

# Critical Thinking Skills for Calming & Arousal Control

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*As a trained observer you will see the world differently  
following this workshop.*



## Tactical EQ<sup>4</sup>: Policing Advanced: Level 1 One-Day Certification

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The Emotional Quotient Competency Model: New knowledge, skills and abilities for police work.

# Student Guide

*Designed & Developed by:*

 Taylor-Made Concepts, LLC  
Workforce Development Solutions



State Approved Training Provider  
866.487.2815

**Agenda:**

8:00-8:30 Check-In (pick up lesson guide)

8:30 - 12:00 **Emotional Intelligence:** Police Work Performance

- New Observations: New intelligence
- Benefits: Decision Making
- Threats: Negative Bias & Emotional Hijack
- Quiz #1

#1 **Self-Awareness & #2 Self-Regulation:** Police Work Performance

- Recognizing the Negative Bias
- Understanding the Amygdala Hijack
- Fear Research: Confronted | Suppressed | “Hooded Box Drill”
- Quiz #2

12:00 – 1:00 Lunch Break

1:00 - 4:00 #3 **Self-Motivation:** Police Work Performance

- Understanding self-motivation skills
- Discuss Group: Best Training-Simulation for fear in the profession
- Understanding the panic-button (Amygdala) and stress hormones
- Quiz #3

#4 **Social Awareness:** Police Work (Leadership)

- Communication Model: 3V's (visual, verbal & vocal)
- Applying Empathy skills in the moment
- Identify new Observations based on thought patterns and emotional states
- Quiz #4

#5 **Social Persuasion:** Police Work (Leadership)

- Communication Model: DISC Personality Style
- Influence “awareness categories” in daily interactions
- Adapting to different personality styles
- Quiz #5

**Lab:** An out of class video exercise must be completed, and submitted to the course instructor to complete the course and qualify for the certificate of completion. Certificates will be award within ten (10) days following the course date.

## Section 1

### *Emotional Quotient Competencies: Police Work Performance*

#### Video aide #2: “Brain Rooms”

\_\_\_\_\_ has evolved over time (rooms added)

Basement: Brain Stem (\_\_\_\_\_)

- Keeps us alive
- Governing heart rate, respiration, digestion, blood pressure
- Things that happen without thinking

First Floor: \_\_\_\_\_ (processing of emotions)

- \_\_\_\_\_ – command center for emotions
- Primal emotion – fear

**#EQ Guiding Principle:** Multiple applications when applying emotional intelligence skills (tools) to police work; this morning’s time will be dedicated to “how” you engage these during a significant event – specifically, the highest threat level of death or fatality.

#### Video aide #3: “Chaos & Mistake”

Historic mistakes on the battlefield associated with \_\_\_\_\_ and \_\_\_\_\_

The capacity to \_\_\_\_\_ these impulses

Successful recruits adapt their \_\_\_\_\_ to the demands of the job

More than physical strength to pass – introduction of \_\_\_\_\_

## What is Emotional Intelligence?

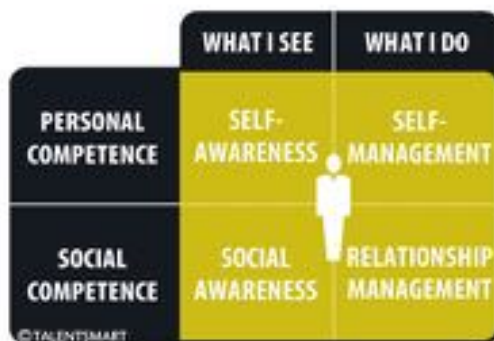
*“The ability to interpret, understand, and manage one’s own and others’ emotions. E.I. is not about becoming emotionally detached; it is about becoming emotionally mature and confident. E.I. includes personal skills like self-awareness, accurate self-assessment, and self-control, and social skills like conflict management, empathy, and leadership. Both competencies are necessary in policing.”*

Police Chief Magazine (Aug 2015)

### Skills-Framework: [short list]

1. Self-\_\_\_\_\_
  - Emotional Awareness: Recognizing one’s emotions and their effects
  - Accurate Self-Assessment: Knowing one’s *strengths* and *limits*
2. Self-\_\_\_\_\_
  - Self-Control: Managing disruptive emotions and impulses
  - Conscientiousness: Taking responsibility for personal performance
3. Self-\_\_\_\_\_
  - Achievement Drive: Striving to improve or meet a standard of excellence.
  - Commitment: Aligning with the goals of the group or organization
4. Social \_\_\_\_\_
  - Empathy: Sensing others’ feelings and taking an active interest in their concerns
  - Service orientation: Anticipating, recognizing, and meeting customers’ needs
5. Social \_\_\_\_\_
  - Influence: Wielding effective tactics for persuasion
  - Conflict Management: Negotiating and resolving disagreements

### Instructional-Framework:



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## Section 2

### #1 Self-Awareness & #2 Self-Regulation: Police Work Performance

#### New Observations: Negative Bias & Amygdala Hijack

##### #1 The Negative Bias:

*“The **brain** has many functions, one of which is a \_\_\_\_\_ – your thoughts will naturally seek what **is** wrong, what **went** wrong – your **mind** interprets all these negatives as **threats**”*

The **negativity bias** is the notion that things of a more negative nature (e.g. unpleasant thoughts, emotions, or social interactions; harmful/traumatic events) have a greater effect on one's psychological state and processes than do positive things. In other words, something very positive will generally have less of an impact on a person's behavior and cognition than something negative. The negativity bias has been investigated within many different domains, including the formation of impressions and general evaluations; attention, learning, and memory; and decision-making during risk considerations.

##### #2 The Emotional Hijack:

###### Video aide #4: “Confronted with Fear”

Amygdala responds to information from your \_\_\_\_\_ (twice as fast)

Amygdala instinctively pushes the body's \_\_\_\_\_ button

Bodily responses start to \_\_\_\_\_, \_\_\_\_\_ races, freeze or run away

###### Video aide #5: “Surprising Fear” [Intelligence increases with \_\_\_\_\_]

Brain's \_\_\_\_\_ “The Cortex” – The Second Floor

Front-lobes (newest rooms of the brain) – conscious \_\_\_\_\_ thought, problem solving

Information from your senses reaches the Amygdala \_\_\_\_\_ as fast as the Front-lobes

\_\_\_\_\_ and \_\_\_\_\_ leads to flight, fright or freeze

Amygdala signals that you get can be \_\_\_\_\_ in a top down way

**Audio aides: Subject Matter Expert (Dr. Goleman)**

Anatomy of a bad day (02 9)

Recognizing a highjack (02 16)

Physical clues to a high jack (02 18)

How to recover from a high jack (02 20)

**Video aide #5: “Hooded Box Drill”**

Simulating fear and panic – learning to control the Amygdala \_\_\_\_\_

Students are \_\_\_\_\_ and \_\_\_\_\_ – consider five common senses (external stimuli)

Appropriate response instantly – swift & lethal or non violent

***Emotional Intelligence in Policing:*** An emotional hijack is inherent with high performance occupations. Emotionally un-intelligent responders that are not <sup>1</sup>aware of their emotions or able to <sup>2</sup>regulate disruptive emotions will frequently find themselves with a...

- Decrease in peripheral vision.
- Difficulty in cognitive processing.
- Inability to handle complex tasks.
- Difficulty to think about new or possible alternatives to a situation.
- Inability to think ‘outside the box.’

**CDM: Chatter Regulation****The Mental 5**

[Regulating chatter starts with awareness to words & mental pictures]

Your thoughts will have a natural "negative-bias". A tendency to repeat what's wrong, what's lacking - things that are not right will frequently dominate your thoughts. This natural tendency can become an emotional distraction. Unregulated negative chatter gets "recorded" and literally works against you and your personal best when under pressure/stress.

Personal best begins with regulating your thoughts and learning to regulate your emotions. Here are five (5) simple ideas how to regulate your chatter daily for a personal best in everything you do. Simple ideas you can use and share with those you influence.

The five (5) mental skills to regulating thoughts and emotions:

1. \_\_\_\_\_ :  
"The ability to select (regulate) words and mental pictures; on demand"
  
2. \_\_\_\_\_ :  
"The ability to focus on (repeat) specific words and mental pictures; on demand"
  
3. \_\_\_\_\_ :  
"The ability to inventory; the act of creating a detailed mental menu list of words and mental pictures"
  
4. \_\_\_\_\_ :  
"The ability to prioritize the words and the mental pictures"
  
5. \_\_\_\_\_ :  
"The ability to create new words and new mental pictures in the moment; on demand"

### Section 3

#### #3 **Self-Motivation:** Police Work Performance

Developing an officer's emotional intelligence skills will have an immediate impact on task competencies supporting:

- Creative problem solving
- Adaptability to change (rapidly)
- Effective conflict resolution

#### Guiding Principle(s):

- Amygdala will push the panic button and pull your brain (motivation) off the mission
- Amygdala will impulsively motivate the body to take the path of least resistance
- Amygdala can be regulated once awareness skills (mindset) are engaged

**Learning Aides:** Few and discuss as group based on new observations.

#### Video aide #7: "Primal Fear Pre-Programmed"

Some \_\_\_\_\_ that are pre-programmed, primal, super \_\_\_\_\_

Navy: Pool Competency Test (nothing scarier than not being able to \_\_\_\_\_)

Most common reason for mistakes: \_\_\_\_\_, losing composure

#### Video aide #8: "Pool Competency Test"

Breakthroughs in brain science have us re-thinking how we train for stressful situations

Special exercises to \_\_\_\_\_ fear (drowning)

Science believes evolution has \_\_\_\_\_ our brain to dread being trapped under water

Career Milestone: Goal is to overcome the brains impulse to surface for air



*Video aide #8 continued*

Training how to deal with \_\_\_\_\_ – controlled harassments, planned harassments, repeated attacks; working to see how you will handle the \_\_\_\_\_ impulses

Putting theory into practice isn't easy ( \_\_\_\_\_ exercises)

**Video aide #9: “Battle In The Brain”**

Creating \_\_\_\_\_, see how you will handle it

Brain's \_\_\_\_\_ presses the panic button urging to surface

Front lobes ( \_\_\_\_\_ thought) must win this battle in the brain if you are to stay in control

“Get air”, *what you want to do*, or take the problems and solve to do what is necessary

What's going on in the recruit's \_\_\_\_\_ to cause the breakdown

Fear, Amygdala's panic button (sending an overload of stress hormones into your blood stream) makes controlling things with \_\_\_\_\_ more difficult

**Video aide #10: “Nervous System”**

Brain Body Sync – electrical impulses (270 mph), brain tells body to do something

Extreme distress, brain releases chemicals (stress hormones)

Amygdala triggers a \_\_\_\_\_ sending adrenaline into the body's blood stream

Stress hormones prepare body for \_\_\_\_\_

Increases breathing, heart rate, blood pressure, senses keener, memory sharper, body less sensitive to pain

Mind is going everywhere (difficult to stay \_\_\_\_\_ on what you have to do)

Section 4

#4 **Social-Awareness:** Police Work Performance

**Emotional Intelligence in Policing:** A general assumption is that most people that you interface with daily are emotionally un-intelligent. Due to un-regulated chatter (thoughts) from media impressions, financial pressure, career struggles, family dysfunctions and social distractions, most people we interface with daily have a low level of emotional quotient. Provided these new observations are valid and reliable for the policing profession, people in general will tend to demonstrate their negative-bias and emotional (Amygdala Highjacks).

**Guiding Principle(s):**

- EQ competency of Social-Awareness is a technical skill for supervisors
- Language (words) are your weapon to navigate others negative bias & emotional highjack
- Self Competencies: Practice distressful situations preparing for Fear & Panic Button (Amy)
- Social-Competencies: Daily Routines & Conditioning (casual settings)

**Police Industry Instrument: Assessment**

- Handout: EQ Competency Model for Policing
  - Thirty Party Vendor: BlueEQ
- Applications to Policing Industry:
  - Recruiting
  - Continuing Education (development)
- Definitions of Social-Awareness Skills (write)



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**Section 5****#5 *Social-Persuasion*: Police Work Performance****EQ Exercise: One Admired**

Identify someone in the policing profession that you admire based on how they've handled a difficult situation (recently or in the past)

*New Observations:*

- Describe what they were doing (see)
- What were they thinking?
- What were they feeling?

**Communication Strategies using Personality Styles: DISC****Behavior based on personality styles**

- Identify my style
- Recognize other's style
- Adapting to other styles

**Guiding Principle:**

- Communication breakdown is often caused by personality conflicts
- Golden Rule creates conflict, practice the Platinum Rule
- Like colors in the rainbow, we have traits from each style
- Under pressure or highly motivated, your style will show (visual, verbal, vocal signs)
- A strength becomes a weakness if un-regulated
- Practice self-awareness, self-regulation, self-motivation daily using

## DISC Personality Snapshot

1.	___ Determined	___ Enthusiastic	___ Loyal	___ Conscientious
2.	___ Outspoken	___ Confident	___ Good-Natured	___ Reserved
3.	___ Demanding	___ Outgoing	___ Agreeable	___ Careful
4.	___ Strong-Willed	___ Playful	___ Sympathetic	___ Tactful
5.	___ Argumentative	___ Talkative	___ Gentle	___ Insightful
6.	___ Competitive	___ Good Mixer	___ Even Temper	___ Thorough
7.	___ Aggressive	___ Sociable	___ Easy-Going	___ Logical
8.	___ Stubborn	___ Friendly	___ Kind	___ Controlled
9.	___ Insistent	___ Inspiring	___ Amiable	___ Accurate
10.	___ Direct	___ Cheerful	___ Considerate	___ Diplomatic
	___ TOTAL <input type="text"/>	___ TOTAL <input type="text"/>	___ TOTAL <input type="text"/>	___ TOTAL <input type="text"/>

DISC Self  
REPORT FOR Parrish Taylor - Id/Is STYLE

Overview of the Four Basic DISCstyles

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived in personal, social and work situations.

	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
<b>PACE</b>	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
<b>PRIORITY</b>	Goal	People	Relationship	Task
<b>SEEKS</b>	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
<b>STRENGTHS</b>	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
<b>GROWTH AREAS</b>	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
<b>FEARS</b>	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
<b>IRRITATIONS</b>	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
<b>UNDER STRESS MAY BECOME</b>	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
<b>GAINS SECURITY THROUGH</b>	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
<b>MEASURES PERSONAL WORTH BY</b>	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
<b>WORKPLACE</b>	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

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**Critical Decision-making Models: CDM** (on demand, in the moment, learning)

1. **EQ Framework** – The Map (SA, SR, SM, S<sup>2</sup>A, S<sup>2</sup>P)
2. **Most | Excite | Fear** – Inventory thoughts, emotions throughout the day, assess others
3. **T. = E. = A.** – Behavior based model incorporating thoughts and emotions
4. **3 Digit Code** (3 Dimensional) – Corrective Actions, Rapid Recovery
5. **Chatter (Regulation)** – Words and mental pictures flashing randomly
6. **Windows of Self Concept** – past, present & future chatter-regulation strategies
7. **Critical Advisors** (3 Digit Code) (TEA) – thoughts, philosophy, self-discipline, results
8. **Six Cylinder Theory** – Life balance, self-awareness, regulation and motivation exercise
9. **Word Clusters** – three to four adjectives enabling a specific task repeated frequently
10. **Good Boss / Bad Boss** – thinking brain centers (good boss), emotional (bad boss)
11. **Me-World / We-World** – Isolation strategy for personal and social skill applications
12. **DISC** – Personality Style (identifying, adapting, influencing)
13. **Maturity Metrics** – Nine (9) point accountability system (awareness & regulation) (self, others)

**JSPO Feedback & Assessment**Date: November 2<sup>nd</sup>, 2016**General (Optional):**

Name: \_\_\_\_\_ Contact #: \_\_\_\_\_

Agency: \_\_\_\_\_ Yrs. In Law Enforcement: \_\_\_\_\_

Yes, please contact regarding:    Personal EQ Coaching    Training At Our Agency/Academy

**Content & Presentation:**

- Can you use the information presented today – is it beneficial? (If so, please explain)
  
- What information stands out the most – made the biggest impact on today?
  
- In your opinion, can others in Law Enforcement benefit from this training? (If so, please explain)
  
- What is one action item you will take away from today's training?
  
- Please evaluate the presenter's ability to deliver the information (examples, pace, material)

Please feel free to use the backside of this sheet for additional space.

**JSPO Advanced Level I: Quiz Answer Sheet**  
 Date: November 2<sup>nd</sup>, 2016  
 [70% completion is required to receive a certification]

Name: \_\_\_\_\_ Contact #: \_\_\_\_\_

Email: \_\_\_\_\_ Agency: \_\_\_\_\_

**Quiz #1: EQ**

1. True or False
2. True or False
3. True or False
4. True or False
5. True or False

**Quiz #5: Social-Persuasion**

- *Complete the course evaluation and turn into your instructor*

**Quiz #2: Self-Awareness & Self-Regulation**

1. True or False
2. True or False
3. True or False
4. True or False
5. True or False

**Lab: Video Exercise****Objective:**

In your own words, using the information and tools from the course, explain to a third party professional ...

**Quiz #3: Self-Motivation**

1. True or False
2. True or False
3. True or False
4. True or False
5. True or False

1. What is the map
2. How to use the map
3. Teach the 3-Digit Code CDM
4. Define Chatter

You must video your interface with the third party professional teach all four (4) points.

**Quiz #4: Social-Awareness**

1. True or False
2. True or False
3. True or False
4. True or False
5. True or False

Designate a second person to video your exercise using a common smart phone.

**Certificate of Completion:**

*A 70% combined score on quizzes and submission of the Lab Video Exercise is required in order to receive a Certificate of Completion.*



**Lab: Video Exercise**  
[Keep This Document]**Objective:**

In your own words, using the information and tools from the course, explain to a third party professional ...

1. What is the map
2. How to use the map
3. Teach the 3-Digit Code CDM
4. Define Chatter

You must video your interface with the third party professional teach all four (4) points. Designate a second person to video your exercise using a common smart phone. Once you have successfully recorded your lab exercise, send your video file to your course instructor.

**Instructor Contact Information:**

- Email: info@TMCtraining.net or
- Text Message: (318) 481 8618

**Due Date:**

All lab videos must be submitted within three (3) days of the course date ( \_\_\_\_\_ ).

**Key Notes: Practice**

1. What is the map
2. How to use the map
3. Teach the 3-Digit Code CDM
4. Define Chatter

**Certificate of Completion:**

*A 70% combined score on quizzes and submission of the Lab Video Exercise is required in order to receive a Certificate of Completion. Questions: 866.487.2815*