

Emotional Intelligence and Journaling

Facilitator Guide

Session Overview

Introductions & Learning Objectives	20m
What is Emotional Intelligence (EI)?	05m
The Brain & EI Domains	15m
Resolving Conflict	05m
Role of Your Journal	05m
Break	10m
GROUP EXERCISE – Primal vs. Cognitive Brain	10m
Positive Psychology / Blue Courage	20m
21 Day Challenge	10m
Statistics / Journal Entry Assignment	10m
Break	10m
Discussion – MBTI Profiles	20m
Discussion – Improving EI & Journaling	10m
Distribute Journal Booklets & Journaling Goals	05m
Journal Entry	15m
End of Session / Break	10m

Total Session Time: 3 hours

Main Topics of Session:

- *Emotional Intelligence as it applies to life and to law enforcement*
- *Every Individual has control over how they react to a situation*
- *Ways to Improve your E.I.*
- *Journaling and reflection*

Facilitators Needed: 1

Location: Classroom

Materials Needed:

- *PowerPoint - Emotional Intelligence (2014)*
- *HANDOUT - MBTI Descriptors - STUDENT VERSION*
- *MBTI Descriptors - INSTRUCTOR VERSION*
- *FG Supp - Deaf Man & Bad Experience with Police*
- *FG Supp - Article - Alabama Officers Fired for Beating*
- *Journal Booklets*

Students Should Already Have:

[THUMB DRIVE]

- *HANDOUT - Learning Journal Rubric*
- *HANDOUT - Reflective Journal Questions & Prompts*
- *HANDOUT - Emotional Intelligence - Know Thy Self*
- *HANDOUT - Learning Journal Mechanics*
- *HANDOUT - Learning Journal Overview*



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“Anyone can become angry – that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- this is not easy.”

-Aristotle, *The Nicomachean Ethics*

Learning Objectives:

- Describe the benefits of journaling in a learning environment.
- Define Emotional Intelligence (EI).
- Identify your EI strengths and areas of development.
- Define your MBTI Personality Type.
- Describe how an understanding of EI is important in law enforcement.
- Identify the journaling goals and requirements at the academy.
- Describe the difference between the journal and the letter home.

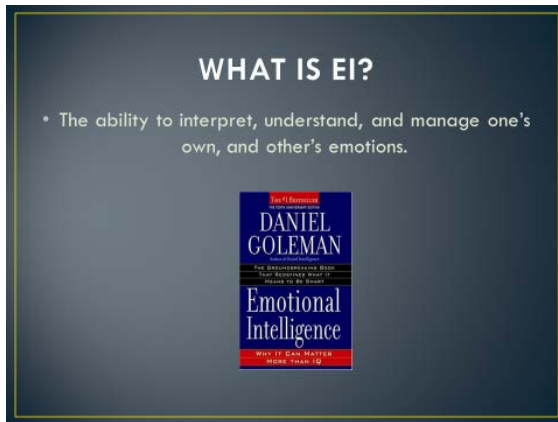
Learning Objectives

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- Identify your (EI) strengths and areas of development
- Determine your MBTI Personality Type
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DISCUSSION - What is Emotional Intelligence (EI)

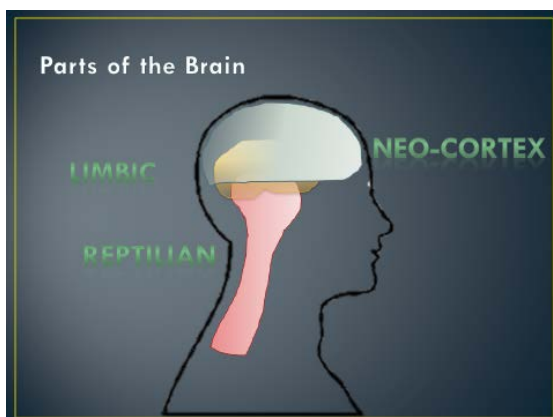
QTC: What does it mean to manage other's emotions?

QTC: Does self-awareness mean recognizing your own emotions or other's emotions?

QTC: What does it mean to understand and interpret your own emotions?

QTC: How can you interpret, understand, and manage other's emotions?

NTF: Provide an example of how emotions can affect/influence a road rage incident.



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GROUP EXERCISE - Primal Brain vs. Cognitive Brain

Time: 10 min (10 presentation)

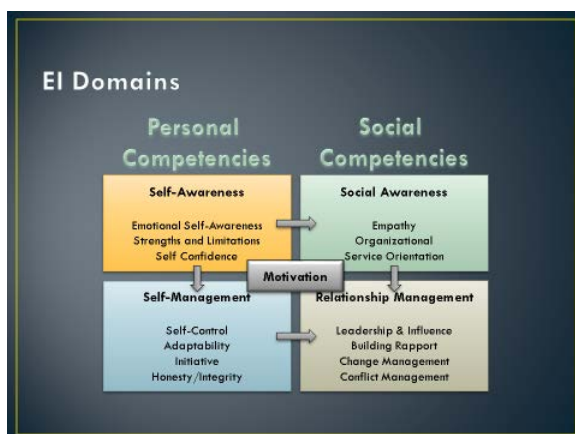
Materials: • none

NTF: You are going to walk the recruits through the following exercise. Read out loud the instructions so that all recruits can follow along and understand the importance of the demonstration.

Discuss the primal brain and link to cognitive brain

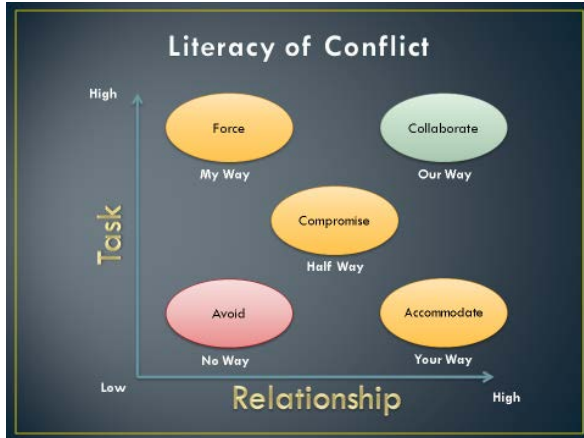
Instructions: Take your left hand and make a fist holding it up in the air. This represents your primal brain. This is where your emotions come from. You perceive an event and immediately your brain perceives this as some type of emotion. It makes you feel happy, sad, mad etc. There is always emotion. If this portion of your brain becomes powerful it controls your learning process, it can override your ability to respond tactically. Skills drop off and it becomes difficult to make sound judgment and do skills such as shooting.

Take your right hand and place it open covering the top of your fist. This represents your cognitive brain. It is the part of your brain that controls the reaction to the emotion. The important thing to understand here is that this part of your brain will continue to do what it has always done in reaction to certain types of events that trigger emotion. However, you can always retrain your brain to react differently. Emotion means nothing, it lasts only a second. It is how you deal with it and give it meaning that is important.



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Journaling

- What are journals used for?
- What makes them effective?
- Requirements



NOTE TO FACILITATOR

Explain that when they are reflecting, they should not only consider what they may have been thinking or feeling, but also identify what caused those thoughts or feelings. After they take time to analyze these thoughts and feelings, they can create action steps that will address these in the future.

Example: SWAT Debrief, Critical Incident Debrief



BREAK (END OF HOUR 1)



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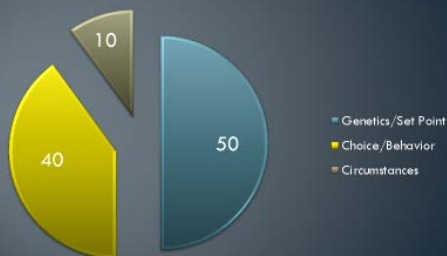
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Positive Psychology

"Happiness is native to the human mind and its physical machine. We think better, perform better, feel better, and are healthier when we are happy."

-Maxwell Maltz

Life Satisfaction – Well-Being



NOTE TO FACILITATOR

This material comes directly from Blue Courage (Facilitator Guidebook pg 101).

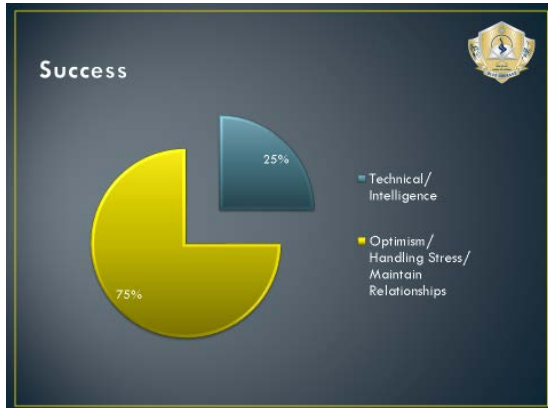
STC: "Our genetics is not a determinant. We can change at the cellular level. It's a baseline but we have the ability to shift it."

- Genetics/Set Point on happiness is 50%. No matter what happens (winning the lottery, getting a new car, getting married, etc.), we all return to a certain satisfaction level.
- Choice & Behaviors - 40% might not seem like a lot, but when you look at the big picture, we have immense influence to change our life.
- Circumstance - 10% in life. What we are born into (socioeconomic level, un/healthy surroundings, abuse, neglect, etc.)
- We are not bound to our circumstances. We have the choice to re-write our past and create our own future.



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21 Day Challenge

- 3 Gratitudes – Tetris Effect
- Journaling – Positive experience over the last 24 hours
- Exercise – At least 10 minutes of continuous exercise
- Meditation – Focused breathing for two minutes
- Random acts of kindness – at least one daily
- Impact letter



NOTE TO FACILITATOR

This material comes directly from Blue Courage (Facilitator Guidebook pg 105).

STC: “You can train your brain to be positive. In as little as a 2 minute span of time, done for 21 days in a row, you can actually rewire your brain.”

By doing these activities - by training our brain like we train our bodies - we can reverse the formula for success and happiness and create ripples of positivity.

Explain:

- 3 Gratitudes - write down 3 things you are grateful for each day into a blank word document.
- Journaling - Write for 2 minutes a day describing one positive experience you had over the past 24 hours.
- Exercise - Exercise for 10 minutes a day.
- Meditation - Meditate for 2 minutes, focusing on your breath going in and out.
- Random Acts of Kindness - Write one, quick email first thing in the morning thanking or praising a member on your team.



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Increasing your EI can prevent you from becoming a statistic!

- Every 24 – 52 hours a police officer commits suicide.
- Suicide rate for police officers is three times higher than the national average.
- The rate of failed marriages is 80% for police officers and the average new officer is divorced after 5 years.
- The average life expectancy rate after retirement is 5 – 10 years.
- 50% of police officers illnesses are psychological.
- These statistics do not show the other issues such as alcoholism, drug abuse, corruption, poor decision making and more.



JOURNAL ENTRY - Police Officer Statistics

Time: 10 min (HOMEWORK)

Instructions: In your journals, take a few minutes to reflect on why this trend continues. Then come up with 5 ways you intend to combat this.

Assignment

- **Question 1:** Describe a time in your life when you allowed your emotions to get out of control and you did something that you later regretted?
- **Question 2:** Think of an event you might encounter during your law enforcement career that will trigger a significant emotional response? How will you choose to react to this event?
- **Question 3:** What are your views of EI and Journaling now? If your views have changed, what changed those views?



BREAK (END OF HOUR 2)



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MBTI/ Personality Type

- What is the MBTI?
 - It describes your personality, it does not prescribe it.
 - It describes your preferences, not what you can or can't do
 - All the different types are equally important. You are not a better person depending on the personality type.

MBTI Handout



CLASS EXERCISE - HANDOUT - MBTI Descriptors - Blind Worksheet



STUDY

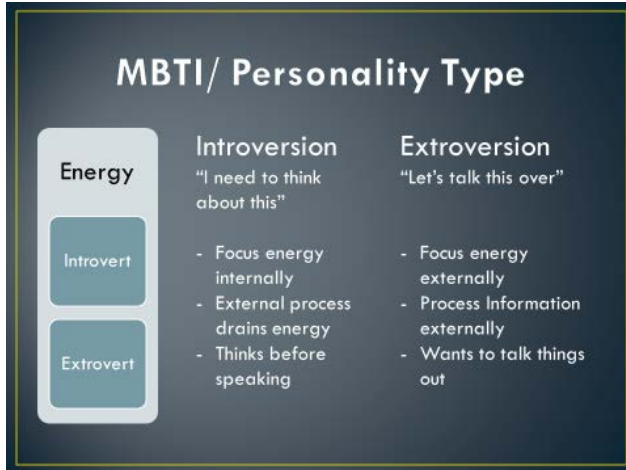
After going over this slide, hand out MBTI Descriptors Blind – STUDENT VERSION worksheet. Have class take **7 minutes** to complete this. Hand out MBTI EI Books, allow them to take a few minutes to review their personality type do's/ don'ts.

MBTI/ Personality Type



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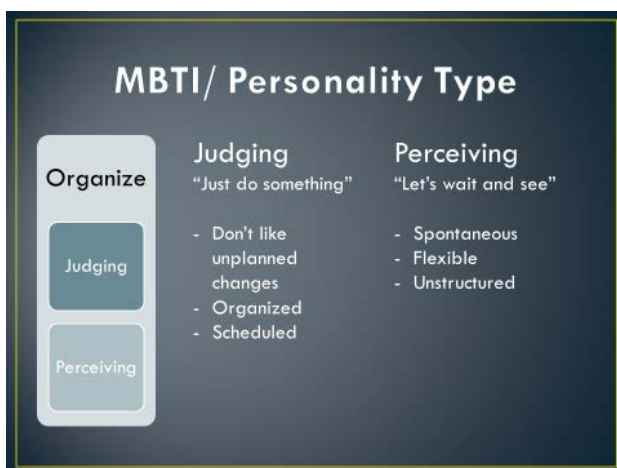


NOTE TO FACILITATOR

Explain the following personality types:

Introversion – focuses their energy and processes information internally. Thinks before they speak.

Extroversion – focuses their energy and processes information externally. Wants to talk about things out loud.



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NOTE TO FACILITATOR

Explain the following personality types:

Judging – Does not like unplanned changes. Wants things planned out.

Perceiving – Spontaneous. Flexible, adaptable. Ready to go to the next thing that comes up.

MBTI/ Personality Type

<div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px; border: 1px solid #ccc;">Think</div> <div style="background-color: #d9ead3; padding: 5px; margin-bottom: 5px; border: 1px solid #ccc;">Sensory</div> <div style="background-color: #d9ead3; padding: 5px; border: 1px solid #ccc;">Intuition</div>	<p>Sensing "Just the facts, please"</p> <ul style="list-style-type: none"> - 5 Senses, likes to verify - Details and tangibles - Focused on the facts - Prefer set paths 	<p>Intuition "I can see it all now"</p> <ul style="list-style-type: none"> - Big Picture - Focus on future and change - Landmarks - Seeks meaning in ideas
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NOTE TO FACILITATOR

Explain the following personality types:

Sensing – Just wants the facts. (Wants exact directions)

Intuition – Likes to see the big picture. Focuses on the future or change. (When giving direction to intuition people, provide landmarks)



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MBTI/ Personality Type

Decide	Thinking	Feeling
	<p>"Is this logical?"</p> <ul style="list-style-type: none"> - Uses sound arguments - Seeks truth, wants fairness - Prefers logic, systems, models - Can work without harmony 	<p>"Will anyone be hurt?"</p> <ul style="list-style-type: none"> - Values interdependence - Seeks harmony, tolerance - Prefers ideals, people values
Thinking		
Feeling		



NOTE TO FACILITATOR

Explain the following personality types:

Thinking – Makes decisions by logically thinking things through.

Feeling – Does it feel right? Personal impact of decisions are taken into account.

**How does the MBTI, EI, &
Journaling all fit together in
Police Work?**



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NOTE TO FACILITATOR

Use this time to share a personal story or one from your community where a better understanding of your own personality and that of another helped to bridge a cultural, gender or generational gap.

“Leadership is not domination.
It’s the art of persuading people to
work toward a **common goal.**”

-Daniel Goleman



DISCUSSION - Ways to Improve your E.I.

QTC: What are some strategies for recognizing and improving your own Emotional Intelligence (EI)?

AR:

- A. Practice controlling the EI dynamics
- B. Seek out feedback from your colleagues
- C. Find ways to exercise the EI dynamics
- D. Strive to be more than you are



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DISCUSSION - Characteristics of a Good Police Officer

QTC: Is intelligence more than your IQ?

QTC: What is the difference between being book-smart or street-smart?

QTC: Which one do you feel is more important in policing or are they both equally important?



NOTE TO FACILITATOR

Lead a discussion on how our emotions play such an important role in police work. Use a few relevant examples to illustrate what happens when emotions get the best of us.

SEE FILE: [FG Supp - Deaf Man & Bad Experience with Police](#)

SEE FILE: [FG Supp - Article - Alabama Officers Fired for Beating](#)



SAY TO CLASS - Journaling

Throughout the next 18 weeks many things will come up in your training, just the same as the job you are preparing for, your training here at the academy will trigger many different emotions. Reactions to these events will be different for everyone. For example we show a video of an officer getting killed in the line of duty. We have had many recruits come to us the next day and quit the academy because he or she cannot handle the emotion. Journaling is one way to help combat that and help you better understand and control your emotions. This is one of many reasons why you will be journaling over the next 19 weeks about varied topics.

- Reflection is part of your training
- Journaling is required in the academy



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STUDY MATERIALS

- HANDOUT - EI - Know Thy Self
- HANDOUT - Learning Journal Mechanics
- HANDOUT - Learning Journal Overview

Instructions: We have just spent the last 2 hours discussing emotional intelligence and learning journals. The hand out “Know thy Self” gives you a very basic foundation of where this came from and where you can get more information on the topic.

Only you can choose to believe this is important and choose to improve. I can tell you that how you view events and react to those events both personal and professionally can significantly change your life, but you must choose to believe that before you can make those changes. Ultimately the choice is yours.

(Ask if any military or other police/corrections in room)

This is very similar to critical incident debriefing in the military and encompasses portions of what we discussed in the EI section regarding debriefing and EAP.



NOTE TO FACILITATOR

Distribute the journal booklets. Emphasize to class that journaling is not a diary. The learning journal is to help them process the decisions that they are making when perceiving an emotional event.

Write the following journaling questions on the whiteboard and instruct the students to write these in the first page of their journals right now:

- What am I learning?
- Of what value is this?
- How did I learn (best, with difficulty, a specific task)?
- What else do I need to learn?



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IMPORTANT POINT - Journaling Goals/Requirements

- You are expected to journal throughout the academy.
- Sometimes the TACs and/or lessons will prompt you to journal about a specific topic. But even when you are not reminded by the TAC staff, you are expected to keep up on this.
- Your goal is to journal 30-60 minutes per week. You can divide up this time into many short sessions, or you can do it all at once.
- Participation in journaling is not optional. You are required to do it. Failure to keep up with your journal will result in disciplinary action, just as failing to complete any other assignment would.
- Your TAC Officer will arrange a collection and review schedule with you.
- When you leave the academy, YOU will keep your journal - not the academy. The journal will not become part of your training file here.
 - *HOWEVER - If you write something that requires action by academy staff, your journal writing may become a permanent part of your records.*
- Make sure you keep the writing professional and appropriate.
- We will not be “grading” your journal. We are not concerned with proper grammar or spelling. You can structure your journal as you see fit. We will be looking for honest reflection and planning. We may give suggestions for how to improve your reflective writing, and we will expect you to take those suggestions to heart.
- The TAC staff will be reading your journals to give feedback. It also helps us know what to focus on during class time.



NOTE TO FACILITATOR

Take a few moments and highlight the differences between the journals and the letters home. Use the white board to create and explain the table below.



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<i>Journal</i>	<i>Letter Home</i>
Not a permanent part of the training record*	Is a permanent part of your training record
Personal	Official communication to your department
Reviewed by academy staff for coaching purposes (to help you get better)	Reviewed by academy staff and department reps for evaluation purposes
Relaxed, open, sharing feelings	Professional, respectful, business-only
Critical self evaluation - what you will do better next time - where you're succeeding and struggling	Brief description of training received
Not concerned with grammar, spelling and format	Very concerned with grammar, spelling, and format



STUDY MATERIALS

- [HANDOUT - Learning Journal Rubric](#)
- [HANDOUT - Reflective Journal Questions & Prompts](#)



JOURNAL ENTRY

Time: 15 min

Instructions: In your journals write down these two questions and spend the next 15 minutes reflecting about them by writing in your journals:

- Question 1: Can you describe a time in your life when you allowed your emotions to get out of control and you did something that you later regretted?
- Question 2: Can you think of an event that you may encounter during your law enforcement career that will trigger a significant emotional response. How will you choose to react to this event?

Remember that list of prompts and questions!



BREAK/END OF SESSION

