ECKBERG LAMMERS
ATTORNEYS AT LAW

Communicating Through Culture, Crisis, Conflict.

Lead Instructor: John French (Resume Attached)
Police Officer-(Retired)
A.A. Criminal Justice
B.A. Education
B.A.S. Career & Technical Education
I.S. Communication Theory
Crisis Intervention Instructor (CPI)
Barbara Schneider Foundation (CIT)

The over-all purpose of this training is to give those who are in the Service profession industry, theories and practical communication tools designed to enhance current best practices within their organization, community, and personal life.

Course description

Individual and team success depends upon the ability of individuals to communicate effectively with others, face to face, as well as virtually. Every interaction with another person determines your ability to effectively communicate and is an opportunity to develop trust and exert positive outcomes. Whether communicating one to one or to a group, conveying information to a team member or de-escalating a difficult conflict with a community member or coworker, communicating effectively is one of the most powerful skills for achieving your individual and team goals.

This training develops your ability to focus on "communicating through culture, crisis and conflict. Identifying and understanding your "worldview" lens and how to navigate communicatively through "worldviews" both similar and different than yours. Your ability to create an environment for open discussion and ongoing dialogue is crucial for communication success. The communication skills covered in this training will increase your awareness to exercise choice and control for potentially every type of conflictive situation, influence without authority and improve quality of relationships and productivity, both professionally and <u>personally</u>.

Who should attend

All Service professionals, contributors, Managers, Team leaders, whose success depends on their ability to communicate effectively and clearly, especially when communicating through culture, conflict and managing oneself during conflictive situations.

Course Outline/Timeline:

Navigating and Communicating through Cultural Differences

I. <u>Understanding Cultural, Political Worldview(s)</u>

- **Understanding and communicating in a "Globalized Society"**

- **Understanding our Implicit Biases both Personally & Professionally**
- **Implicit Bias Practical Exercise (Visual Perception – Worldview Lens)**
- **Identifying & Understanding your "worldview lens" (Perception) and how it effects our Communication**
- **Multi-Cultural Interviews-Global Perceptions towards Law Enforcement**
- **How cultural differences can impact our communication style**
- **Power vs Authority understanding fair & Impartial community engagement**

Individual Communication Theory

II. <u>Understanding Why & how we communicate</u>

- **Communication Spectrum - (How we Communicate F2F)**
- **Identifying / Understanding body language (Para-Language)**
- **Understanding the importance of Proxemics: perception, dynamics, and Officer safety.**
- **Identifying/Understanding Communicating Para Verbal's**
- **Top 5 Effective/Active Listening Styles / When-Why We "Stop Listening"**
- **"Critical Listening" Style and why it's a trap for Service Professionals-especially Law Enforcement Officers.**
- **The Power of Empathetic Listening Techniques/skills**
- **Listening to obtain a deeper understanding**

Conflict Management / Communication Model

III. P.A.U.S.E. ©
<u>Communication Response plan for Conflict / Crisis</u>

- **Foundation for Crisis & Conflict Response/Conflict Management**
- **Prepare your mind for conflict**
- **"Start with Why" / How to activate Empathetic Listening Skills**
- **Awareness what, why & how / communication cues (Sender/Receiver)**
- **Understanding Situational Awareness "You & Others"**
- **How the brain "re-acts"/responds to Conflict**

- **Physiological Considerations during potential violent encounter**
- **Understanding Communicative Danger signs Personal safety considerations**
- **Understanding Conflict (Conflict Theory)**
- **Identifying / Understanding and Controlling your "Conflict Style"**
- **Understanding "Emotional Intelligence" / Self and Others**
- **Emotional vs. Logical (Conflict response theory)**
- **Sustainment (Reacting vs Responding Mindset)**
- **Engage, De-escalation Theory and Techniques**
- **Respond vs React: Removing emotion from the equation**
- **Re-framing / Mirroring (Redirecting-De-Escalation Techniques)**
- **Compelling vs "Empty Threat" Statements (The Trap)**
- **Options vs Ultimatums**

Total Course: 4 hours

Power-point, Video, Demonstration, (non-physical) Audience Participation / Scenario Based Role Playing.

Peace Officer and Part Time Peace Officer In-Service Learning Objectives for Training on Conflict Management and Mediation (S.S. 626.8469)

Learning Objectives / Outcomes

1. Demonstrate understanding of how fair and impartial treatment of community members develops good will between police and all people, discourages conflict, and encourages cooperation to include:

A. Discuss how mutual trust, respect and cooperation are promoted through:

• Treating people fairly and with dignity and respect,

• Giving people an opportunity to be heard during encounters with law enforcement,

• Making impartial decisions,

• Being transparent with actions and

• Being open to community involvement in problem solving.

B. Discuss how fair, impartial treatment applies in a variety of police encounters with community members who are: victims, witnesses, by-standers, crime reporters or suspects.

2. Demonstrate understanding of the role of peace officers in conflict resolution to include:

A. Identify objective threat indicators that may call for taking immediate action to protect the safety of community members and officers.

B. Discuss or demonstrate practices and tactics that protect the safety of community members and officers while attempting conflict resolution.

C. Discuss the role peace officers play in fairly and objectively resolving conflict, in reducing tension, and in seeking ways to resolve conflict without use of force.

D. Discuss how an officer's thoughts, moods, fears, and attitudes can contribute to the escalation or de-escalation of situations.

E. Discuss healthy ways to self-regulate emotions.

F. Identify how frustration, fear and anger play a role in conflict, and how making people feel safe, respected, and heard aids in managing heightened emotions.

3. Identify and demonstrate skills and strategies for conflict management and resolution to include:

A. Discuss problem solving strategies and barriers for dealing with individuals in conflict, e.g., reducing fears and tensions, instilling confidence, identifying needs and solutions and providing options.

B. Identify communication tactics to promote peaceful dispute resolution, e.g., active listening, rapport building.

C. Identify communication skills that promote peaceful dispute resolution, e.g., officer presence and demeanor (stance, facial expression, eye contact and proximity).

D. Describe or demonstrate appropriate conflict resolution practices.

4. Manage conflict in dynamic circumstances to include:

A. Identify objective threat indicators, such as rage or aggressive body language that may call for immediate action to protect the safety of community members and officers.

B. Discuss or demonstrate the use of threat reduction tactics involving time, distance, cover and disengagement while, if feasible, attempting de-escalation.

C. Demonstrate the use of emotional regulation and communication skills before, during and after a threatening incident.

D. Practice decision making in conflict scenarios that may or may not require the use of force.

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OBJECTIVE

Experienced Professional/Business Owner, with 31 years of combined Law Enforcement education, training and experience. Strong passion for teaching, instructing and consulting with service professionals within law enforcement, government entities, schools, and private Corporations/organizations to enhance their current skill sets and encourage individual and team performance to the absolute highest professional level.

PROFESSIONAL EXPERIENCE

Hy-Vee Inc.

Director of Training-Retail Security **2021-Current**

- Identify, assess, and create training platform for armed Retail Security Officers
- Create a curriculum to facilitate strategic training based on the organization's goals.
- Develop individualized and group training programs that address specific business needs
- Implement effective and purposeful training methods.
- Effectively manage the training budget.
- Evaluate organizational performance to ensure that training is meeting business needs and improving performance.
- Assess employees' skills, performance and productivity to identify areas of improvement.
- Drive brand values and philosophy through all training and development activities.
- Effectively communicate with team members, trainers and management.
- Select and manage resources, including working with both internal employees and training vendors to develop and deliver training.
- Manage the technologies and technical personnel required to develop, manage and deliver training.
- Keep abreast of training trends, developments and best practices.

MN Board of Peace Officers Standards and Training - POST Board

Continuing Education Coordinator **2021 -2021**

- Oversees and administers the Professional Peace Officer Continuing Education program
- Coordinates and approves the continuing education review process
- Manages disbursement of penalty assessment funds
- Consults Chief Law Enforcement Officers on POST Rule/Legislation changes to Continuing Education

INITIAL DEFENSE CUSTOMIZED TRAINING LLC. **2012 - Current**

Owner/Director of Training

- Owner of a small business, designed to provide various specialized professional development training & education for licensed/non-licensed professionals
- Oversee the day to day operations of all business functions: Sales, Marketing, Bookkeeping, Budget, Payroll, National/State licensing requirements
- Recruit, train and manage team of consulting professionals
  - Brainstorm and forecast business training needs and hire professional subject matter experts to provide specialized consulting for licensed/non-licensed professionals
- Design, develop and submit curriculum to the MN POST board, for approved continuing education credits for licensed professionals recognized in over 30 states
- Lead instructor in specialized areas based on education, training and experience: Effective Communication/Conflict Management, Communicating through Culture, Crisis and Conflict, Active Shooter/Threat Assessment/Critical Incident Response Planning, Basic/Advanced Tactical Firearms Training, Permit to Carry Certified Instructor, CPR/AED/EMS Certified Instructor (EMSRB, AHA), Crisis Prevention Instructor(CPI)

PUBLICATIONS:

- Interpersonal Communication & Conflict Management Model **2012/B.S.U.**
  - **P.A.U.S.E. ©**

SECONDARY TECHNICAL EDUCATION PROGRAM (STEP) ANOKA, MN **2008-2014**

LICENSED SECONDARY/POST SECONDARY TEACHER

Instructor

- Licensed Teacher: Intro to Law Enforcement Career, Constitutional Law, MN State Law, Crime Scene Investigation, Advanced Police Procedures and Tactics, Police Report Writing
- Develop, write and submit curriculum for approval to Anoka/Hennepin School District and MNSCU
- Plan, schedule, adapt and teach daily lesson plans from specific curriculum over an 18 week semester, twice per year
- Lead and facilitate a culturally diverse class of 38-44 high school 11/12th grade students from 5 area schools
- Implement flexible teaching strategies to reach all levels of student learning and capabilities
- Develop and execute teaching practices divergent from “traditional” classroom learning to provide a variety of “hands on” scenario based activities to ensure practical student learning as is relates to real-life application
- Coordinate a collaborative effort with several different teachers and across programs to develop an annual “mass casualty” training exercise utilizing resources from local state and federal emergency response agencies
- Develop, implement and record formative and summative assessment tools, to assess student learning throughout the semester

BROOKLYN CENTER POLICE DEPARTMENT – BROOKLYN CENTER, MN **1994 -2007**

LICENSED POLICE OFFICER P.O.S.T. #12475

Police Officer

- Responsible for enforcing traffic laws, responding to 911 calls for service, and investigating criminal offenses
- Field Training Officer, 1996-2007
    - Responsible for training new Police Officers in all areas of Police functions as it relates to State, Federal and Constitutional law, departmental policies and procedures
- Lead Firearms Instructor Handgun/Shotgun/MP-5 Police Carbine 1996-2007
    - Develop, implement and maintain training records of the annual department-wide firearm's qualification and Tactical skill building exercises
    - Lead Instructor for department-wide firearms transition training/qualifications for Glock firearms
    - Coordinate with department supervisors and provide recommendations on scheduling, budgeting, training/remediation training and personnel issues relating to continuing education requirements and minimum training standards
- Department Armor: Glock, Smith & Wesson, H&K Police Carbine firearm systems 1997-2007
    - Inspect, Maintain and repair all department issued Firearms
- Crisis Intervention Officer 2004
    - Trained in Crisis Intervention emergencies to assist with mentally ill and other suicidal individuals in crisis situations

Tactical Team Member **1996-2007**

- Tactical Team Member of the Emergency Operations Unit (SWAT)
    - Trained in the use of special weapons and tactics, utilized in various capacities which include: inner perimeter security, building entry and suspect apprehension, hostage rescue, team security, delivery of chemical agents
- Sniper 1998-2002
    - Specialized training and engagement with Scoped Rifle specifically utilized in Hostage rescue and barricade suspects
- SWAT Team Leader 2002-2007
- Responsible for managing, coordinating and delegating assignments to members of Emergency Operations Unit in over 200 high-risk entries and search warrants

HOMELAND SECURITY/HENNEPIN COUNTY SHERIFFS OFFICE **2004-2007**
WEAPONS OF MASS DESTRUCTION TACTICAL TEAM

WMD Tactical Team Member

- Specialized team specifically designed and trained to respond to threats of weapons of mass destruction, involving munitions, chemical and biological domestic terrorism, co-sponsored by HLS/FBI/HCSO

RAMSEY COUNTY SHERIFFS OFFICE-RAMSEY COUNTY, MN **1988-1995**

Deputy Sheriff

- Responsible for enforcing traffic laws, responding to 911 calls for service, and investigating criminal offenses
- Patrol, Investigate, enforce all local/state/federal laws and respond to emergencies on all waterways including 17 miles of the Mississippi river in Ramsey county
- Field Training Officer 1992-1995
  - Responsible for training new Police Officers in all areas of Police functions as it relates to State, Federal and Constitutional law, departmental policies and procedures

EDUCATION

BEMIDJI STATE UNIVERSITY

- Education — ***Bachelor of Arts***

LAKEWOOD COLLEGE (LC)

- Criminal Justice — ***Associates of Arts***

LAW ENFORCEMENT TRAIING CENTER

- Law Enforcement Training — ***Certificate***

CRISIS PREVENTION INSTITUTE Cincinnati, OH.

- Crisis Prevention Instructor — ***Certificate***

CAMP RIPLEY, MN.

- F.B.I. Instructor Development Course — ***Certificate***

NATIONAL TACTICAL OFFICERS ASSOCIATION(N.T.O.A.)

- Swat Supervisor and Command School
- Active Shooter Threat Assessment Critical Incident Response — ***Certificate***

Department of Homeland Security/LSU

- Counter terrorism Training — ***Certificate***

Anoka Technical College

- Community Emergency Response Team (C.E.R.T.) Instructor — ***Certificate***

DISTINCTIONS

- *Deputy of the Year 1994 – R.C.S.O.*
- *Several chiefs letter of commendations*
- *Stork Award-Delivery of baby on duty*
- *Top sniper 2002 Minnesota Tactical Officer's Association (M.T.O.A)*
- *Excellence in Teaching award – 2011*