



Learner guide and assessment

The Practitioner that cannot read the situation or the people involved invite collateral damage

1. PURPOSE OF THE UNIT STANDARD

The practitioner that cannot read the situation or the people involved invite collateral damage. The purpose of Critical Thinking Situational Awareness is for learners to gather reliable and all-the-information using critical situational awareness investigative interviewing skills from a person-of-interest to consider the implications on the people-on-the-ground or a region-of-interest

2. **The Unit Standard** will contribute to Criminology, Security and Risk Management, besides all sectors involved in the management of people be it in policing, military and defence, entire correctional services chain including social workers and probation officers, and security of any sort besides border and critical infrastructure security. HIM will most certainly contribute to oversight and governance management, judicial system and law, social systems, vetting and compliance, human resources, journalism or faculty that needs to establish and determine the truth of the matter. Furthermore, any other faculties that utilize Quantitative and Qualitative research methods

3. Certificate of Completion – Human Investigation Management

When the practitioner is unable to read the situation, or the people involved then they invite collateral damage. The Aim is for the learner to be focused on critical thinking situational awareness using critical thinking situational interviewing methods. Combining meta-cognition with cognition investigative interviewing this method focuses on self-awareness and self-regulating their methods to obtain reliable and all-the-information. Furthermore, their attention is focused on distinct dissected situational awareness to comprehend the narrative-framework. Therefore, the learner is made aware of critical thinking situational awareness of their region of interest, people-on-the-ground besides a person-of-interest

4. Master Practitioner

The learner intensifies their comprehension of critical thinking, narrative research and situational awareness to uncover loopholes, discover issues or opportunities by applying the knowledge and using skill-sets. The student must be able to reference researchers for critical thinking, narrative research, situational awareness and align to their article or essay.

Certificate

A person that obtains the Certificate will be able to use the knowledge to;

- Identify a person-of-interest who could be from cultures other than their own that may be lying, or hiding information using the HIM techniques
- Identify a person of interest that could be a threat, or perhaps being manipulated and abused
- Gather reliable, usable and all-the-information from a person-of-interest
- Negotiate more effectively as the negotiator that can read the other better derives more out of the negotiation

Master Practitioner

A person that obtains MHIM will be able to use the knowledge to;

Comprehend the narrative framework of a region of interest besides the people-on-the-ground by using situational awareness and dissecting situational awareness using the HIM methods. This provides the learner the ability to uncover loopholes, discover issues or opportunities.

5. Employability new generation skills that packages flexibility and cross-skilling in job functions for; vetting and compliance, international and local governance management, high-level negotiations, teaching, mentoring and assessment, risk assessment and mitigation

Critical thinking	Uncover loopholes, discover damming issues or opportunities
Critical situational interviewing	Quick lie, deception detection & critical situational interviewing to determine the true situation and threat level taking cultural behaviour into account
Communication	Effective listening to comprehend the narrative with the ability to selecting specific language and managing tone of voice. Asking questions in-line with a discussion
Conflict management	Obtaining all the information to manage emotions taking cultural behaviour into account
Effective Decision making	Able to gather reliable and all-the-information to make effective decisions
Human risk factors	Identifying the insider threat that could be working alone or in concert with others either voluntarily or under duress
Problem Solving	Providing unique solutions using critical thinking, narrative research and situational awareness
Self-Awareness and Self-regulation	Self-management by self-regulation
Situational Assessment	Comprehending the complete narrative by dissecting levels of situational awareness
Negotiations	The person that can read the other better derives more out of the negotiation therefore reducing the risk factor of compromising

6. Length of time

Time

Higher Certificate: 9 months

Master Practitioner: Minimum 12 months

7. Training and Examining

The learner uses video clips, a slide show slider and daily instruction guide which is encompassed into a self-tuition e-connect training tool. The learner can participate in a group workshop but does train directly one to one with a professional trainer.

Learning must be trained by a HIM Certified trainer and examined by a HIM Certified Examiner.

HIM Certified Trainer has undergone the HIM Train the trainer

Examiner: Must obtain the MHIM or CHIM-C and is a specialist in a certain field of expertise, such as; holds a Masters or Doctorate

8. Modules

8.1 Cultural Behaviour

8.2 Non-verbal Indicators

8.3 Critical thinking situational investigative interviewing

8.4 Critical thinking situational awareness

8.5 Comprehending the narrative

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1. Unit Standard of method of Training
2. Important note
3. Specific outcomes and assessment
4. Study units
5. Change in outcomes and assessment
6. Assessor

The Learner guide and assessment provides the learner insight into the reasoning and methods of training the skill-sets using specific knowledge. The expected outcomes provide the learner objectives, direction and the knowledge to apply the knowledge in such a way that the learner will benefit succeed beyond their comprehension.

1. Unit Standard of method of Training

Learner's website activity is monitored to ensure that the learner follows the training as prescribed.

The training method is built by way of scaffolding the knowledge and using specific knowledge that is repetitively exposed in an appropriate sequence using multi-media methods.

The student applies the knowledge practically in real-time in their personal life and profession. The objective is for the learner to physiologically embed the knowledge to embed the knowledge to the degree of being able to react instinctively. This method is demanded by professionals that could handle life impacting or life and death outcomes

2. Important Note:

The study units cover a 9-week cycle which is a sequence of drop feeding knowledge for specific outcomes. On repeating the cycle, *the learning outcomes will change during the weeks and months*. **The following mission and outcomes are provided below ONLY** for the first 9 weeks (cycle 1) of doing the course as prescribed.

Change in outcomes and assessments

Physiological change on cycle reporting over 9 months

Each cycle forms a block and repeating the cycles builds upon the previous blocks providing a greater number of tangible experiences, thus, reinforcement of knowledge to react instinctively

Cycle 1: See more reactions in people, which is proved above (Situational Awareness)

Cycle2: Comprehend the narrative by hearing more (Clarifying SPI)

Cycle3: Manage other's emotions

Cycle4: Higher sense of self, and able to possibly disguise feelings at this stage. The results pertaining to level of situational awareness, decision-making and reaction speed equate

3. Specific Outcomes and Assessment

ASSESSMENT CONCEPT AND SPECIFIC OUTCOMES

The assessment criteria in the following chapters describes the evidence that is needed that will show that the learner followed the scaffolding method of training as prescribed by weekly reporting the Quantitative and Quantitative questions. At the end of each cycle of 9 weeks, the learner will provide a single paper of the 9 weeks daily reporting. These 3-month semester reports will form the foundation of the completed 3 essays mentioned later.

1. How do you find your level of situational awareness?
2. What is happening with the interactions with others pertaining to each outcome listed below?

Specific Outcomes and Assessment Criteria:

ASSESSMENT CRITERIA 1

Explain that distinct cultures react differently in their comprehension of cultural behaviour and communication

SPECIFIC OUTCOME 1

To comprehend that different cultures could misinterpret or be misunderstood by their physical and emotional reactions

ASSESSMENT CRITERIA 2

Explain how the eye movement and expression impact others

SPECIFIC OUTCOME 2

To determine how the interviewee feels by using the HIM techniques by seeing reactions to their questioning and to determine if the learner finds the base-line of the interviewee

ASSESSMENT CRITERION 3

Explaining what and how emotions are expressed in the face

SPECIFIC OUTCOME 3

Understand facial expressions of the other by asking non-intrusive questions to determine their base-line

ASSESSMENT CRITERION 4

Explaining hand movement and the display of another when thinking or how they are feeling

SPECIFIC OUTCOME 4

Understand how people's hands react when asking non-intrusive questions to determine their base-line

ASSESSMENT CRITERION 5

Explain what is lie and deception and how and why to get the interviewee to talk as much as possible

SPECIFIC OUTCOME 5

Understand the importance of getting as much information as possible

ASSESSMENT CRITERION 6

Discuss the base-line when asking questions or using HIM Techniques to get the interviewee to talk more

SPECIFIC OUTCOME 6

Understand the words and tones the interviewee uses when replying to questions, sounds or movement

ASSESSMENT CRITERION 7

Explain what is the bluff and how it works

SPECIFIC OUTCOME 7

Understand the impact when asking the right question, at the right time for the right reason at the right price

ASSESSMENT CRITERION 8

Explain the formula of SPI

SPECIFIC OUTCOME 8

An understanding and comprehension that the situation, the position of self-and others are in and the implication of actions

ASSESSMENT CRITERION 9

Explaining that putting all together what you see, what you hear and how you think impacts the situational awareness of others

SPECIFIC OUTCOME 9

An understanding and comprehension of the narrative framework of a people involves situational awareness of self and how self can impact the gathering of information from others, distinct cultural reactions physically and emotionally besides ability to get as much truthful information from the interviewee to comprehend the complete-narrative (big picture)

Certificate

The semester reporting will provide the learner the necessary information to collate their final essays.

8.6 Outcome: Learner provides a 2000-word essay on various cultures that they interact with in their personal lives or region of interest

Assessment: Examiner will determine how they obtained the knowledge and what did they learn about cultural behaviour, conduct and communication

8.7 Outcome: Learner provides a 2000-word essay on interactions with others pertaining to an incident where they identify and issue with a person of interest and gather information by using the HIM techniques for critical thinking situational awareness interviewing

Assessment: Examiner will determine if the learner used the techniques

8.8 Outcome: Learner will provide a 2000 word on how they used the SPI – Situation Position Implications to assess a situation, people-on-the-ground or a person-of-interest

Assessment: Oral examination: Examiner will determine the learner's comprehension and ability to use the formula

Diploma

The above as in Certificate of Completion plus the following

Outcome: The learner to provide a + 2000-word essay on their uncovering a loophole, discovery of an issue or opportunity in their region of interest using the HIM methods.

Oral Interview Outcome: The student must describe their essay and be able to define critical thinking, narrative research and situational awareness

Assessment: Examiner to determine if the student used critical thinking, understood the comprehension of the narrative and situational awareness by dissecting situational awareness into parts that contributed to determine the full-picture of the narrative

4. Study Units

STUDY UNIT 1

Countries and Countries (Cultural Behaviour)

MISSION

Study different cultures that you interact with

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend that cultures react differently**
Distinct cultures interpret and react differently in their eyes, face or hands
- ◆ **List and explain examples**
Touching someone with the left hand could infuriate the person

STUDY UNIT 2

How the brain works

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend that the brain reacts to the senses**
The person reacts and sometimes in the same fashion in the eyes, face and hands
- ◆ **List and explain examples**
A person seeing a scary scene or hearing a sound (gun-shot) may react with fear

STUDY UNIT 3

How the eyes talk

MISSION

Ask people non-intrusive questions to see how they naturally react or express emotions in their eyes

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
The person reacts to their thinking method in the display of their eyes or many express emotions in the eyes
- ◆ **List and explain examples**
A person that rolls their eyes at you will invoke an emotion in you as they may feel contempt for you

STUDY UNIT 4

How the face talks

MISSION

Ask people non-intrusive questions to see how they naturally react or express emotions in their face

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
The person reacts emotionally in their face
- ◆ **List and explain examples**
A person if they are happy when you pull a disgusting face at them

STUDY UNIT 5

How the hands talk

MISSION

Ask people non-intrusive questions to see how they naturally react, think or express emotions in their hands

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
The person reacts emotionally with their hands or the hands display how they are thinking
- ◆ **List and explain examples**
A person would react with open hands when they are pleased to see you or may show you a fist when they are angry with you. They may rub their chin when they are deciding something

STUDY UNIT 6

How does the lie and deception work? (Investigative Situational Interviewing)

MISSION

Ask people non-intrusive questions to hear how they naturally talk and get them to speak more

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
The person will talk naturally with consistency in tone of voice and use of words
- ◆ **List and explain examples**
A person will expand on a topic when you repeat their word back to them. "John is complex"
"Complex?"
The person will explain more in detail.

STUDY UNIT 7

What is the Bluff

Description

The bluff is more of a testing tool for the lie and by asking the right question, at the right time for the right reason at the right price - you can test or call the other person'

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
Identify when the other person is bluffing you
- ◆ **List and explain examples**
A person may tell you that they are packing their bags and leaving you. You reply with sure- leave.
They then tell you that they are about to call the taxi to see if you will stop them

STUDY UNIT 8

SPI Formula (How to Critical Think)

Description

To determine the true situation, the position of yourself or others and the implications.

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
Clarify the true situation to Identify and regulate emotions or interviewing question-sets and style of self with others
- ◆ **List and explain examples**
A person may not be aware of the other's situation or be bias and therefore one will read the situation incorrectly, not use a questioning method or shut down the interviewee. When interviewing a different culture that finds the touching with the left-hand offensive could incite them and they may not participate, or the use of touching them with the left hand may be used to unsettle someone if necessary to obtain specific reactions for specific reason.

STUDY UNIT 9

Putting it all together

(Comprehend the narrative (big-picture))

Description

To comprehend that to build the narrative, one must know the impact of self as on the others, know the situation of the other such as their culture, behaviour pattern emotionally and physically besides verbally the person's tone and choice of words.

LEARNING OUTCOMES

On completion of this study unit you will be able to....

- ◆ **Comprehend a person's base-line**
Clarify the true situation by checking self, watching and listening to the other's reactions as a complete picture
- ◆ **List and explain examples**
The person may be saying positive words, but they are reacting negatively at the same time

5. Training and Examining

The Trainer and Examining will be different people

The learner will notify HIM that they are ready for examination. HIM assess the student log to ensure that the learner has undergone the course as prescribed. HIM will refer the learner to the HIM Certified Examiner. The HIM Certified Examiner must obtain provide assessment to HIM. HIM will provide the Certificate or Diploma to the learner

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