



Emotionally Intelligent Police

Building Resilience and Wellbeing

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Driving Transformational Learning



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At the End of the Module you will...

- Understand Emotional Intelligence and its importance for police personnel
- Understand how emotions influence your thoughts, behaviour, actions and decisions
- Become more aware of your own emotional triggers that can instigate a strong response
- Learn to regulate your emotions during stressful and critical policing situations
- Build Emotional Intelligence competence for your personal wellbeing, success in the force and living a healthier stress-free life



Session Plan

Period 1: Introduction to Emotional Intelligence

Period 2: Emotional Intelligence Framework

Period 3: Emotional Self Awareness

Period 4: Accurate Self Assessment

Period 5: Emotional Self Control

Period 6: Emotional Expression

Period 7 and 8 : Wellbeing



Session Plan

Period 9: Building Bonds

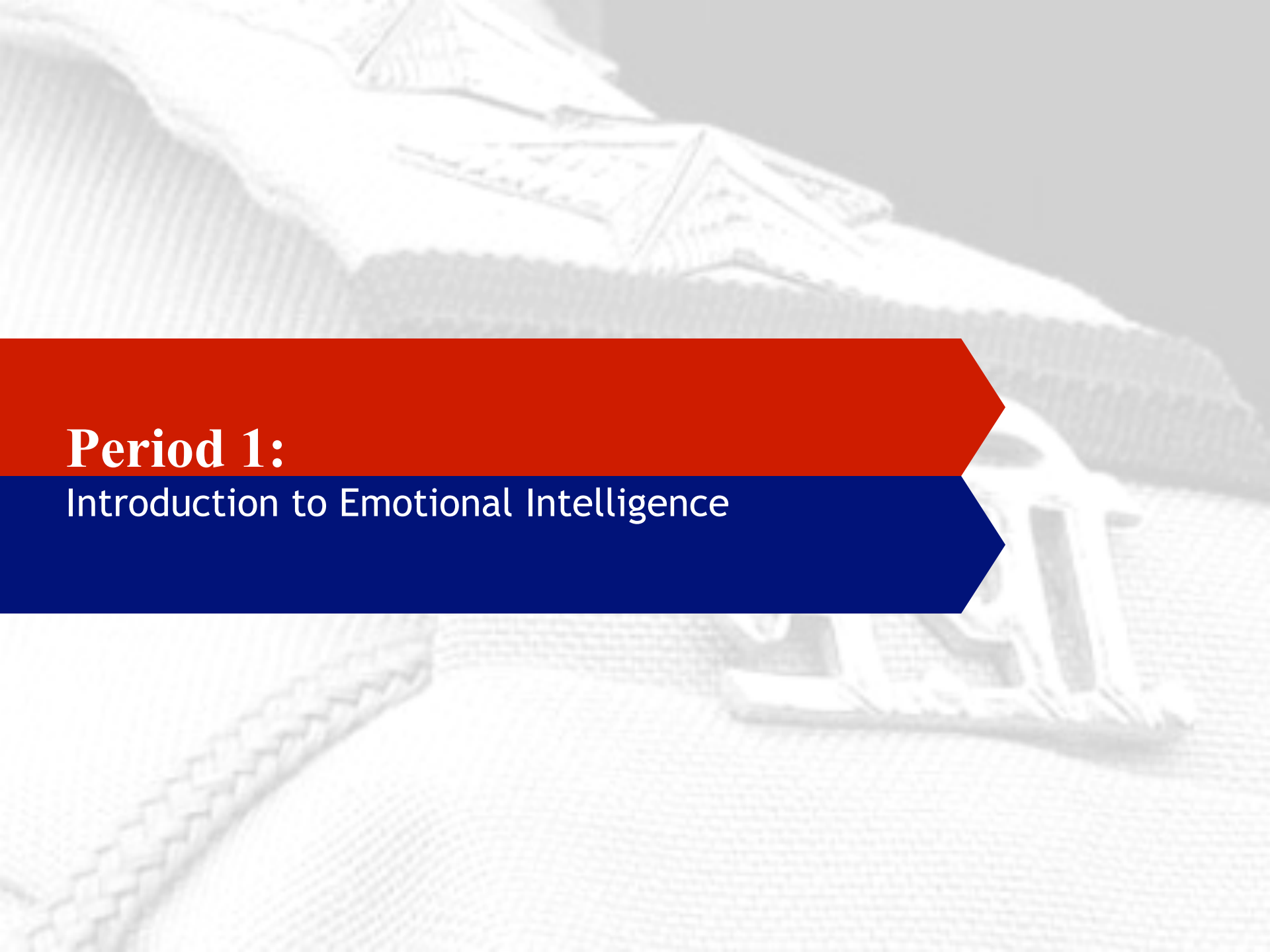
Period 10: Collaboration

Period 11: Solving Problems

Period 12: Empathy

Period 13: Service

Period 14: Recap, Exam and Conclusion



Period 1:

Introduction to Emotional Intelligence

Emotions in Play...

- Read the story 'Drunken Mane' and discuss the following questions
 - What happened in the story?
 - Why did the policemen behave in that manner?
 - What should have ideally happened?

A-B-C-D-E

A	B	C	D	E
Activating Event- Situation causing an Emotional Reaction	Beliefs- Self Talk	Consequence- Resulting Feelings and Actions	Debate, Dispute & Discard- self-defeating beliefs - Where is the proof? - Are there alternative, more-logical explanation? - Have I ever been in a similar situation before?	Effect- How have your beliefs about the situation shifted?

A-B-C-D-E Activity

- Refer to the earlier story
- Discuss the following -
 - Identify what types of self-talks happened in the story?
 - Which questions from the debate, dispute, discard step would shift the beliefs? Why? And what will be its effect?
 - Share the key points of your discussion with the class

Emotional Intelligence

- Ability to perceive, understand and express our feelings accurately and to control our emotions so that they work for us, not against us
 - Monitor your own and other's feelings and emotions
 - Discriminate among them (constructive/ destructive)
 - Use this information to guide your thinking and action

Film Clip: Emotional Intelligence

- After watching the film clip screened, discuss the following -
 - Did the protagonist demonstrate emotionally intelligent behaviour? Give example.
 - What can you learn from this film clip for emotionally intelligent policing?





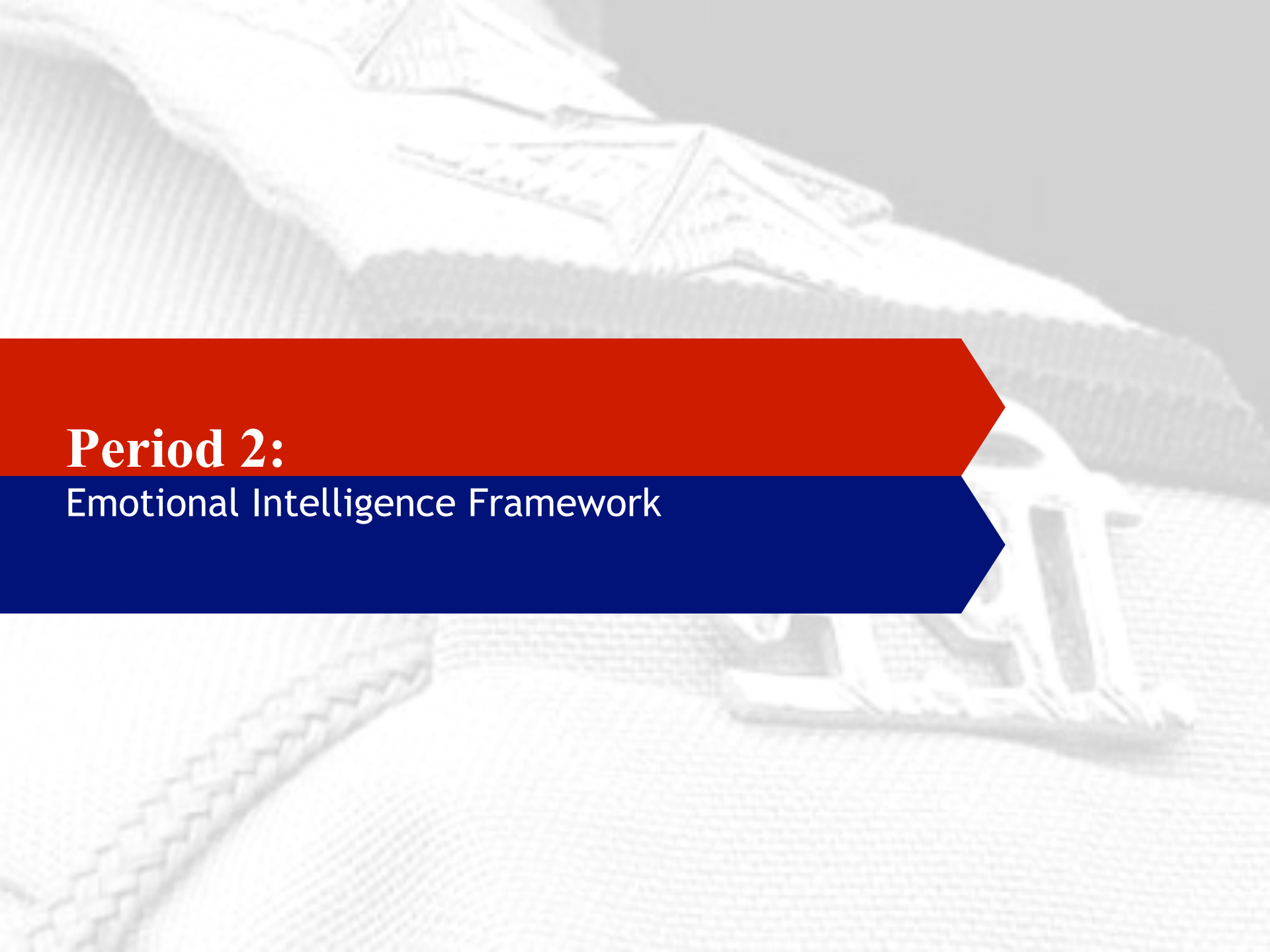
Importance of EI for Policemen

- Demanding and stressful nature of work
- Tough and conflicting policing role
- Unpredictable law enforcing situations
- Dealing with difficult people
- Serving citizens while enforcing the law and order



Key Takeaways

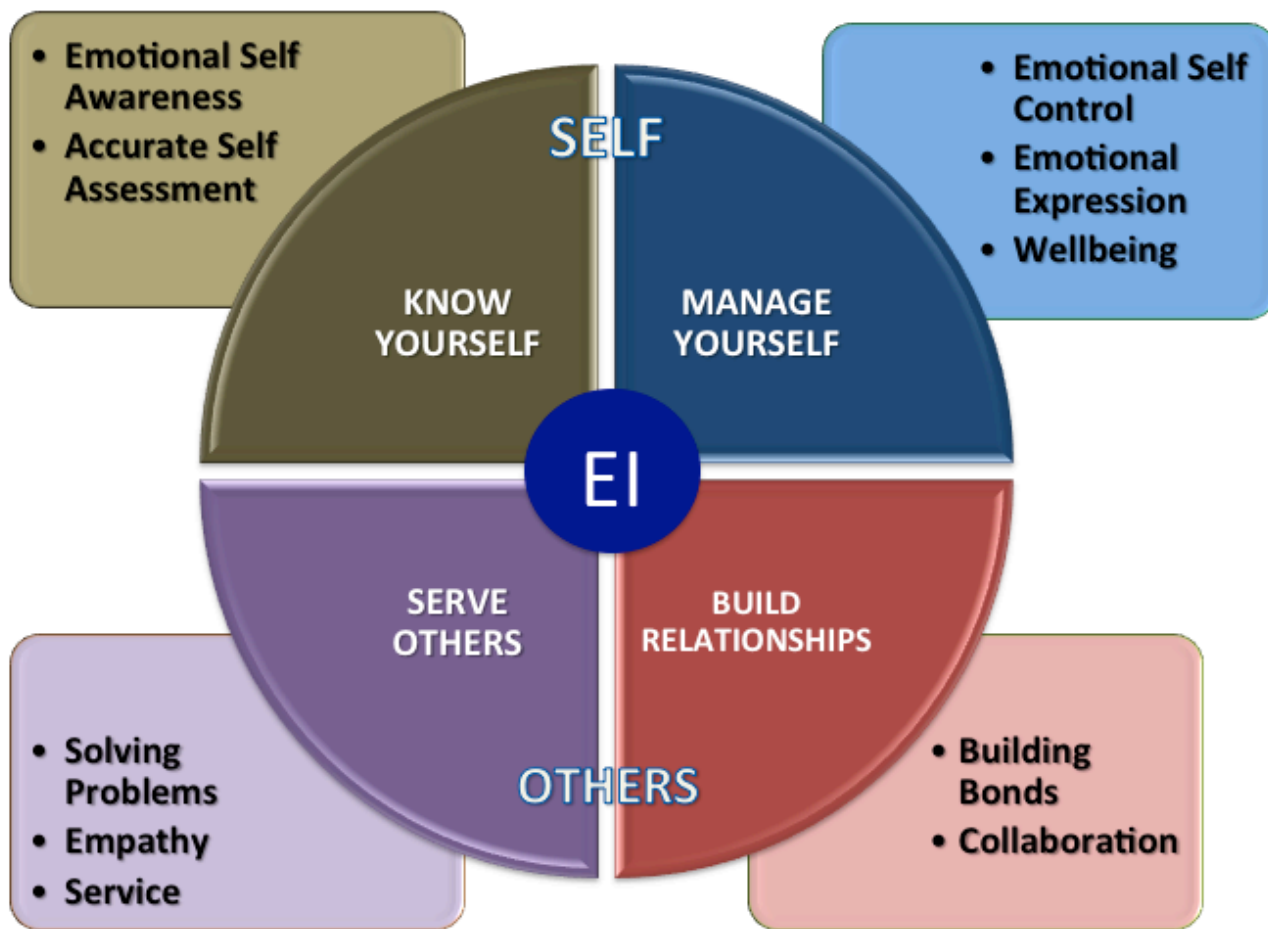
- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 2:

Emotional Intelligence Framework

Emotional Intelligence Framework



Emotional Intelligent Framework

Self (IntRApersonal)

*inner-intelligence we
use to know,
understand and
motivate ourselves*

EQ

Others (IntERpersonal)

*outer-intelligence we
use to read, sense,
understand and manage
our relationships with
other people*

Emotional Intelligent Framework

Self
(IntRApersonal)

Know Yourself

Manage Yourself

EQ

Others
(IntERpersonal)

Build Relationships

Serve Others

Know Yourself

- Feelings of inner strength and confidence and understanding impact of emotions on thoughts and actions
 - Emotional Self Awareness
 - Accurate Self Assessment

Manage Yourself

- Avoiding rash and irresponsible behaviours, being expressive in a socially acceptable way, remaining composed and living a healthy and stressfree life
 - Emotional Self Control
 - Emotional Expression
 - Wellbeing



Build Relationships

- Developing and maintaining mutually satisfying relationships
 - Building Bonds
 - Collaboration



Serve Others

- Acting responsibly, balancing emotions and objectivity, recognising how others feel and willingly contributing to the greater community
 - Solving Problems
 - Empathy
 - Service

Film Clip: Emotional Intelligence Framework



- After watching the film clip screened, discuss the following -
 - Which dimensions of the EI framework are being demonstrated by the characters in the film clip? Please explain.
 - What can you learn from this film clip for enhancing your emotional intelligence?





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 3:

Emotional Self Awareness

Emotional Self Awareness

- Ability to read one's own emotions and recognizing their impact on one's actions and thoughts
 - Recognise your feelings
 - Know why you are feeling the way you feel
 - Know impact of your feelings on others

High Emotional Self Awareness

- Read and distinguish your feelings
- Know what caused those feelings
- Remain in touch with your feelings
- Read emotional state of other people

Low Emotional Self Awareness

- Unable to verbalise your feelings
- Difficulty recognising your emotional state
- Denial of your feelings
- Misread emotional state of other people

Film Clip: Low Emotional Self Awareness

- After watching the film clip screened, discuss the following -
 - Were the characters in the film clip aware of there emotional states? Discuss.
 - Why is it important to be aware of one's emotions and feelings?



Improving Emotional Self Awareness

- Pay attention to your and others feelings in different situations you encounter
- Manually diagnose how an emotion feels through personal practice
- Ask others how they felt in a situation that involved emotional exchanges

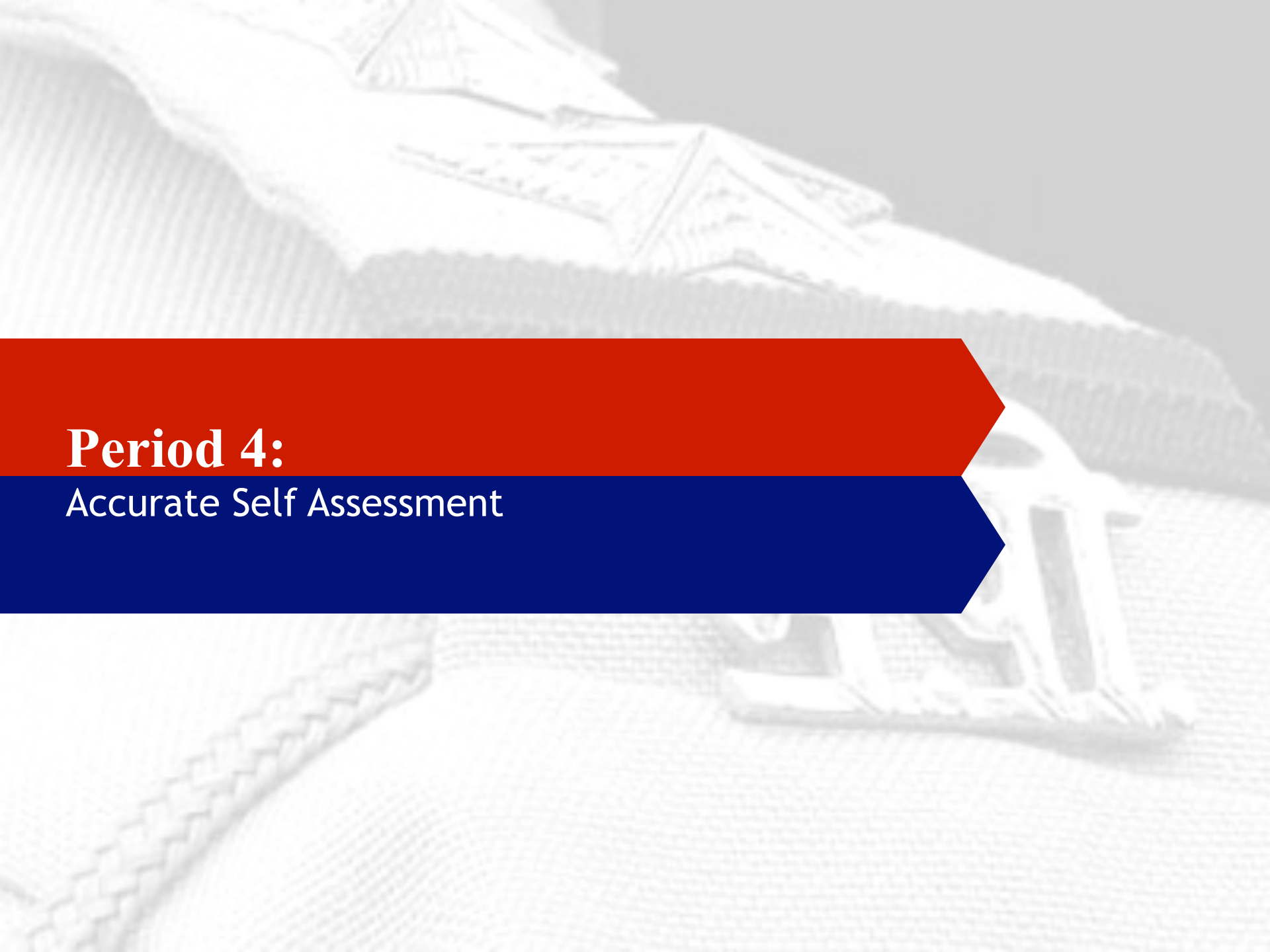
Activity: Enhancing Emotional Self Awareness

- Instructions for the activity -
 - Divide yourselves into groups of three
 - Each one of you choose an 'emotion' from the list given
 - Share an incident one by one from your life where you or the other person involved showed that emotion



Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 4:

Accurate Self Assessment

Accurate Self Assessment

- Knowing one's strengths, weaknesses, core values and uncompromising beliefs
 - Know what you are consistently good at
 - Know what limits your strengths
 - Know your core value and beliefs

High Accurate Self Assessment

- Good sense of yourself
- Aware of your strengths and weaknesses
- Aware of your core values and beliefs
- Come across confident and self assured

Low Accurate Self Assessment

- Unsure of yourself
- Little or no idea of your strengths or weaknesses
- Unabe to pin point your values and beliefs
- Not confident of yourself

Film Clip: Accurate Self Assessment

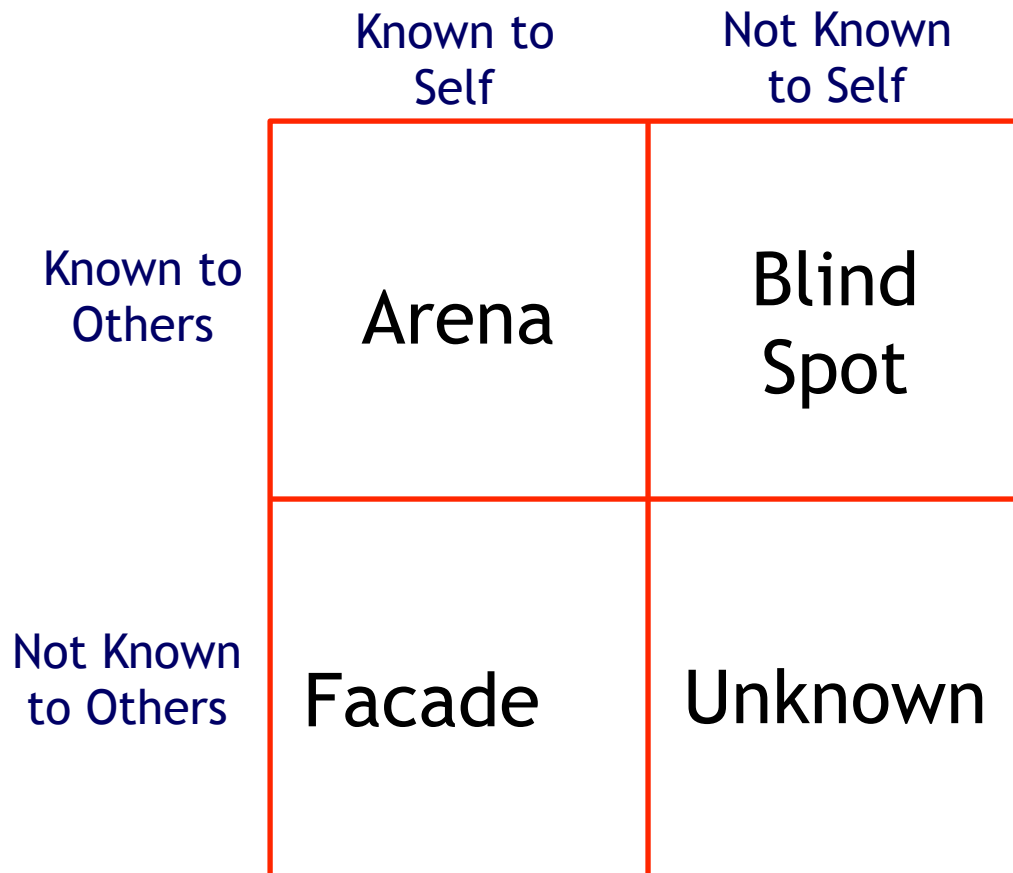
- After watching the film clip screened, discuss the following -
 - How did the character, Jatin handle the criticism and sarcasm hurled at him? Discuss.
 - What lessons do you learn from the film clip about knowing yourself?



Improving Accurate Self Assessment

- Seek feedback from those who know you well enough to comment on your strengths and weaknesses
- Do self-assessments of yourself using questionnaire and other scientific tools

Johari Window



Activity: Enhancing Accurate Self Assessment

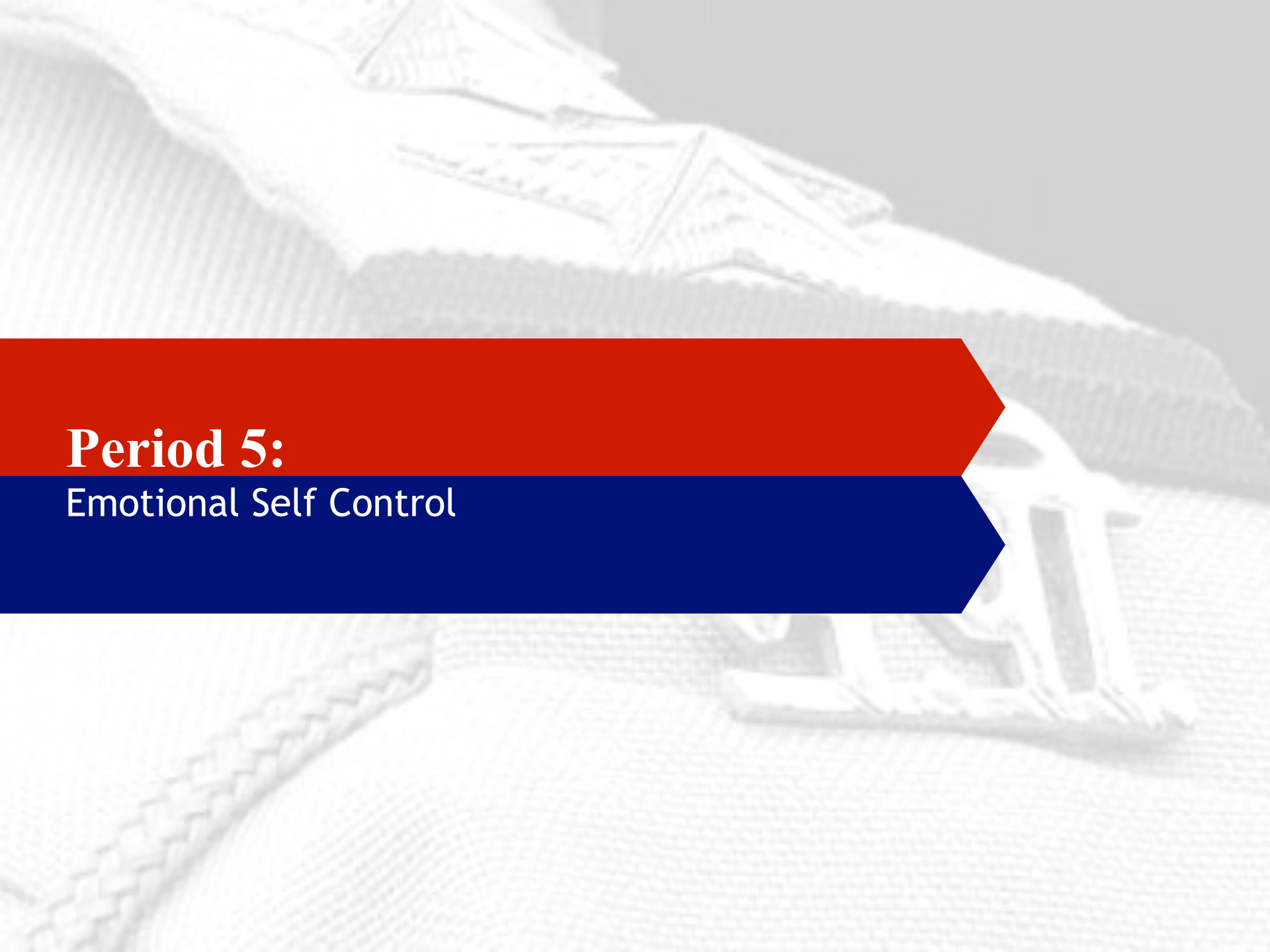
- Instructions for the activity -
 - Divide yourself in groups of five
 - Talk about yourselves one-by-one based on the questions give in the sheet
 - Discuss your experience





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 5:

Emotional Self Control

Emotional Self Control

- Ability to keep disruptive emotions and impulses under control
 - Resist or delay your impulse
 - Avoid rash behaviours
 - Resist your temptation to act hastily

High Emotional Self Control

- Composed and calm in difficult situations
- Remain in control of your negative feelings
- Respond patiently and with thinking
- Absence of aggressive behaviours

Low Emotional Self Control

- Aggressive and abusive behavior with others
- Unable to manage your anger
- Explode in difficult situations
- Lose control of your negative feelings

Film Clip: Low Emotional Self Control

- After watching the film clip screened, discuss the following -
 - Were the actions of the lead character in the film clip emotionally intelligent? Discuss.
 - How could the character have dealt with the same situations differently?





Improving Emotional Self Control

- Force yourself to take pause before you jump into action
- Take five deep breaths the next time you feel yourself being impulsive or interrupting someone
- Pay close attention to the triggers of your strong emotions and work to be mindful of those

Activity: Emotional Self Control

- Instructions -
 - Do this activity in pairs
 - Share an incident where you lost control of your emotions and the consequence of it
 - Discuss how you could have behaved differently





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 6:

Emotional Expression

Emotional Expression

- Ability to communicate one's feelings and thoughts in a non-destructive manner
 - Express your feelings verbally and non-verbally
 - Defend your personal rights and values
 - Communicate openly

High Emotional Expression

- Express your thoughts and feelings easily
- An open book to others
- Assertive in dealing with people
- Forthright and direct communications

Low Emotional Expression

- Unable to express your feelings and thoughts
- Shy and passive in delaing with people
- A closed book to others
- Indirect in commmunications

Film Clip: Emotional Expression

- After watching the film clip screened, discuss the following -
 - Were the emotional expressions of character, Mathuradas appropriate? Discuss.
 - Also discuss the emotional expressions of the Major.



Improve Emotional Expression

- Try expressing what you feel and your emotions in a non-threatening manner
- Don't keep things inside you, out of your fear of losing something as a result of speaking
- Think of top five situations where you are unable to assert and create strategies to assert during each of those situations

Role Play: Emotional Expression

- Instructions -
 - Two participants to volunteer for the ‘Express Yourself’ role play
 - Read the role play brief given to you
 - Enact the role before the class

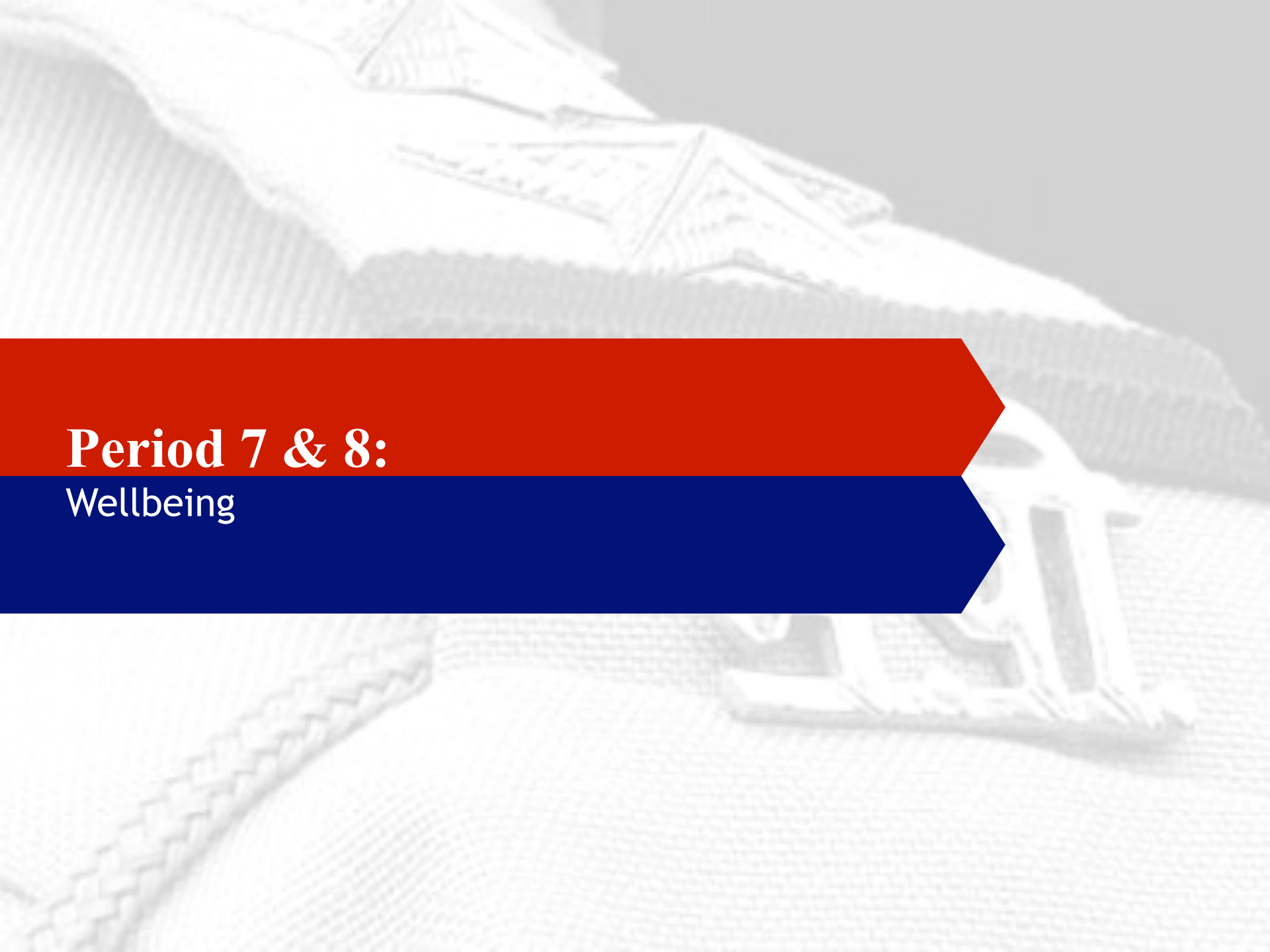
Discuss the questions given in the workbook





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 7 & 8:

Wellbeing



Wellbeing

- Ability to lead a happy, healthy, satisfied, stress-free and enjoyable life
 - Cope well with stressssful situations
 - Positive and optimistic towards life
 - Maintain a healthy lifestyle



High Wellbeing

- Lead a healthy and happy life
- Optimistic and positive in adverse situations
- Come across calm and relaxed
- Display self confidence and inner strength

Questionnaire: Wellbeing

- Instructions -
 - Complete the Wellbeing self-assessment questionnaire
 - Do your scoring
 - Discuss questions where you scored low and find ways to improve on those areas



Low Wellbeing

- Unhealthy lifestyles
- Generally unhappy and dissatisfied with life
- Demonstrate a high level of anxiety
- Pessimist and fear that worst will happen

Film Clip: Low Wellbeing

- After watching the film clip screened, discuss the following -
 - What is the wellbeing state of the character? Discuss.
 - What lessons do you draw from this situation?



Improving Wellbeing

- Identify what you value most in life and find time to spend on those activities most important to you
- Practice a healthy and disciplined lifestyle including food, exercises and other daily routines
- Think of situations that make you feel less optimistic and analyse those to see how you can deal with the same situations better in the future

Improving Wellbeing

- Paying attention to yourself - your thoughts, feelings, bodily sensations and surrounding environment (mindfulness)
 - Vehicle to enhance Wellbeing and in turn Emotional Intelligence
 - Can be developed through meditation

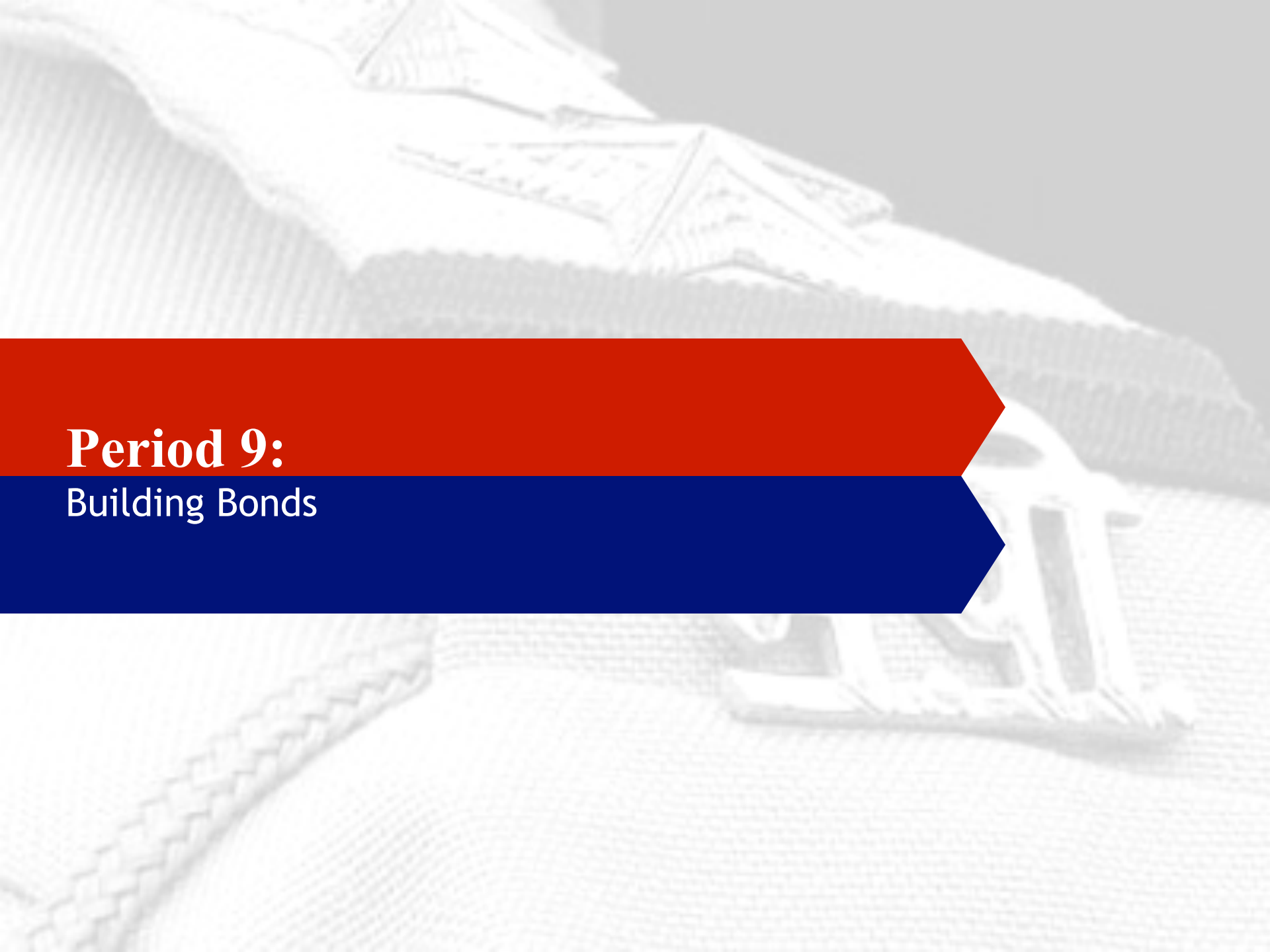
Improving Wellbeing: Meditation





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 9:

Building Bonds

Building Bonds

- Ability to cultivate and maintain mutually satisfying relationships
 - Build a wide network of relations
 - Build relations on trust
 - Be compassionate in relationships

High Building Bonds

- Give and take care and affection
- Maintain relationships over time
- Have a wide network of relationships
- Comfortable in social situations

Low Building Bonds

- Loner by nature
- Put no effort in building relationships
- Do not seek affection or care
- Discomfort in social situations

Situation: Building Bonds

- Instructions -
 - Read the situation 'Peace Committee' given individually
 - Discuss the questions given in the Workbook
 - Draw learnings for yourselves





Improve Building Bonds

- Identify some of your close family members and friends and increase your interactions with them
- Try engaging with colleagues at a personal level beyond the requirement of work
- Join some of the social circles and interest groups to widen the variety of people you could meet

Film Clip: Building Bonds

- After watching the film clip screened, discuss the following -
 - How did the main character in the film clip build bonds?
 - What lessons do you draw from this film clip that could be applied in policing?





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 10:

Collaboration



Collaboration

- Ability to work effectively and inclusively with a range of people
 - Extend cooperations and teamwork
 - Work with people within and outside the force
 - Aim at common goal and shared purpose



High Collaboration

- Extend cooperation to others readily
- Show interdependence and camaraderie
- Actively seek to assist others
- Exhibit eagerness to be of help and support to others

Low Collaboration

- Shirk from extending any help and support to others
- Try harder to stand out individually
- Compete with colleagues
- Further own individual goals

Film Clip: Collaborate

- After watching the film clip screened, discuss the following -
 - What did the protagonist do to bring people together?
 - What can you learn from this clip?





Improving Collaboration

- Identify and actively participate in some of the areas of your work that require you to engage with people other than your own team
- Identify people with similar interest as yours and then form small group to actively pursue those interests together

Role Play: Collaboration

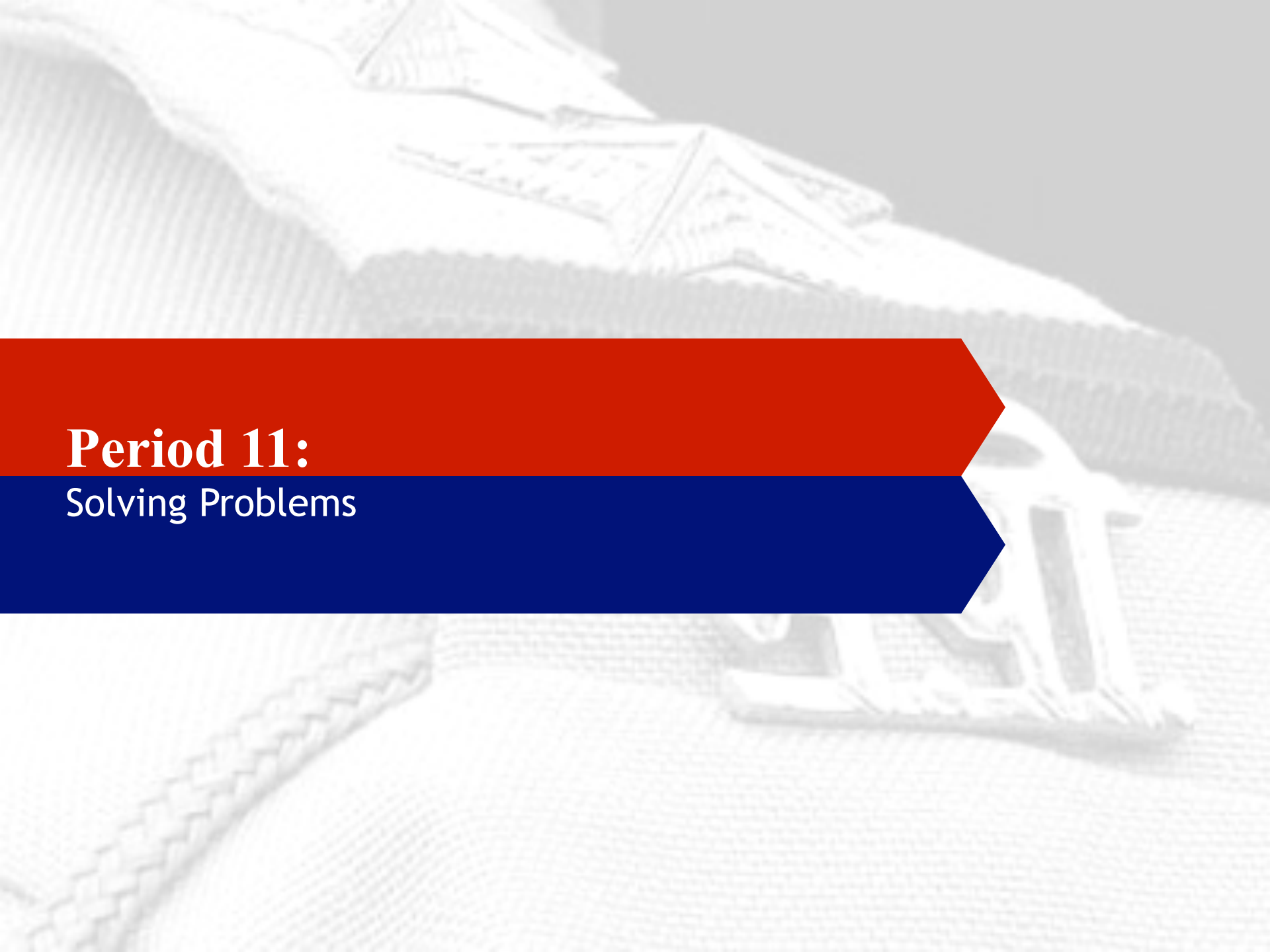
- Instructions -
 - Two participants to volunteer for the ‘Collaborate’ role play
 - Read the role play brief given to you
 - Enact the role before the class
 - Discuss the questions given in the workbook





Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 11:

Solving Problems

Solving Problems

- Ability to effectively solve problems in situations where emotions are involved
 - Balance objectivity and emotion
 - Understand how emotions impact decisions
 - Remain objective and grounded



High Solving Problems

- Demonstrate a systematic approach to solve problems
- Remain tuned into the environment
- Show a good balance of objectivity and emotion
- Don't get swayed by personal biases

Low Solving Problems

- Jump into solutions
- Unstructured approach to solving problems
- Unable to balance emotions and objectivity
- Unrealistic and disconnected while solving problems

Film Clip: Solving Problem

- After watching the film clip screened, discuss the following -
 - How did the protagonist approach the problem?
How did he solve it?
 - Discuss the problem solving style of the protagonist.



A-B-C-D-E: Solving Problem

- Instructions -
 - Read the A-B-C-D-E ‘Struggling Actress’ situation
 - Complete the A-B-C-D-E activity as given in the Workbook
 - Discuss with the class



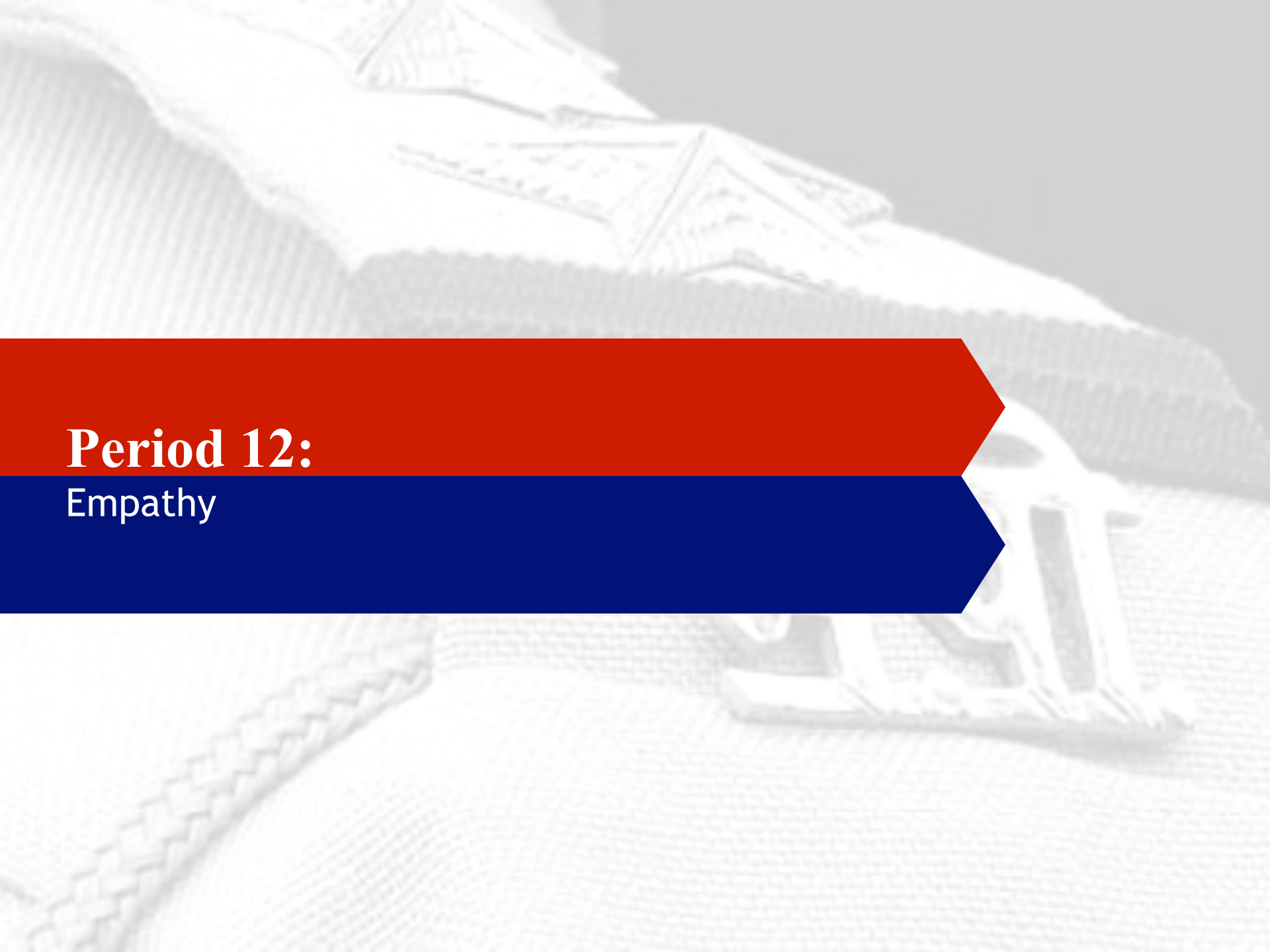
Improve Solving Problems

- Think of some recent problems that involved a high degree of emotional content and analyse the way you solved the problems to see how you can deal with similar situations better in the future
- Think of situations where you made decisions completely emotionally ignoring the reality and analyse what went wrong or could have gone wrong



Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job



Period 12:

Empathy

Film Clip: Empathy

- After watching the film clip screened, discuss the following -
 - Was the protagonist empathic in the film clip screened? How?
 - Discuss some of the attributes of empathy.



Empathy

- Sensing others emotions, understanding their perspective and appreciating how they feel
 - Recognise others feelings and perspectives
 - Articulate your understanding of other's feelings
 - Behave in a way that respects others feelings

High Empathy

- Sensitive to the feelings of others
- Able to put self in other's shoes
- Verbalise other's feelings and emotions
- Able to sense other's emotions

Low Empathy

- Can't understand people's feelings
- Unable to mirror emotions and feelings of others
- Difficulty relating to others
- Behave in a manner that disrespects others feelings

Activity: Empathy

- Instructions -
 - Two participants to volunteer
 - One participant thinks of and shares one the most critical incidents of his/ her life
 - The second participant listens to the incident and tries to empathise
 - Rest of the class share their observations



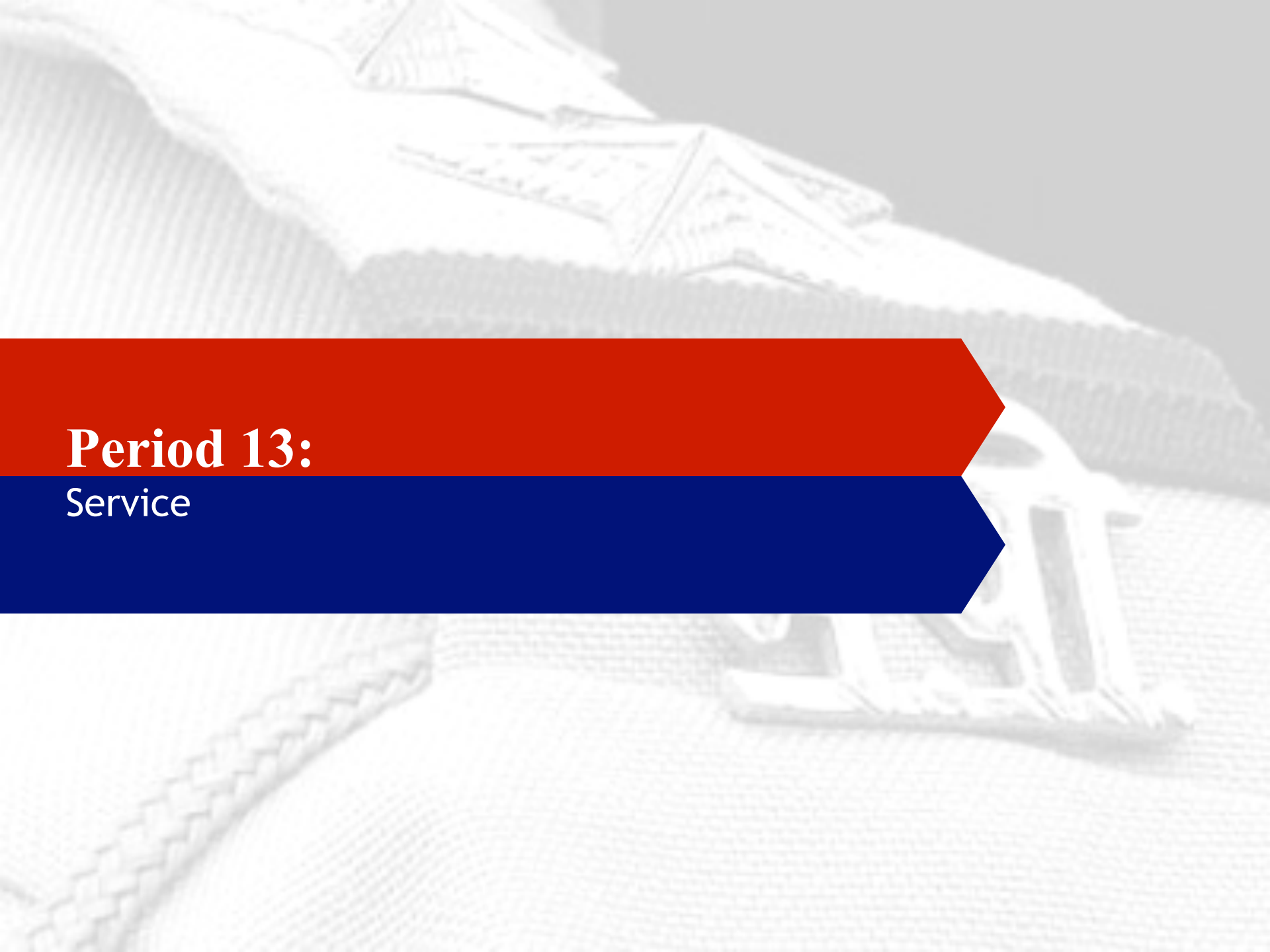
Improving Empathy

- Think of situations where you were not as sensitive to someone's feelings as you should have been and analyse those to see what you could have done differently
- Join some of the social groups that work for minority or less prevelaged people to be in a better position to see situations from others' perspectives



Key Takeaways

- Write some of the key takeaways from the session -
 - At a personal level
 - In your job

The background of the slide is a grayscale image of a military uniform, specifically focusing on the collar and shoulder area. A rank insignia, which appears to be a pilot's wing, is visible on the right shoulder. The image is slightly blurred and serves as a backdrop for the text overlay.

Period 13:

Service



Service

- Recognising and meeting needs of public and willingly contributing to the welfare of others
 - Readiness to act on the needs of public
 - Act with social responsibility
 - Show concern for the greater community



High Service

- Take initiative to serve the larger community
- Feel genuine concern for others issues and challenges
- Contribute to the social group and community
- Responsible and dependable

Low Service

- Wait to be told to do things
- Show no enthusiasm to service the public
- Hesitant to contribute to social groups
- Do not come across responsible and dependable

Improve Service

- Identify your interest or social groups beyond work and create long term plans to contribute to these on a regular basis
- Think of some initiatives you could undertake on a regular basis where there is nothing for you to directly gain from except for the personal deep satisfaction and experience

Activity: Service

- Instructions -
 - Think of a cause that you genuinely care for
 - Create a plan of how and in what ways you would like to contribute to this cause
 - Share your ideas with the class



Key Takeaways

- Write some of the key takeaways from the session -
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 - In your job



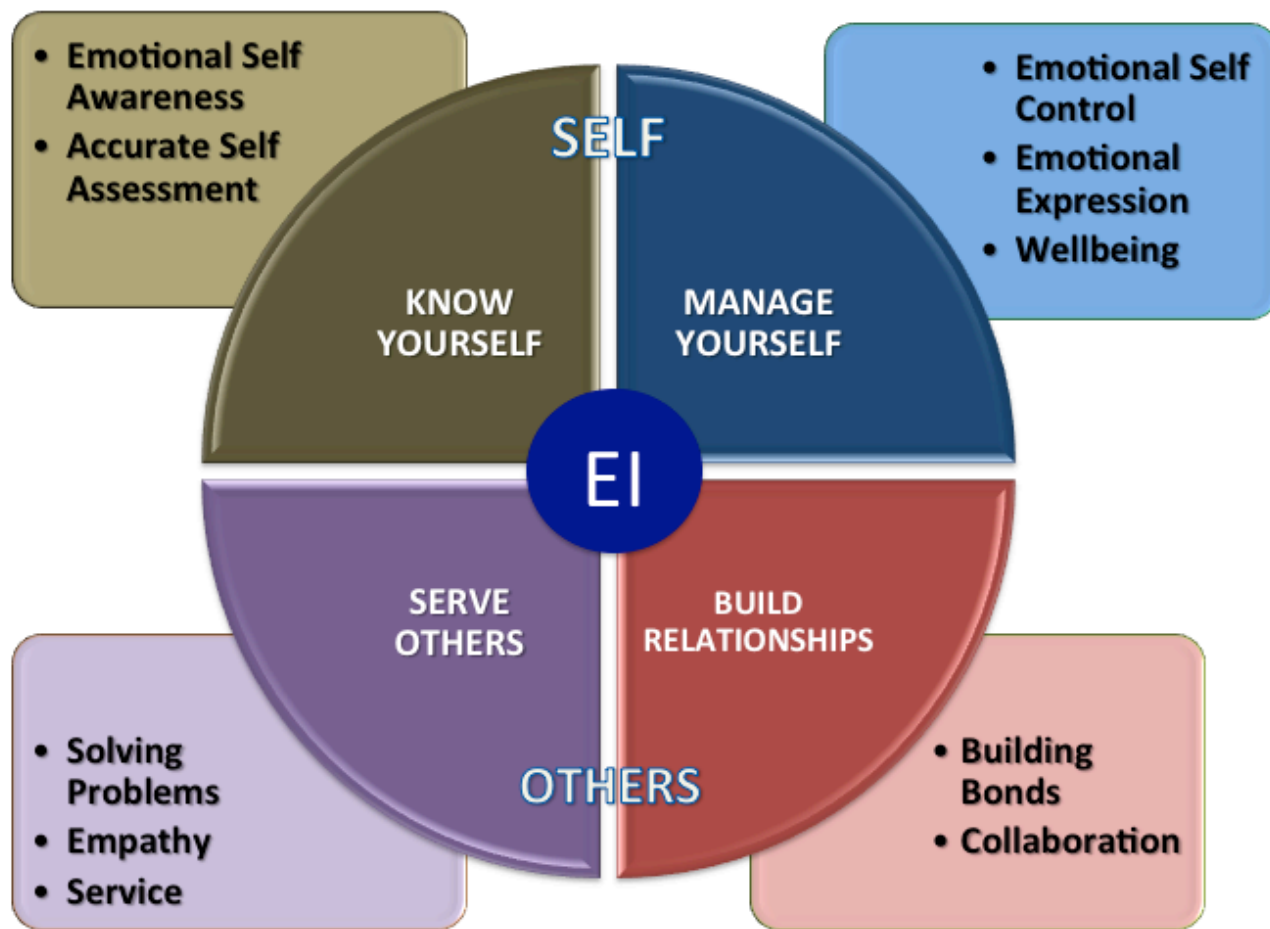
Period 14:

Recap, Exam and Conclusion

Emotional Intelligence

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Emotional Intelligence Framework



Know Yourself

- Feelings of inner strength and confidence and understanding impact of emotions on thoughts and actions
 - Emotional Self Awareness
 - Accurate Self Assessment

Manage Yourself

- Avoiding rash and irresponsible behaviours, being expressive in a socially acceptable way, remaining composed and living a healthy and stressfree life
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Build Relationships

- Developing and maintaining mutually satisfying relationships
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Serve Others

- Acting responsibly, balancing emotions and objectivity, recognising how others feel and willingly contributing to the greater community
 - Solving Problems
 - Empathy
 - Service

Quiz: Emotional Intelligence

- Instructions -
 - Complete the Quiz
 - Correct the answers
 - Discuss the quiz questions



Overall Takeaways

- Write your takeaways from the Course -
 - At a personal level
 - In your job

Thank You!

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