

Tactical Social Interaction[®] (TSI[®])

Train-the-Trainer



Innovation, Systems, Solutions, LLC

Course Packet

PACKET CONTENTS

TAB 1: PRE-WORK

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1. Introduction to Pre-Work Packet
2. *Cultural Intelligence* – Earley & Mosakowski (2004)
3. *Wong and Law Emotional Intelligence Scale, WLEIS (2004)*
4. *The Relationship Between Multicultural Training for Police and Effective Law Enforcement* – Coderoni (2002)
5. *Do you Know your Cultural IQ?* – Fernandez (2011)
6. *Myth or Reality: Creating an Emotionally Intelligent Sheriff's Office* – Conroy (2016)
7. *The Bond Between Intelligences: Cultural, Emotional, and Social* – Kar, Che Rose, & Subramaniam (2008)
8. *An Exploration of the Relationship Between Emotional Intelligence and Job Performance in Police Organizations* – Al Ali, Garner, & Magadley (2011)
9. *The EQ Advantage* – Nedley (2014)
10. *The Need for Emotional Intelligence in Leadership* – Turner (2006)
11. *Emotional Intelligence: Defining and Understanding the Fad* – Nowack (2012)
12. *Cultural Exposure, Emotional Intelligence, and Cultural Intelligence: An Exploratory Study* – Crowne (2015)

TAB 2: PRE-PLAN

#

1. Introduction to Pre-Plan Packet
2. *Making Every Encounter Count: Building Trust and Confidence in the Police* – Horowitz (2007)
3. *Using values-based cultural data to shape information operations strategies* – MacNulty & Ryan (2016).
4. *Through the lens of cultural awareness: A primer for US armed forces deploying to Arab and Middle Eastern Countries* – Wunderle (2006) (Pages 57-62)

TAB 3: OBSERVE/ASSESS

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1. Introduction to Observe/Assess Packet
2. *Body Language* – BusinessBalls (2019)
3. *Key Culture-General Interaction Skills for Military Personnel* – Logan-Terry & Damari (2015)
4. *Intuitive Policing: Emotional/Rational Decision Making in Law Enforcement* – Pinizzotto, Davies, & Miller (2004)
5. *Culture Matters: The Peace Corps Cross-Cultural Workbook* – Storti & Bennhold-Samaan (1997) (Focus on Section 4.2, 4.8, 4.9)

TAB 4: CONTACT

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1. Introduction to Contact Packet
2. Body Language - BusinessBalls Ltd. (2019)
3. *Body language: How to read body language signs and gestures* – Chapman & McCarthy (2014)
4. *The non-verbal dictionary of gestures, signs, and body language cues* – Givens (2019)
<http://center-for-nonverbal-studies.org/htdocs/6101.html>
5. *Detecting deception in field settings: A review and critique of the criminal justice and psychological literature* – King & Dunn (2010)
6. *Could the 'Ferguson effect impact policing in Ohio (and elsewhere)?* – Wetzel (2016)
7. *If the Ferguson effect is indeed a problem, what is the solution?* – Wetzel (2016)
8. *Through the lens of cultural awareness: A primer for US armed forces deploying to Arab and Middle Eastern Countries* – Wunderle (2006) (Chapter 2)

TAB 5: ENGAGE

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1. Introduction to Engage Packet
2. *Cues to Deception* - DePaulo, Malone, Lindsay, Muhlenbruck, Charlton, & Cooper (2003)
3. *Legitimacy and Procedural Justice: A New Element of Police Leadership* – Fischer (2014)
4. *Safety across cultures: Understanding the challenges* – Flynn, Castellanos, & Flores-Andrade (2018)
5. *Interviewing Witnesses and Victims* - Geiselman & Fisher (2014).
6. *Procedural Justice and Police Legitimacy: Using training as a foundation for strengthening Community-Police Relationships* – Gilbert, Wakeling, & Crandall (2015)
7. *The emotionally intelligent officer? Exploring decision-making style and emotional intelligence in hostage and crisis negotiators and non-negotiator-trained police officers* – Grubb, Brown, & Hall (2018)
8. *Police-Induced Confessions, Risk Factors, and Recommendations: Looking Ahead* – Kassin, Drizin, Grisso, Gudjonsson, Leo, & Redlich (2010)
9. *Key Culture-General Interactional Skills for Military Personnel* – Logan-Terry & Damari (2015)
10. *PERF and BJA Release 2 Reports Defining Legitimacy and Procedural Justice in Policing* – Police Executive Research Forum (2014)
11. *Let 'Em Talk!: A Field Study of Police Questioning Practices of Suspects and Accused Persons* – Snook, Luther, Quinlan, & Milne (2012)

TAB 6: SELF-CONTROL

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1. Introduction to Self-Control Packet
2. *Cultural Competency: A Necessary Skill for the 21st Century Attorney* – Adams (2012)
3. *Emotional Intelligence: A Clue to Success* – Capsambelis (2006)
4. *Long-Term Reduction in Implicit Race Bias: A Prejudice Habit-Breaking Intervention* – Devine, Forscher, Austin & Cox (2012)
5. *Why Your CQ is Just as Important as your IQ (and EQ)* – Levychin (2018)
6. *Risk Management Meets Psychology* – Means (2012)
7. *What Biases Exist in Police Decision-Making?* – Orrey (2010)
8. *Police Officer Training: 8 Strategies for De-Escalating a Situation* – Reynolds (2019)
9. *Policy Point - Counterpoint: Mandating Law Enforcement to Receive Annual Certification in Cultural Diversity Through Critical Thinking* – Sereni-Massinger & Bawden (2015)

TAB 7: ADAPT

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1. Introduction to Adapt Packet
2. *Use of Force and De-Escalation Options for Gaining Compliance: GPSTC Police Legitimacy, Procedural Justice, and Community Relations Curricula* – Georgia Public Safety Training Center (2017)
3. Combat Verbalization – Law Officer (2005)
4. *Key Culture-General Interactional Skills for Military Personnel* – Logan-Terry & Damari (2015)
5. *Using Verbal De-Escalation* – Risk Management Services (2013)
6. *Testimony by Chuck Wexler, Executive Director: Before the Taskforce on 21st Century Policing* – Wexler (2015)

TAB 8: DISENGAGE

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1. Introduction to Disengage Packet
2. *KC Police Learning to ‘Tactically Disengage’ to Avoid Violent Confrontations* – Rice (2015)

COURSE OVERVIEW

Tactical Social Interaction® (TSI®) Train-the-Trainer is a course designed to provide further training in internal and external communication, social interaction, bias, emotional/cultural intelligence, problem solving, and critical thinking.

The following are two specific areas i2S will concentrate our skills, knowledge, and abilities:

- *Communication and Social Interaction* both internally [organization] and externally [community].
- *Problem Solving & Critical Thinking* by enhancing observation of baseline and proactively responding to anomalies of the individual, groups, and environments, staying left of the situation, through behavioral and environmental analysis.

WORKS CITED

Anderman, A., Zschoche, R. (2014). Tactical Social Interaction® (TSI®) Training: Final Report.

Anderman, A., Lettic, S, & Zschoche, R. (2015). Tactical Social Interaction®: Innovation in Multi-Cultural Adaptation and Communication Programs. *The Police Chief*, pp. 44-47

Justice, United States Department of Justice. (2013). *State and Local Law Enforcement Training Academies, 2013*. Bureau of Justice Statistics: United States Department of Justice.

YOUR TSI® INSTRUCTORS

DR. STEPHEN "STEVE" LETTIC (LETTICS@I2SOLUTIONLLC.COM)

Dr. Lettic has 24 years of experience in law enforcement and law enforcement training that has given him insight to program development, standards, and evaluation. He is also an author, speaker, trainer, and college professor. He has presented keynote speeches, workshops, and seminars on law enforcement reform and law enforcement training as well as other topics nationally and internationally. Dr. Lettic has earned his Bachelor of Science in Law and Justice, Master of Science degree in Industrial Psychology, and a Doctorate in Human Services.

ANTHONY "TONY" ANDERMAN, MS ED (ANDERMAN@I2SOLUTIONLLC.COM)

Mr. Anthony (Tony) Anderman is an author, speaker, trainer and proud Marine. Mr. Anderman has 20 years of experience in management, leadership, and team building. His accomplishments include the development of a Command College for the National Police Academy in Pakistan, and an Advanced Facilitation Course for Government of Sakhalin Island, Russia. Mr. Anderman performed as the Lead Curriculum Developer for the DARPA "SSIM" program designed to teach warfighters how to gain trust and respect of the communities in which they served. His work helped educate Marines on Basic Human dynamics skills needed to overcome social barriers, regardless of Cultural differences. Mr. Anderman earned his Bachelor and Master of Science degree in Adult Education and Instructional Systems Design.

DAWN DANIELS (MDANIELS@WSU.EDU)

Dawn Daniels is a Sergeant for the Washington State University Police Department in Pullman WA where she has served as a police officer for over 20 years. She is currently a State Certified Firearms Instructor, Tactical Social Interaction Instructor, ALERRT Active Shooter Instructor, a Green Dot Facilitator (Bystander Intervention), and Coordinator of the WSU PD Sexual Assault Unit. Dawn serves on several campus and community advisory boards, and has had a career of developing, coordinating, scheduling, and facilitating programming for various departments on campus, as well as within the community. Dawn earned her Bachelor of Arts in Social Studies.

JEROD STEPHENSON (JERODS@GMAIL.COM)

Mr. Jerod Stephenson accumulated over 20 years of service in the US Air Force as a Survival, Evasion, Resistance and Escape (SERE) Specialist. During his time, he worked as an instructor, trainer, curriculum development lead, advanced training manager, and Headquarters training and exercise Superintendent. Jerod has been the senior trainer and principle curriculum developer of five Air Force and SERE training courses. These courses encompassed over 410 training hours and successfully graduated thousands of students providing them with enhanced knowledge and lifesaving skills. Additionally, Jerod is a qualified facilitator for the Tactical Social Interaction (TSI) course with experience facilitating courses for the Spokane County Sheriff's department, US Air Force SERE School and the US Air Force Academy.

MARTIN TUCKER (MVTUCKER66@GMAIL.COM)

Martin V. Tucker is a Sergeant with the Spokane County Sheriff's Office. He has been a law enforcement Officer for 22 yrs. He worked in the uniformed patrol division for 11 yrs. During that time, he became an PTO, helping train many new hire deputies over 8 years. In 1992, Martin earned a Bachelor of Science in Business Administration, with emphasis on Human Resource Management, from Eastern Washington University, Cheney WA. Martin has extensive experience training Law Enforcement in various topics. In November 2013, Martin transferred to the Training Unit for the Spokane County Sheriff's Office. He implements adult based learning theories, Reality Based Training etc. into the Sheriff's Office in-service training. Martin oversees 50 instructors in 10 different areas of training. In 2018, Martin and several other key members of the Sheriff's Office, developed and implemented a pre-academy curriculum for newly hired deputies. Martin facilitates several classes, including Interactions and Perceptions, and a 40-hour Tactical Social Interaction® class.

YOUSEF BADOU (YBADOU@EMERGENCEDISRUPT.COM)

Yousef Badou is an educator and trainer with a diverse background. Having grown up in the Middle East, Yousef was better prepared to handle the nuances of the region while deployed as a Marine. He served multiple deployments to Iraq, where he navigated through many tribal factions from the southern border to the northern areas of Iraq. Following his time in the military, Yousef was certified as an Instructor/Trainer and was requested, by name, to serve as the Predictive Threat Analysis Lead to the Marine Corps Combat Hunter Program. He served as the certifying authority for instructors in subjects pertaining to Enhanced Observation, Predictive Threat Analysis and Tracking. Yousef founded Emergence LLC to innovate new products and bring Behavior Analysis to a wider variety of industries and communities.

GOALS FOR TSI® COURSE

- To provide a non-lecture, constructivist adult-centered, and research-based content, enhancing communication internally in the organization and externally in the community.
- To provide an environment where the student will enhance their knowledge and skills in the area of community oriented policing problem solving and critical thinking while placed in diverse conditions (i.e., stress, non-stress, controlled, etc.).
- To provide an evaluation platform for each student, enhancing the student's ability to adapt and enhance their social interaction skills, both internal of the organization and externally throughout the community they serve.
- Articulate, demonstrate, and practice the importance of preplanning and be able to brainstorm proper pre-planning elements and applications so that he/she can better prepare for personal contact with the local population, increasing the likelihood for a successful Tactical Social Interaction®.
- Articulate, demonstrate, and practice the art of distinguishing baseline vs. anomaly/behavioral awareness/ predictive threat analysis, through the observation of kinesics, biometric, and proxemics cues of self, others, and environment, staying left of the situation.
- Enhance the student's ability to be vigilant in their surveillance and evaluation of any and all data that could increase the success of a social encounter with the local population.
- Provide to the student a heightened awareness and appreciation for culturally effective greetings, be able to determine what information about the local population is necessary for culturally effective greetings, know where to find this information and how to apply it, and demonstrate a culturally effective greeting.
- Provide to the student heightened awareness and appreciation for culturally effective communication behaviors related to specific local populations, will be able to apply the effective communication during an engagement of the local population.
- Increase the student's self-awareness, social awareness, and have the tools to utilize their emotional intelligence, enhancing their ability to effectively interact with local civilians and adapt to personal and situational factors.
- Recognize and articulate the importance of improvising, adapting, and overcoming difficulties with local civilian contacts; and will increase their ability to adapt to tactical complexities within a social interaction.
- Explain and demonstrate a positive disengagement or a goodbye with a local civilian.
- Recognize, explain, and evaluate what a successful social interaction looks like.
- Demonstrate the seven competencies of a successful tactical social interaction, and actively apply them in mock scenarios and individual demonstration in the local community.