technique. There are situations where action needs to be taken immediately and there isn’t time to “discuss” options and choices.



IMPORTANT POINT

You will confront anger more than any other emotion.



NOTE TO FACILITATOR

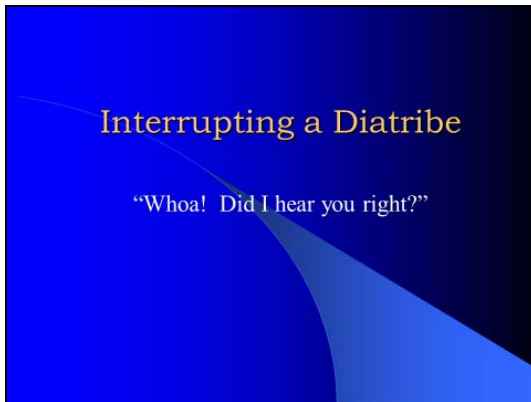
Provide a 10-minute lecture on the following techniques for dealing with anger.

1. **Mirroring** - you don't mirror them; they mirror you.
2. **Venting** - MOST of the time; once in a while they are just getting themselves spun up so you need to stop it now/ but use your common sense. People sometimes need to vent.
3. **Questioning** - be simple, direct & specific because the angry person is still in lizard brain.
4. **Condescension** - you will not be thought of as “helpful” by pointing out that he’s acting like a child.
5. **Listening** - work ‘em hard: this is the time to use it.
6. **Questioning** - now by questioning the angry person, you’re gently pushing them back into the New Brain by challenging them use this part of their brain to answer your questions.



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“Let me be sure I heard what you just said...”

~the ULTIMATE empathetic sentence.



SAY TO CLASS



Another powerful communication tool a peace officer can possess is the ability to paraphrase. Paraphrasing is simply described as a technique which allows the listener to summarize the content of what the speaker says in order to clarify the true meaning of the speaker’s message.

- Paraphrasing is a powerful tool



DISCUSSION - Paraphrasing



QTC: Why is this technique so powerful? There are two reasons.

AR: First, everyone has the desire to be listened to. It matters not whether the person is holding a normal conversation or is under stress; everyone who speaks wants their message listened to and understood.

Second, by actively demonstrating to the other person that you have listened and are seeking clarification of his/her message you place yourself in a position to establish a degree of trust with the person.



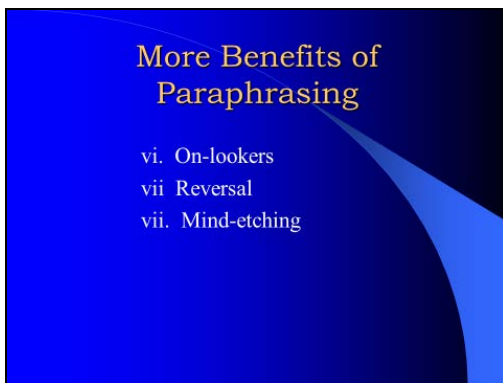
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QTC: What do you think are the benefits of paraphrasing?

AR:

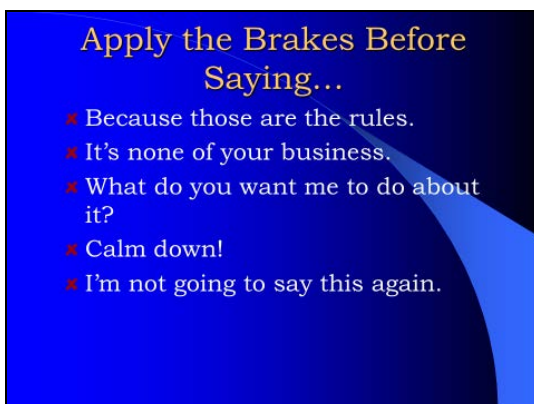
- Stops the rant
- Allows you to have control
- Avoids further complications
- Gives you better understanding about the person and situation
- Provides subject motivation to listen
- Portrays you (the officer) as being emphatic



SAY TO CLASS

Additionally all of these things put you in a good light. Remember, as a public servant you have to be perceived as good by people who only have a fraction of the story. When you need to be sure you are understood, you've set the example to be repeated. It's easier to recall the facts when it's report-writing time.

These skills make us look good too



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DISCUSSION - Applying the Brakes Before Saying...

QTC: How can we rephrase these statements?

AR:

- Come here! (really just means "Run!")
BETTER: *"Excuse me, could I chat with you a second?"*
- Because those are the rules.
BETTER: Take the time. Educate them. Put the rules in context. Appeal to their intelligence. You allow them to save face.
- It's none of your business.
BETTER: *"The people involved would not want me to say anything without their knowledge or permission, and I want to honor that - you understand."* You can add, if appropriate, that it's safe to remain in their home next door, etc.
- What do you want me to do about it?
BETTER: *"I'm sorry. I really don't know what to tell you or what else to recommend, & I wish I did. I'd like to help but I can't."*
- Calm down.
BETTER: *"It's going to be alright, I'm working on it." OR "it's going to be all right. Talk to me. What's the trouble?"*
- I'm not going to say this again.
BETTER: *"It's important that you understand this, so let me say it again. And please listen carefully."* or instead, this may be the time to go to the 5-steps to decisive action.



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Review of Learning Objectives

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**BREAK**

NOTE TO FACILITATOR

Use the last hour of session time to run the practical exercises outlined in:

[FG Supplemental - Practical Exercise Scenarios](#)

**BREAK/END OF SESSION**