

Presented to: Criminal Justice System
The Law Enforcement Community

Title: Law Enforcement and Emotional Intelligence Training
Problem Statements & Recommendations

“Respectfully submitted with the highest regard to the profession of law enforcement, and the personal sacrifice that is made daily to fulfill the rigorous code of conduct becoming of a professional law enforcement officer.”

Presented by:



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Executive Summary: Professionally submitted with supporting evidence, these recommendations come from two-decades of experience in working with a diverse workforce. In both the public and private sector, and across many different high pressure, hazardous occupations in both the national and international market place emotional intelligence training has the ability to improve upon many workforce “gaps”. Specifically, *performance* gaps – when training does not pay off in the time of need. *Generational* gaps – when the interface between older and younger demographics disrupts the culture and critical thinking often required on the job, or simply *personality* gaps – when there is a break down in communication causing internal and external agency conflict.

Problem Statement: 3-5 problems faced by the law enforcement profession (new hire and seasoned officers)

- 1. Performance Anxiety:** A common performance inhibitor; existing mental (psychological) training available to date has not included the most recent research on the emotional brain centers and the body’s stress response system now evident in the field of Neuroscience (anxiety is an emotion). Although empirical research supporting emotional intelligence enables skill development to regulate stressors that cause and promote anxiety, only limited segments of the law enforcement industry are employing these new training techniques.
- 2. Mental Weakness:** Internal inhibitors (psycho-linguistics) and external distractions hinder performance in moments of critical thinking or performing a routine task; existing mental (psychological) training providers and training content has yielded inconsistent results (works for some but not all) based on the lack of education, instruction and hands-on development of the emotional intelligence framework (Goleman 2012). According to Alexander and Walker it is not the dangers inherent in the job that cause the most problems with law enforcement, but shift work, long hours, cancelled leave and coping strategies employed by officers. With that stress comes a plethora of health related problems for police officers ¹.
- 3. Emotional (Amygdala) Hijack:** The stress response system hinders personal performance (Goleman 2012) on and off the job; lack of education and instructional content supporting the new findings on the emotional brain centers and how individual emotional brain states affect decision making under pressure; in a general application, stress and pressure are inherent with all types of occupations. As for the law enforcement profession, how well the officer deals with the aftermath of a shooting, a fatal accident, a crime against a child, or any number of other traumatic situations is determined by a number of factors that can be improved upon based on new education and instruction. Pre-incident education, in combination with after-action methods will reduce PTSD as well as the divorce rate, alcoholism, and suicide rates among emergency responders ². At the present time, most of the health and wellness statistical data for the law enforcement profession is discerning and in need of new interventions in brain training techniques.
- 4. Workforce “Gaps”:** There is a growing “disconnect” between generational attitudes, beliefs and ethics; many seasoned officers take a traditional (teach as they were taught) approach to influencing and developing new officers; today all generations of the workforce require a new set of emotional skills in order to positively connect, lead and motivate others. In the 1990’s, psychologist Howard Gardner, building on the theory of multiple intelligences, described several forms of intelligence, one of which help establish the groundwork for emotional intelligence training within a leadership capacity; interpersonal skills are defined as the ability to recognize and understand

people and how to positively influence relationships ³. Although traditional leadership tends to follow the old “command and control” model, new best practices in building inter and intra personal skill sets can be easily established using the emotional intelligence framework. The five (5) core competencies of emotional intelligence, when actively developed, promote personal performance while creating a learning environment and actively demonstrating a leadership culture.

- 5. Traditional Psychology Training:** The accepted practice of addressing the mental health from a re-active perspective (after a traumatic event, behavioral issues or performance starts lagging) is insufficient given that most officers tend to be less likely to see how they might be negatively affected by the hazards of the profession ⁴. In order to break down the cultural barriers in law enforcement it is critical to address the emotional intelligence issues and education during academy training and continuing education ⁵. The lack of educational content for law enforcement training professionals prohibits a proactive intervention for developing learned emotional skills and keystone habits for dealing with adversity and stress common in the law enforcement profession.

Proposed Solution: A unique value proposition. The notion of learning to become smart about your emotions has demonstrated a direct benefit to decision-making, specifically under pressure and amidst adversity inherent with the law enforcement profession. The conclusive and yet indirect benefits of emotional intelligence training are revealed in the ability to stay relaxed with flexible responses, adaptable to change, optimism and engaged critical thinking skills during distressed emotional states like problem solving or conflict resolution.

Our most advanced military training has embraced the fundamental framework of E.Q. (emotional quotient) as a cutting edge way of developing emotional skill sets to achieve what is called “optimal state” for a task. What our military is now teaching as arousal-control and arousal-modulation, athlete’s have commonly refer too as “the zone”; a state of being we can now teach and develop within law enforcement. The zone, in simple terms, is a chemical balance in the body, brought on by the emotional states in the brain that are directly regulated by known mental skills. The proprietary training-solution (content) and support resources included within this recommendation includes the following key-benefits:

- 1. Emotional Intelligence (E.Q.) Content** – Education and instruction specifically adapted for law enforcement using the five (5) core competencies outlined in the framework of emotional intelligence (Goleman 1990); emotional intelligence training develops performance skill sets found in top achievers to include problem solving, adapting to change, improved learning and enhanced creativity; skill sets that are identifiable and transferable in personal and professional environments.
- 2. Neurology Education** – The latest findings on the human brain; dynamic video learning aides educating on the emotional brain states for optimal performance and the threat of an Amygdala-Hijack; evidence-based application exercises for improved decision-making; additional learning aides from subject matter experts validating learned emotional skills as a competitive advantage for high performance individuals, occupations and teams.
- 3. Proprietary Content** – The Mental & Emotional Training Program (M.E.T.) is a proven, results oriented emotional skills training system designed to develop mental and emotional inventory; based on daily self-disciplines (routines) and creative thought-processes the learner will create “navigational aides” for

personal accountability; the instructional design establishes personal tools creating new triggers and cues for developing the habit loop pertaining to the awareness and regulation of both thoughts and emotions.

4. **Blended Content** – A blended resource pool of training content is readily available online supporting accessibility 24/7, as needed and on demand. A wealth of recommended resources are accessible for reading, viewing educational videos, podcasts, worksheets and lesson guides. All can be found on line to support the personal process of developing emotional maturity (learning to develop the skills sets of emotional intelligence).
5. **Content Development** – Adult learning design, development and consulting promoting the pro-active intervention of new emotional skill development; become a contributor and subject matter expert incorporating emotional intelligence into existing content; donate the core M.E.T. curriculum for upgrades and modifications specific for the law enforcement academy and new continuing education programs.

Success Factors: How we will measure. Accountability and creating an objective metrics is critical for all skill-based development to include emotional skills training. The best metrics for evaluating the effectiveness of the program can be discussed and defined in a preliminary Scope of Work.

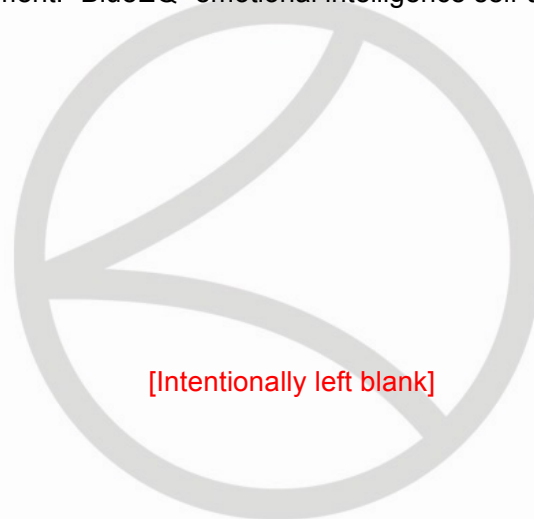
In defining an acceptable metrics, statistical data and trends within the industry and agency serve as an objective point of reference. Categories notable for impact may include (not limited to):

- Crime rate
- Personal performance
- Internal Affairs (customer complaints, workers comp claims)
- Positive Recognition (public response)
- Sick leave or absenteeism or personal time off
- Attrition and/or Fit of Duty (pass/fail ratio)
- PTSD cases (rehabilitation)
- Intrapersonal (suicide, divorce, domestic violence)

Instrument | Assessment & Utilization: Measuring the officer's emotional quotient (E.Q.). Third party, industry experts has successfully established a means to measure the emotional skills of a law enforcement officer, and equally beneficial, assessments for the spouse. The learning objectives establish a core or signature strength as well as skill deficiencies to be used for personal development strategies. There is a strong recommendation for E.Q. assessment to be conducted for all members of the law enforcement family to include new hire cadets and senior officers on the job for more than three (3) years. Examples from one vendor profile, BlueEQ – Partners in Law Enforcement have been referenced in the addendum. A specific interest is found within three (3) notable features - risk factor, skill-framework and skill-dimensions.

Cited Articles

1. Alexander, D.A. & Walker, L.G. (1996) The Perceived Impact of police work on police officers' spouses and families, *Stress Medicine*, October 12 (4), 239-246
2. Dean Scoville "Police and PTSD": *Police Magazine* February 22, 2013
3. Howard Gardner, *Intelligence Reframed* (New York: Basic Books, 1999), 43. See also Gardner, *Frame of Mind: The theory of Multiple Intelligences* (New York: Basic Books, 1983)
4. Dean Scoville "Police and PTSD": *Police Magazine* February 22, 2013
5. Timothy Turner (2009) "Understanding the benefits of emotional intelligence for Officer growth and agency budgets", *Police Chief Magazine* August 2009
6. Partners in Law Enforcement: "BlueEQ" emotional intelligence self-assessment for Law Enforcement



Addendum



CONGRATULATIONS:

Welcome and congratulations on successfully completing your BlueEQ™, a new way of examining your emotional intelligence skills in law enforcement. So why is emotional intelligence so important? It's been proven that in most situations, EQ is more important than IQ. This is especially true for leaders in Law Enforcement. Your BlueEQ™ will help you improve your emotional intelligence and the attitudes and behaviors to increase your success at work and home.

WHAT IS BlueEQ™?

BlueEQ™ is the world's most accurate, comprehensive, and powerful emotional intelligence self-assessment for Law Enforcement personnel. It was designed by a team of law enforcement experts, social and behavioral scientists, instructional psychologists, and psychometricians.

HOW DOES IT WORK?

BlueEQ™ has five specific skills. Each skill is comprised of five dimensions. To improve your skills, focus on developing the dimension within the skill. The BlueEQ™ generates an analysis identifying and ranking skills and dimensions in the following five categories:

SUCCESS FACTOR

These are EQ skills and dimensions that you have mastered. They represent the distinguishing characteristics of your emotional intelligence. They set you apart and explain what drives your fundamental success in working with others. Your success factors come from your efforts, experience, and natural endowments. Address your success factors based on specific opportunity or assigned responsibility.

STRENGTH FACTOR

These are EQ skills and dimensions that you have strongly developed. They represent basic strengths in your overall emotional intelligence profile. Strength factors come naturally to you as you work with and communicate with others. Your strength factor helped you get where you are today. They account for much of your effectiveness. Address your strength factors sparingly and with a clear understanding of expected benefit.

GROWTH FACTOR

These are EQ skills and dimensions that you have partially developed. Growth factors represent areas where you can invest more effort to develop and build additional effectiveness. Growth factors typically indicate average or acceptable performance. Based on an assessment of impact, address your growth factors selectively. Ask yourself: If I convert this growth factor to a strength factor, is it worth more than focusing on something else?

LIMITING FACTOR

These are EQ skills and dimensions that you have only slightly developed. Limiting factors restrict your ability to interact and influence others effectively. They limit your professional advancement and upward mobility, and threaten your personal relationships. In other words, they hold you back from what you are capable of becoming and accomplishing. Address your limiting factors after prioritizing them in terms of expected impact.

RISK FACTOR

These are EQ skills or dimensions that you have poorly developed. Your risk factors put you at risk personally and professionally because they jeopardize your performance and have a negative impact on those around you. They reduce potential, damage relationships, and may lead to failure. Address your risk factors urgently and with sustained attention until they are corrected.

The results in your color map below show your scores for each of the 5 skills and 25 dimensions. Below each of the 5 skills is a vertical column of the 5 dimensions that comprise each skill. The color of each cell represents your emotional competency level for that specific skill or dimension. Refer to the key below for the definition of each color, with its corresponding percent score. As you begin to interpret your results you will want to identify the three skills and/or dimensions to focus on developing. Once you identify the areas you want or need to develop refer to the profile page for each skill and or dimension. You will find helpful tips and techniques on how to improve in these areas.

Your overall BlueEQ™ score is: **61%**

