



**Center for Personal
Protection & Safety**

Survival Mindset



And

Courses of Action

Trainer Guide 1

| PART I - TRAINER GUIDE | |
|---|---|
| <u>Course Title:</u> Surviving an Active Shooter in the Workplace | <u>Lesson Title:</u> Survival Mindset and Courses of Action |
| Course Content | Hours |
| <p>Lecture 1: Survival Mindset and Courses of Action</p> <p>Describe the protective shield Describe “figure out.” Describe “get out.” Describe “call out.” Describe “hide out.” Describe “keep out.” Describe “spread out.” Describe “take out.”</p> <p style="text-align: center;">Support Materials and Guidance</p> <p><u>Student Instructional Material:</u> None</p> <p><u>Audiovisual Aids:</u> PowerPoint Presentation <i>(Survival Mindset and Courses of Action)</i></p> <p><u>Training Methodology:</u> Lecture</p> <p><u>Evaluation:</u> N/A</p> <p><u>Training Equipment:</u> LCD Projector</p> <p><u>Instructor Guidance:</u></p> <p>PREPARATION: Ensure audiovisual aids are available and in good condition, all training equipment is available, and the classroom promotes a good learning environment.</p> <p>PRESENTATION: Begin by describing the objective of the lesson; explain the students’ responsibilities and what they can expect to learn during this lesson. Emphasize class participation, shared experiences, good note taking, and the importance of questions.</p> | .30 |

References:

1. How to be a Hostage and Live, F.A. Bolz, Secaucus, NJ: L. Stuart, 1987
2. Hostage Taking: Preparation, Avoidance, and Survival, US Dept of State, Washington, DC: US Government Printing Office, 1984.
3. Derrer, Douglas S., PhD, *We Are All the Target: A Handbook of Terrorism Avoidance and Hostage Survival*, Annapolis, MD: Naval Institute Press, 1992.
4. Workplace Violence and the Air Force...Prevention and Preparedness, Air Force Office of Special Investigations, Investigative Operations Center, Bolling AFB, DC, May 1995.
5. Workplace Violence—A Report to the Nation, Injury Prevention Research Center, University of Iowa, 2001
6. Speer, R et al, American Society of Industrial Security, (2005). Workplace Violence Prevention and Response Guideline. www.asisonline.org, Alexandria, Virginia

PART II – TRAINER GUIDE

Survival Mindset and Courses of Action (30 Minutes)

ATTENTION: Gunfire in the workplace...the last sound you'd expect to hear. The odds of being involved in a workplace violence incident are similar to your chances of being struck by lightning. Even though the possibility of being involved in an active shooter incident is very remote, the consequences are so potentially catastrophic that it makes good sense to spend some time **now** thinking and preparing for it.

OVERVIEW: During any given month or year, the reality is an active shooter will strike **somewhere** in someone's **workplace**. If that workplace is yours, you'll need the proper mindset and tools to react with purpose and to maximize your chance of survival.

MOTIVATION: In studies of workplace and school shootings, we know that many of these incidences are often over in a very short period of time—ten to fifteen minutes. You often will be the first line of defense in dealing with these particular issues. A study conducted in 2003 by the Illinois State Police Academy on Active Shooter Incidents revealed that, "Immediate action taken by personnel who are on-site when the shooting starts is the most effective way to stop the killing."

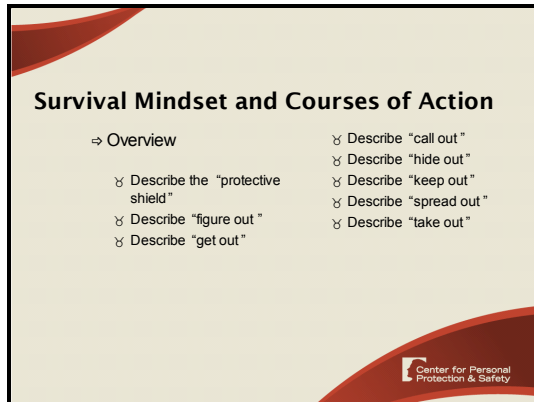
TRANSITION:

PRESENTATION

Lesson Objectives:

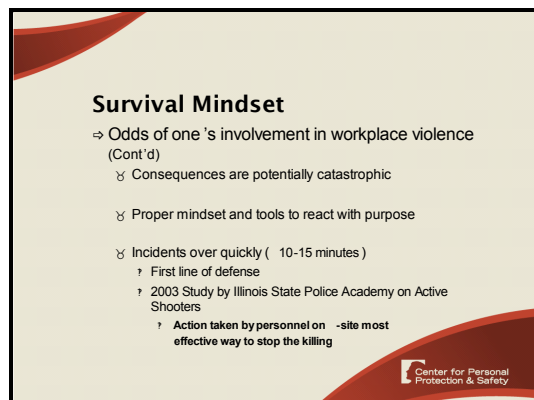
1. Describe a survival mindset. CTS: 1

2. Describe courses of action. CTS: 2



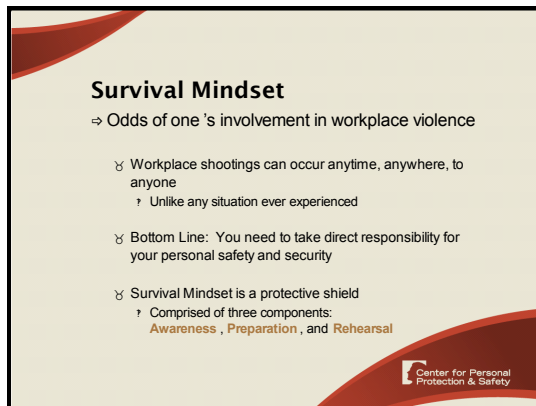
1. Enabling Objective: Describe the protective shield. CTS: 1a

If an active shooter enters a workplace, and if history is any guide, the incident is often over before any law enforcement or response teams can arrive on scene. Workplace shootings can occur anytime, anywhere, and to anyone.



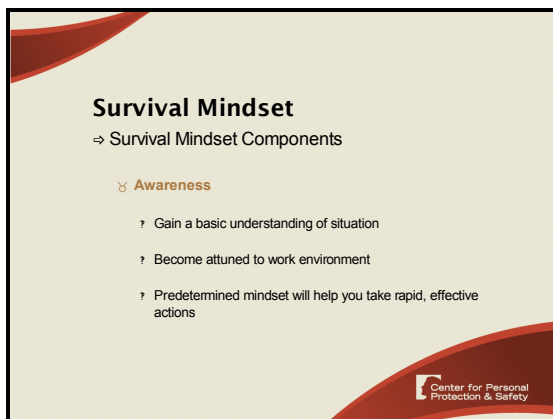
TRAINER PERSONALIZATION

TRAINER PERSONALIZATION



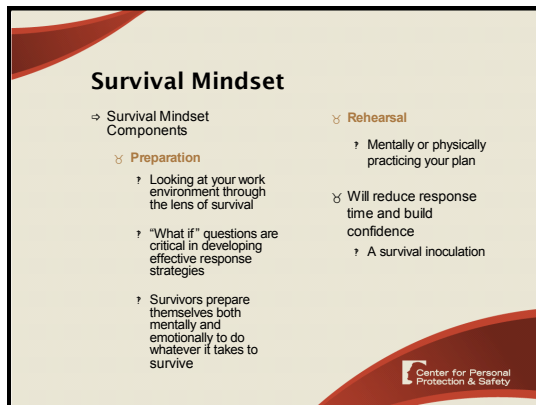
If lightning does strike, if an active shooter enters a workplace, it will be unlike any situation ever experienced. And in those initial, heart stopping moments, it will only involve innocent people and the shooter. The bottom line is that you need to take direct responsibility for your personal safety and security. The first step towards this goal is to develop a survival mindset.

A survival mindset is a protective shield comprised of three components: **Awareness**, **Preparation**, and **Rehearsal**.



The first component, Awareness, involves taking the time necessary to gain a basic understanding of an active shooter situation. Realizing that active shooter incidents happen at the individual working level to everyday people is the starting point for developing a survival mindset. It's important to become attuned to your work environment so that you can readily recognize sights and sounds (gunshots) that are

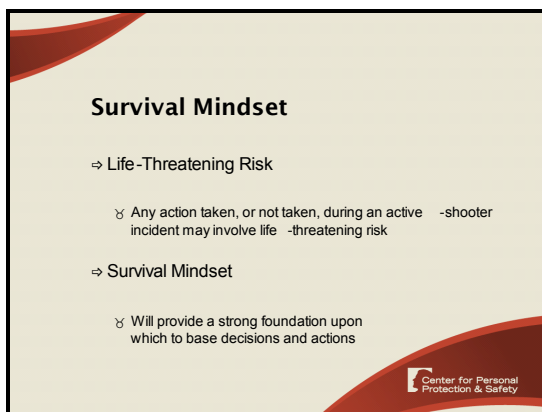
foreign to the environment. A pre-determined survival mindset will help you take rapid, effective actions in a stressful situation.



The second component is Preparation. There is no substitute for preparation. It includes looking at your work environment through a survival lens; a lens that focuses on the "what if" questions. "What if" questions are critical in developing effective response strategies.

Survivors prepare themselves both **mentally** and **emotionally** to do whatever it takes to make it through their situation. They become stakeholders in their own safety and security.

The last component, Rehearsal, is practicing your plan. Practicing may include either mentally and/or physically "walking through" your "what if" plan. Rehearsing your plan will reduce your response time and build your confidence. In essence, your rehearsal serves as a survival inoculation.



TRAINER PERSONALIZATION

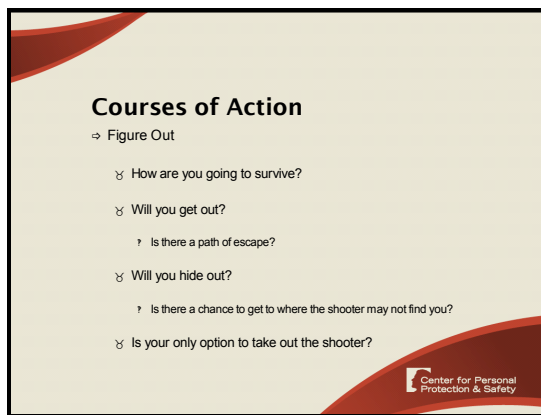
It's important to understand that any action taken or not taken during an active shooter incident may involve life-threatening risk. There's no simple formula for survival in this kind of situation. A survival mindset will give you a much stronger foundation upon which you can base your decisions and actions.

2. Enabling Objective: Describe “figure out.” CTS: 2a

Unless you see the shooter, you may not recognize the sounds for what they are—gunshots. For most of us, our experience with gunshot is drawn from Hollywood movies and television that use special sound effects. Real gunshots can sound artificial. You could lose precious seconds as you slowly realize that the sounds you heard are, in fact, life-threatening sounds.

Research on workplace shootings found that it wasn't unusual for individuals to state that when they first heard the sounds of what appeared to be gunshots, they thought it was something other than that.

Law enforcement recommends that if you hear popping noises that you think may be gunshots, not to waste time trying to validate your own instinct. They recommend you act on the chance that they may be gunshots and evacuate immediately through the nearest door or window. It's far better to err on the side of caution.



TRAINER PERSONALIZATION

What should you do in those precious first seconds of an active shooting? You'll need to **figure out** what's going on and make immediate decisions. How are you going to survive this situation? Will you get out? Is there a path of escape? Will you hide out? Is there a chance to get to where the shooter might not find you? Or will you find yourself in a situation where the only option is to try to take out the shooter in whatever way you can?

Courses of Action

⇒ Trained versus Untrained

- ✕ First response is the same for both groups
- ✕ Reactions begin to differ markedly from there on out

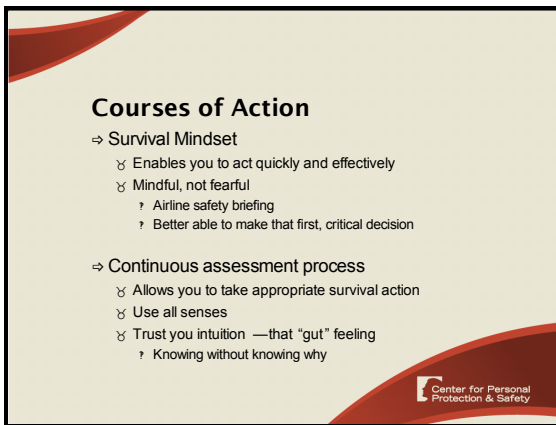
| Trained | Untrained |
|-------------------------------|---------------------------|
| Startle and Fear | Startle and Fear |
| Feel Anxious | Panic |
| Recall what they have learned | Fall into disbelief |
| Prepare to act as rehearsed | Lost in denial |
| Commit to action | Descend into helplessness |

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These are serious decisions. That's why the survival mindset is so important to develop. Research shows that there's a real difference between the reactions of people who've been trained to face stressful, life-threatening situations and those who have not.

The first response is the same in both groups: Startle and Fear. But, after that, the reactions between the two begin to differ immediately. People who have gone through training, feel Anxious; where the untrained and unprepared begin to feel Panic. Trained people begin to Recall what they've learned; the untrained fall into Disbelief. At this point, the divide between the two starts to widen. While the untrained people are lost in Denial: "This can't be happening to me," the trained people are preparing to act just as they've rehearsed. Finally, as the untrained descend into Helplessness; the trained individual Commits to Action based on a survival mindset.

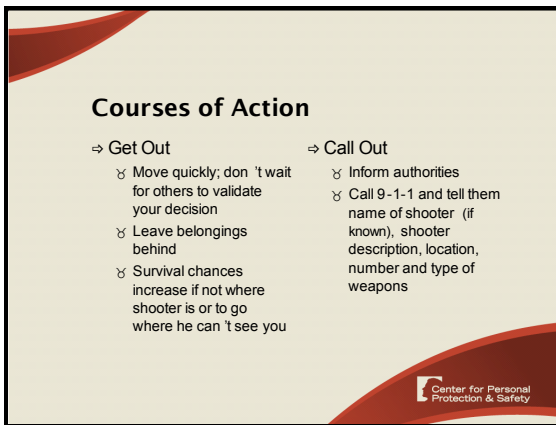
TRAINER PERSONALIZATION



TRAINER PERSONALIZATION

A survival mindset enables you to act quickly and effectively. When you get on a plane and the crew asks you to note the nearest exit, they're not trying to create fear; they're not trying to make you afraid to fly; they're trying to make you aware, providing information so you can develop a survival mindset for that situation. They know if there is an emergency, getting you in a pre-determined mindset will help you take decisive, life-saving actions. They are trying to make you mindful, not fearful. If you're mindful, you'll be better able to make that first critical decision.

First, you must **figure out** the situation—what's going on? Where is it happening? Who is doing it? This is the beginning of your personal assessment process—the continuous evaluation of the situation. This continuous evaluation will allow you to take the appropriate survival action. Use all of your senses in your assessment—and do it quickly. Trust your intuition--your “gut” feeling. It's a built-in survival mechanism. Some people say it's “knowing without knowing why,” and it's an invaluable tool. Once you **figure out** what is going on, you'll be better prepared to select one or more of the following actions.



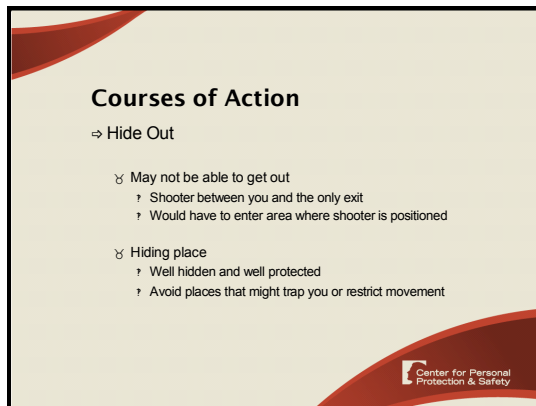
TRAINER PERSONALIZATION

b. Enabling Objective: Describe “get out.”
CTS: 2b.

If you determine that you can **get out** to a safer area, than do so. Get out fast. Don't wait for others to validate your decision. Leave your belongings behind. The best way to survive an active shooter situation is not to be where the shooter is—and not to go where he can see you.

c. Enabling Objective: Describe “call out.”
CTS: 2c.

When you get out, immediately **call out** to let authorities know what's going on. Do not assume that someone else has called. Dial the 911 emergency number and calmly and quickly tell them where you are and what's occurring. Include the name of the shooter(s), if known; number of shooter(s); description of the shooter(s); location of the shooter(s); and number and types of weapons carried by the shooter(s). Be persistent when calling since the phone lines may be jammed with other calls.

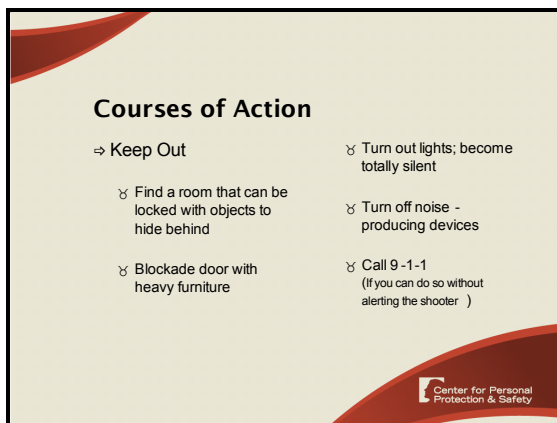


TRAINER PERSONALIZATION

d. Enabling Objective: Describe “hide out.” **CTS: 2d.**

In some cases, you may not be able to get out. The shooter may be between you and the only exit, or perhaps you would have to enter the area or the hallway where the shooter is positioned. It might be safer for you to remain in place because you're well hidden and well protected. In any case, if you can't get out, then you must find a place to **hide out**.

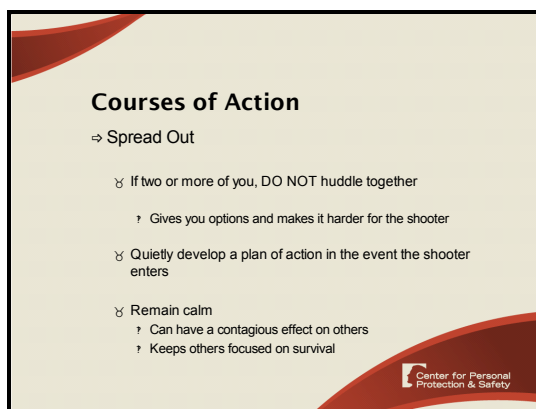
Find a place that will keep you hidden from the shooter's view and provide some measure of protection should the shooter fire in your direction. If possible, avoid places that might trap you or restrict your options of movement.



Enabling Objective: Describe “keep out.” **CTS: 2e.**

Once you've found your spot to hide out, you'll want to **keep out** the shooter. Hiding in a room

that can be locked and that has plenty of things to hide behind is best. Blockade the door with heavy furniture (even if the door can be locked). If the shooter is nearby, just lock the door and become totally silent. Turn out the lights. Turn off any radios or other noise-producing sources that might alert the shooter to your presence. Don't forget to silence your cell phone or pager, if you have one. As soon as you have the opportunity, and without attracting the shooter's attention, call the 911 emergency number with the information described earlier in this lesson.



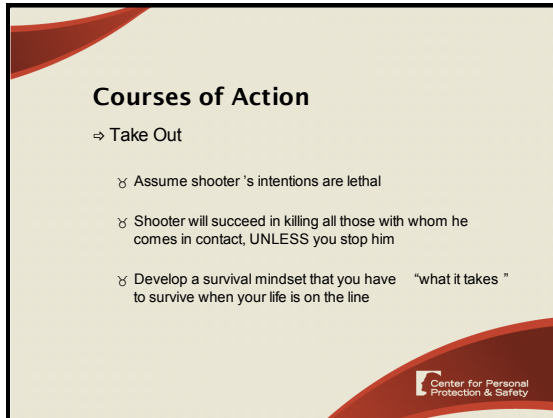
f. Enabling Objective: Describe “spread out.” CTS: 2f.

If there are two or more of you in the same place, do not huddle together for mutual protection or moral support. **Spread out!** It's much easier for a shooter to fire on a group of people who are huddled in one place than it is to fire on those who are scattered throughout the room. Even if you're in a small room, spreading out will give you options and make it harder for the shooter if he does get into your hiding place.

While spreading out in a room, quietly talk about what you'll do if the shooter enters. Whatever action you're taking, whether it's get out or hide out and keep out, you should help out where you can. Help others escape as you go. Help prevent others from entering the danger zone. If someone near you has a life-threatening injury, and if it's possible for you to provide first-aid to keep them alive, then do so. Let others around you know what is happening and try to remain calm.

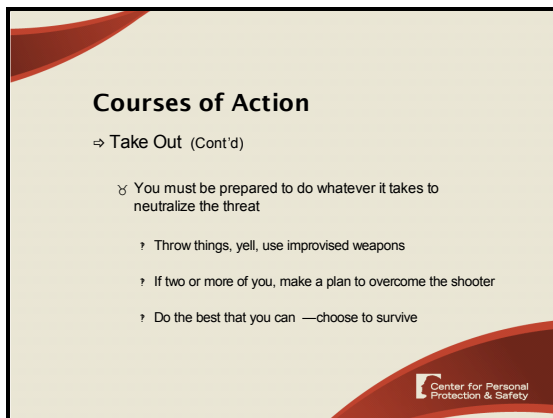
TRAINER PERSONALIZATION

Demonstrating calmness can have a contagious effect on others; it will help them to remain focused on survival.



g. Enabling Objective: Describe “take out.”
CTS: 2g.

You may find yourself in the same room as the shooter—maybe even come face-to-face. You have to assume that his intentions are lethal to you and that his very presence is a real threat to your life. If a shooter has decided to shoot everyone he comes in contact with, he will probably succeed, **unless** you stop him. Therefore, you must prepare your mindset now.



Convince yourself that you have what it takes to survive when your life is on the line. This is a life and death decision only you can make. It's so important to understand that, in this kind of situation, any action you take, or don't take, will involve risk.

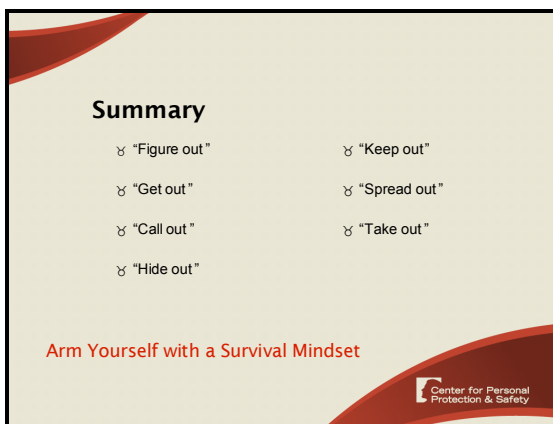
TRAINER PERSONALIZATION

If you determine there is no other option than to **take out** the shooter, then you must be prepared to do whatever is necessary to neutralize the threat. To do this, you'll need to become more aggressive than you ever thought possible. This means you either disrupt his actions or incapacitate him. Throwing things, yelling, using improvised weapons can all be effective in this situation, but total commitment and absolute resolve are critical.

If there are two or more of you, spread out and make a plan. Act as a team to overcome the shooter. Once again, you and the group will have to make a total commitment to your chosen action and do absolutely whatever it takes, without hesitation.

Law enforcement suggests that if there are several of you in a room, and you have nowhere to go, develop an action plan. If a shooter begins beating on the door and enters, get ready to act. Once he comes into the room, your best option may be to rush him and do the best you can.

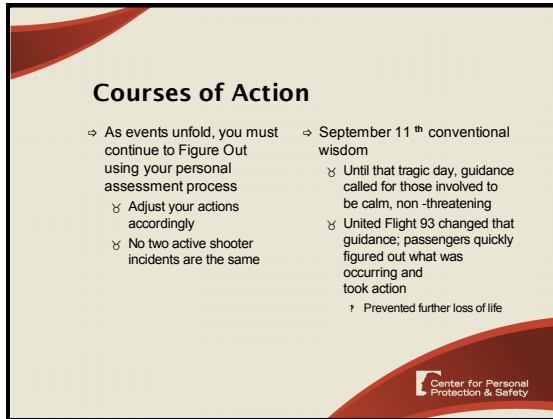
ASSIGNMENT: None



SUMMARY: This lesson has outlined an array of possible survival actions. Therefore, as events unfold, you must continue to **figure out** what's happening, using your personal assessment process. You can then adjust your actions according to your particular situation.

TRAINER PERSONALIZATION

No two active shooter incidents are the same. Consequently, there is no one action or group of actions that will guarantee survival.



REMOTIVATION: To better understand this concept, think of the terrorist attacks on September 11th. Up until that day, the conventional wisdom about plane hijackings was that you should be calm, non-threatening, and wait for the plane to arrive at the hijacker's destination. Obviously that guidance didn't apply that day. In fact, the passengers on United Flight 93 realized this and used a process similar to what we've described in this lesson. They quickly figured out what was happening. Once they realized that the purpose of the hijacking was to kill as many people as possible, the passengers took decisive action to neutralize the threat and prevent further loss of life.

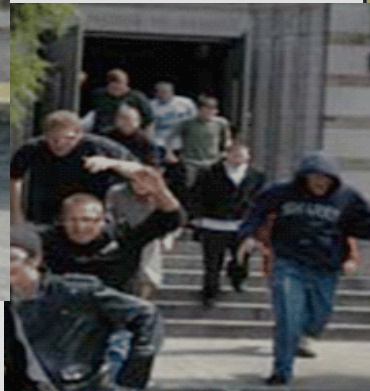
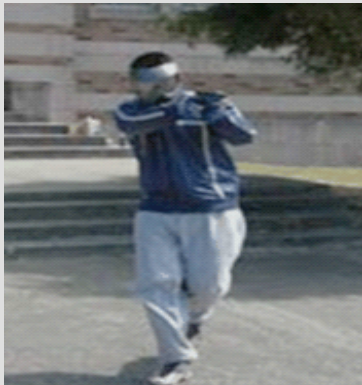
CLOSURE:

TRAINER PERSONALIZATION



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Distinctions Between an Active Shooter and Hostage Situation



and Law Enforcement Response

Trainer Guide 2

| PART I - TRAINER GUIDE | |
|--|--|
| Course Title: Surviving an Active Shooter in the Workplace | Lesson Title: Distinctions Between an Active Shooter and Hostage Situation; Law Enforcement Response |
| Course Content | Hours |
| <p>Lecture 2: Distinctions Between an Active Shooter and Hostage Situation; Law Enforcement Response</p> <p>Describe the distinctions between an active shooter and a hostage situation. Explain how to respond to law enforcement responders. Describe key information needed by law enforcement responders.</p> <p>Support Materials and Guidance</p> <p><u>Student Instructional Material:</u> None</p> <p><u>Audiovisual Aids:</u> PowerPoint Presentation (<i>Distinctions Between an Active Shooter and Hostage Situation; Law Enforcement Response</i>)</p> <p><u>Training Methodology:</u> Lecture</p> <p><u>Evaluation:</u> N/A</p> <p><u>Training Equipment:</u> LCD Projector</p> <p><u>Instructor Guidance:</u></p> <p>PREPARATION: Ensure audiovisual aids are available and in good condition, all training equipment is available, and the classroom promotes a good learning environment.</p> <p>PRESENTATION: Begin by describing the objective of the lesson; explain the students' responsibilities and what they can expect to learn during this lesson. Emphasize class participation, shared experiences, good note taking, and the importance of questions.</p> | 30 |

References:

1. A Practical Overview of Hostage Negotiations, G. Dwayne Fuselier, Ph.D., Reprinted from FBI Law Enforcement Bulletin, Jun/Jul 81, revised Sep 86.
2. How to be a Hostage and Live, F.A. Bolz, Secaucus, NJ: L. Stuart, 1987
3. Hostage Negotiation: Law Enforcement's Most Effective Non-Lethal Weapon, Soskis, D.A.; Van Zandt, C.R., Behavioral Sciences and the Law, 1986.
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10. International Association of Chiefs of Police. (1996). Combating workplace violence: Guidelines for employers and law enforcement (prepared by the Defense Personnel Research Center PERSEREC). Alexandria, VA: International Association of Chiefs of Police.

PART II – TRAINER GUIDE**Distinctions Between an Active Shooter and Hostage Situation; Law Enforcement Response (30 Minutes)**

ATTENTION: An armed person in your workplace. Is he an active shooter or does he intend to take hostages? What criteria will you use to “figure out” what is truly taking place? What actions should you take when Law Enforcement officers arrive on the scene?

OVERVIEW: Armed individuals in a workplace pose a deadly threat, regardless of their motives. However, it is in your best interest to understand the difference between the active shooter who has and continues to use deadly force and a hostage taker, who may or may not have used deadly force. Law Enforcement officers will respond to neutralize the active shooter or contain and negotiate with a hostage taker. What can you do to assist these first responders while also contributing to your own safety?

MOTIVATION: Your survival may depend on your ability to distinguish between an active shooter and a hostage situation. The actions you take when faced with an active shooter will significantly differ from those actions taken that will increase your survivability in a hostage situation. Responding Law Enforcement officers’ intent will be to identify and neutralize the threat. What must you do to distinguish yourself from the armed offender?

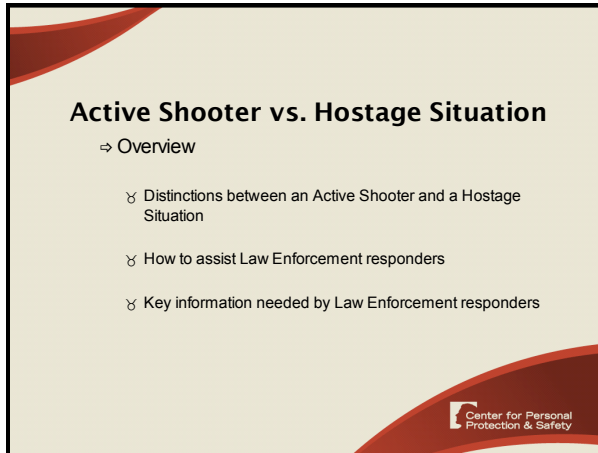
TRANSITION:

PRESENTATION

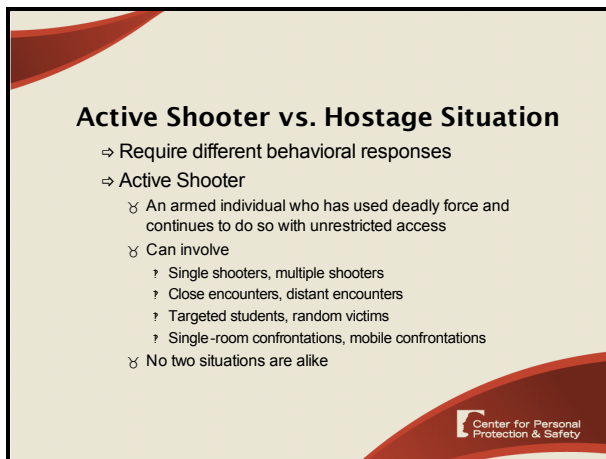
Lesson Objectives:

1. Describe the distinctions between an active shooter and a hostage-taker. CTS: 3

2. Explain the role of law enforcement in a crisis response. CTS: 4.



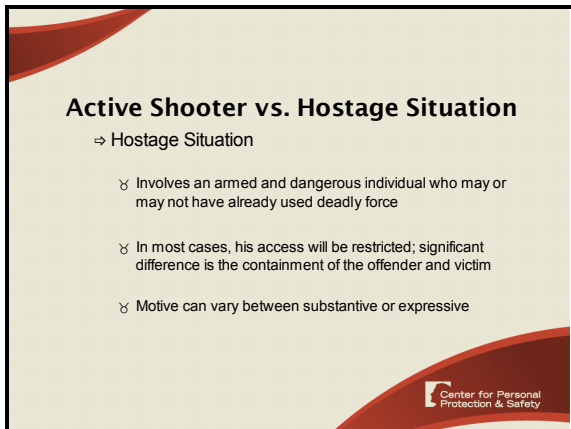
1. Enabling Objective: Describe the distinctions between an active shooter and a hostage situation. CTS: 3a



It is important to understand that there is a distinct difference between an active shooter situation and a hostage situation, which require different behavioral responses on the part of the victims.

TRAINER PERSONALIZATION

Active Shooter: An active shooter has been defined as an armed individual who has used deadly force and continues to do so with unrestricted access to additional victims. Active shooter situations have involved single shooters, multiple shooters, close encounters, distant encounters, targeted students, random victims, single-room confrontations, and mobile confrontations. The only certainty seems to be that no two situations are alike.



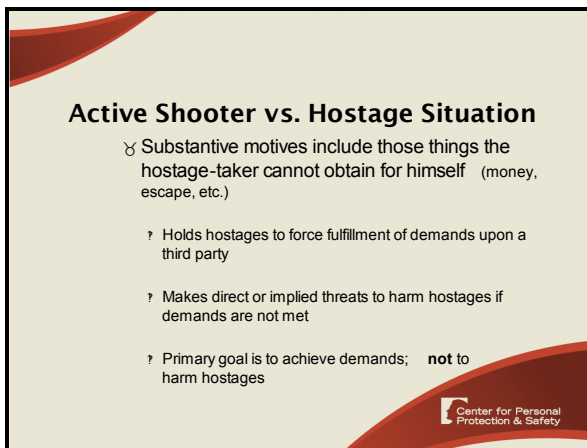
Active Shooter vs. Hostage Situation

⇒ Hostage Situation

- ⌘ Involves an armed and dangerous individual who may or may not have already used deadly force
- ⌘ In most cases, his access will be restricted; significant difference is the containment of the offender and victim
- ⌘ Motive can vary between substantive or expressive

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Hostage-Taker: A hostage situation involves an armed and dangerous individual, who may or may not have already used deadly force. In most instances, his access will be restricted due to his own choosing or changing events, such as the arrival of law enforcement. A significant distinction in a hostage situation is the containment of the offender and victim. The motive of hostage-takers can vary between substantive or expressive.



Active Shooter vs. Hostage Situation

- ⌘ Substantive motives include those things the hostage-taker cannot obtain for himself (money, escape, etc.)
- ⌘ Holds hostages to force fulfillment of demands upon a third party
- ⌘ Makes direct or implied threats to harm hostages if demands are not met
- ⌘ Primary goal is to achieve demands; **not** to harm hostages

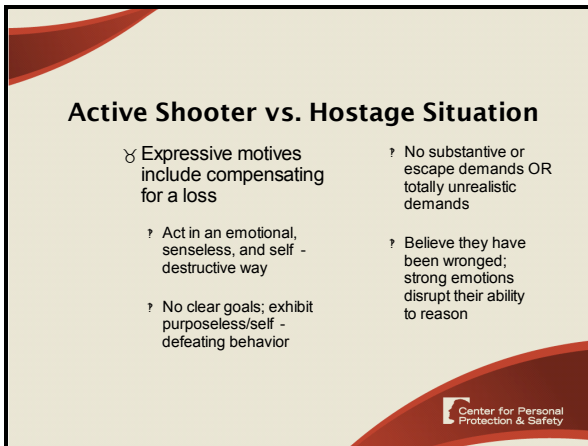
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TRAINER PERSONALIZATION

Substantive motives include things that hostage-takers cannot obtain for themselves, such as money, escape, and political or social change. During hostage situations, subjects hold another person or persons for the purpose of forcing the fulfillment of substantive demands upon a third party, usually law enforcement.

Typically, subjects make direct or implied threats to harm hostages if their demands are not met. Hostage-takers demonstrate goal-oriented and purposeful behavior. They use hostages as leverage to force a third party to fulfill their demands. While the hostages remain at risk, the primary goal of hostage-takers is not to harm the hostages.

TRAINER PERSONALIZATION

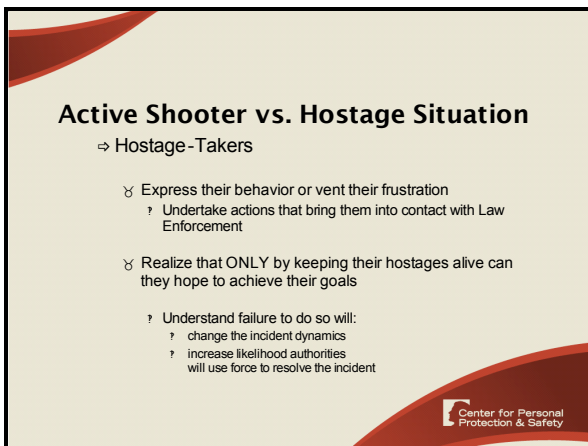


Active Shooter vs. Hostage Situation

- ✗ Expressive motives include compensating for a loss
 - Act in an emotional, senseless, and self - destructive way
 - No clear goals; exhibit purposeless/self - defeating behavior
- No substantive or escape demands OR totally unrealistic demands
- Believe they have been wronged; strong emotions disrupt their ability to reason

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Expressive motives include compensating for a loss (disgruntled employees, jilted lovers, rejected spouses, aggrieved individuals, idealistic fanatics, individuals with mental illness, etc.)



Active Shooter vs. Hostage Situation

⇒ Hostage-Takers

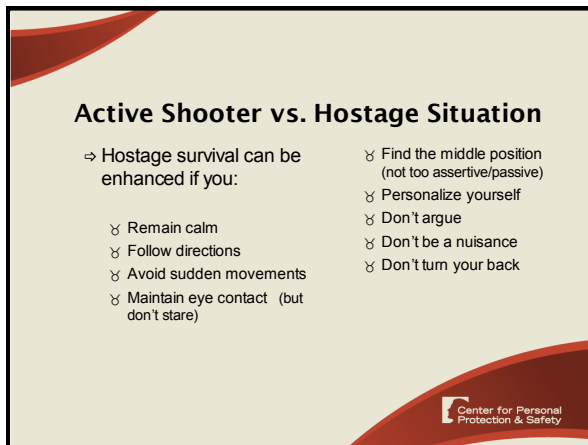
- ✗ Express their behavior or vent their frustration
 - Undertake actions that bring them into contact with Law Enforcement
- ✗ Realize that ONLY by keeping their hostages alive can they hope to achieve their goals
 - Understand failure to do so will:
 - change the incident dynamics
 - increase likelihood authorities will use force to resolve the incident

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Hostage-takers act in an emotional, senseless, and often-self-destructive way. Unable to control their emotions in response to life's many stressors, they are motivated by anger, rage, frustration, hurt, confusion, or depression. They have no clear goals and often exhibit purposeless, self-defeating behavior. Such individuals have either no substantive or escape demands or totally unrealistic demands for which they would have no reasonable expectation of fulfillment.

They believe they have been wronged by others or events. Their displeasure at their circumstances places them in acute stress and disrupts their ability to function normally. They may express their anger and vent their frustrations by undertaking actions that bring them into conflict with law enforcement.

Hostage-takers realize that only through keeping the hostages alive can they hope to achieve their goals. They understand that if they harm the hostages, they will change the incident dynamics and increase the likelihood that the authorities will use force to resolve the incident. Therefore, it remains in the best interests of hostage-takers to keep the hostages alive and avoid actions that might trigger a violent response from police.

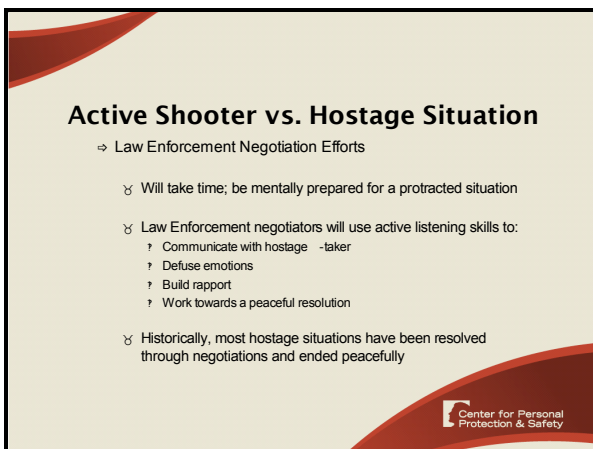


Hostage survival can be enhanced by taking the following actions:

- Remain calm
- Follow directions
- Avoid sudden movements

TRAINER PERSONALIZATION

- Maintain eye contact (but don't stare)
- Find the middle position (not too assertive/passive)
- Personalize yourself
- Don't argue
- Don't be a nuisance
- Don't turn your back



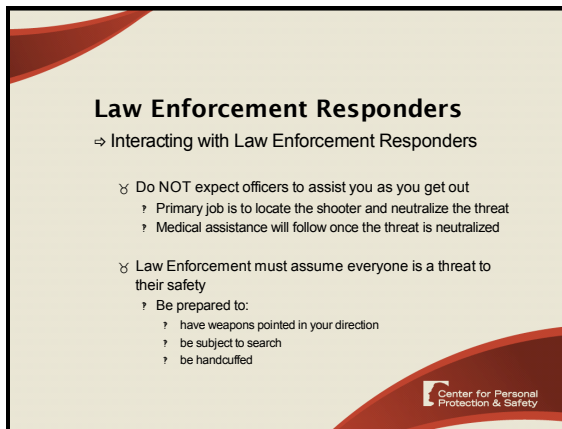
Patience is essential during hostage situations. Law enforcement's negotiation efforts will take time; be mentally prepared for a protracted situation. Law enforcement negotiators will use active listening skills in an effort to thoughtfully communicate with the hostage-taker, defuse the conflict, and work toward establishing a level of rapport that allows authorities to explore problem-solving options and progress to a nonviolent resolution. Historically, most hostage situations have been negotiated and ended peacefully.

2. Enabling Objective: Describe how to respond to law enforcement responders. CTS: 4a.

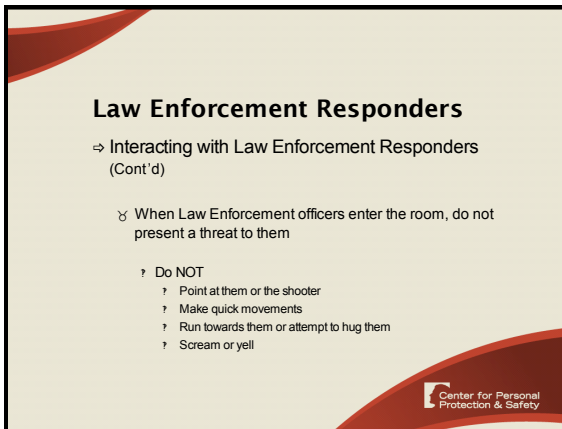
There is another possible resolution to an active shooter situation, and that's when law enforcement responders arrive and take action to end the shooting.

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION

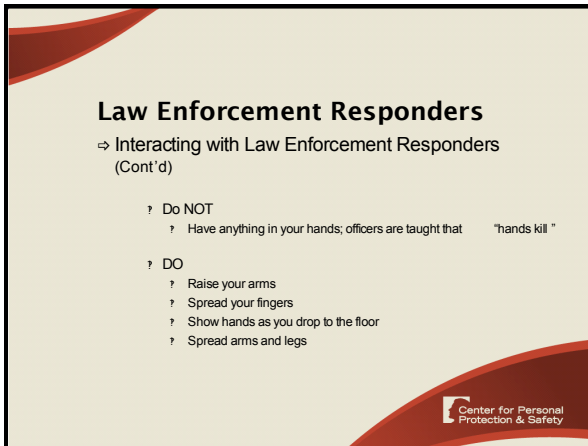


Do not expect officers to assist you as you get out. Their primary job is to locate the shooter and neutralize the threat. In all likelihood, medical assistance will follow once the threat has been neutralized.



If you are in a room and officers or a SWAT team comes in, you must not present a threat to them. Do not point at them or the shooter. Do not scream or yell. Be quiet and compliant. Do exactly as they say. Remember that they have no way of immediately knowing whether you are one of the shooters.

TRAINER PERSONALIZATION



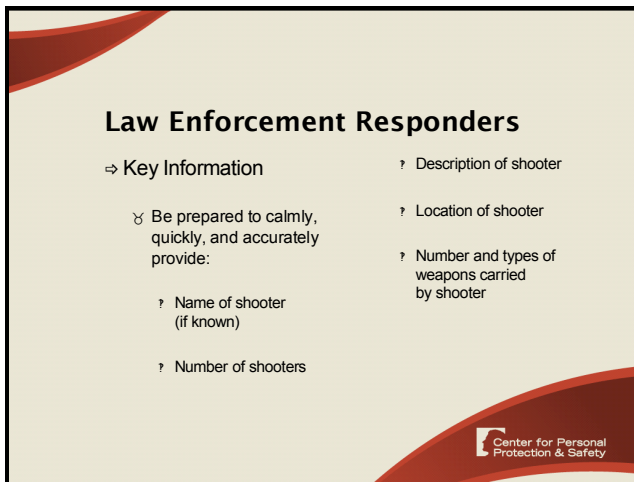
The officers have been taught that “hands kill” and they are trained to first look at people’s hands. Raise your arms, spread your fingers, clearly show your hands as you drop to the floor, and spread your arms and legs. They will know immediately that you are not armed or aggressive. That will help them focus on anyone who is armed and prevent them from mistaking you as one of the shooters in a very dangerous situation.

Law enforcement officers have to begin by assuming that everyone is a threat to their safety. Therefore, be prepared to have weapons pointed in your direction; be subject to a search; and/or possibly to be handcuffed. Do not be offended by these actions or offer any resistance.

SWAT personnel suggest you make no quick movements when they enter a room and that you have your hands in the air. Don’t have anything in your hands or make any moves toward them. Don’t try to hug or grab them; do exactly what they tell you to do.

3. Enabling Objective: Describe key information you need to relay to law enforcement responders. CTS: 4b

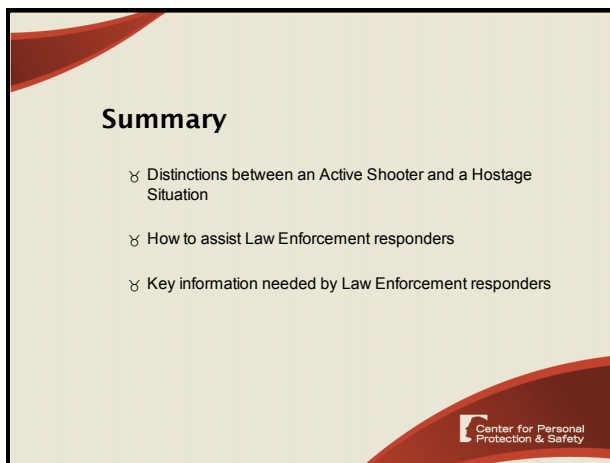
When officers arrive, be prepared to calmly, quickly, and accurately tell them what they need to know:



- Name of shooter (if known)
- Number of shooters
- Description of shooter
- Location of shooter
- Number and types of weapons carried by shooter

ASSIGNMENT: None

SUMMARY:



REMOTIVATION:

CLOSURE:

TRAINER PERSONALIZATION



**Center for Personal
Protection & Safety**

Pre-Incident Indicators



Behaviors of Concern in the Workplace

Trainer Guide 3

| PART I - TRAINER GUIDE | |
|---|--|
| Course Title: Surviving an Active Shooter in the Workplace | Lesson Title: Pre-Incident Indicators/ Behaviors of Concern in the Workplace |
| Course Content | Hours |
| <p>Lecture 3: Pre-Incident Indicators/Behaviors of Concern in the Workplace</p> <p>Identify pre-incident indicators/behaviors of concern. Describe preventive measures to avert workplace violence.</p> <p style="text-align: center;">Support Materials and Guidance</p> <p><u>Student Instructional Material:</u> None</p> <p><u>Audiovisual Aids:</u> PowerPoint Presentation (<i>Pre-Incident Indicators/Behaviors of Concern in the Workplace</i>)</p> <p><u>Training Methodology:</u> Lecture</p> <p><u>Evaluation:</u> N/A</p> <p><u>Training Equipment:</u> LCD Projector</p> <p><u>Instructor Guidance:</u></p> <p>PREPARATION: Ensure audiovisual aids are available and in good condition, all training equipment is available, and the classroom promotes a good learning environment.</p> <p>PRESENTATION: Begin by describing the objective of the lesson; explain the students' responsibilities and what they can expect to learn during this lesson. Emphasize class participation, shared experiences, good note taking, and the importance of questions.</p> | .30 |

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2. Workplace Violence—A Report to the Nation, Injury Prevention Research Center, University of Iowa, 2001
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7. International Association of Chiefs of Police. (1996). Combating workplace violence: Guidelines for employers and law enforcement (prepared by the Defense Personnel Research Center PERSEREC). Alexandria, VA: International Association of Chiefs of Police.
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PART II – TRAINER GUIDE**Pre-Incident Indicators/Behaviors of Concern in the Workplace (30 Minutes)**

ATTENTION: Employers have a legal and ethical obligation to promote a work environment free from threats and violence. In addition, an organization can face economic loss as the result of violence in the form of lost work time, damaged employee morale and productivity, increased workers' compensation payments, medical expenses, and possible lawsuits and liability costs.

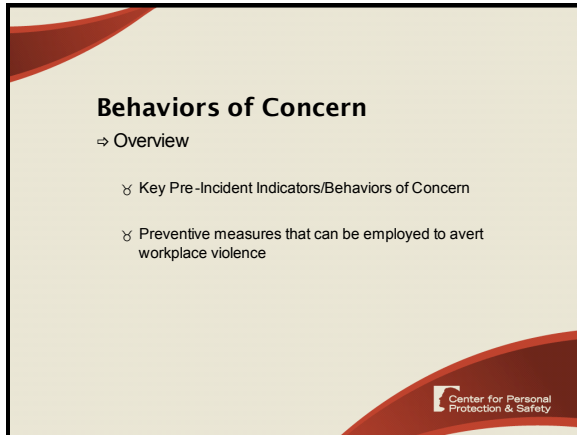
OVERVIEW: No one can accurately predict behavior. While there is no "profile" of an individual who may commit an act of violence in the workplace, there are "behaviors of concern" which, if viewed in totality, may heighten awareness of the potential for violence to occur. It is important for employees to know what these behaviors are and, when observed, to advise management so that these issues can be dealt with immediately and not be allowed to grow and fester. Not addressing an unresolved issue may result in possible violence.

MOTIVATION: Risk is a part of living. Although risk can't be eliminated, it can be mitigated and managed. Workplace violence prevention begins with planning. Unfortunately, many managers neglect to address the issue until a tragedy takes place. Any organization, large or small, that takes the time to plan will be far better able to recognize potential dangers and defuse them before violence erupts. Additionally, the organization will be better equipped to manage a potential critical incident.

TRANSITION:

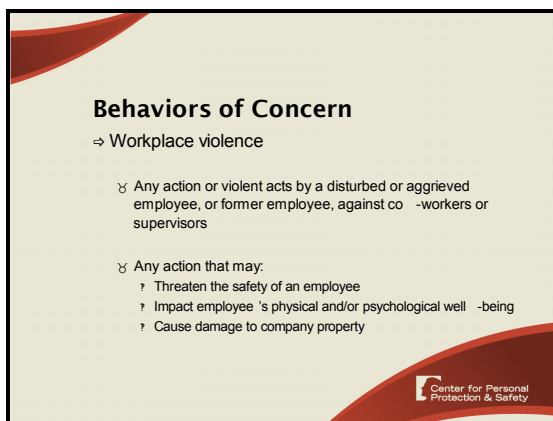
PRESENTATION

Lesson Objectives:



1. Describe Pre-Incident Indicators/ Behaviors of Concern. CTS: 5

2. Describe preventive measures to avert workplace violence. CTS: 5

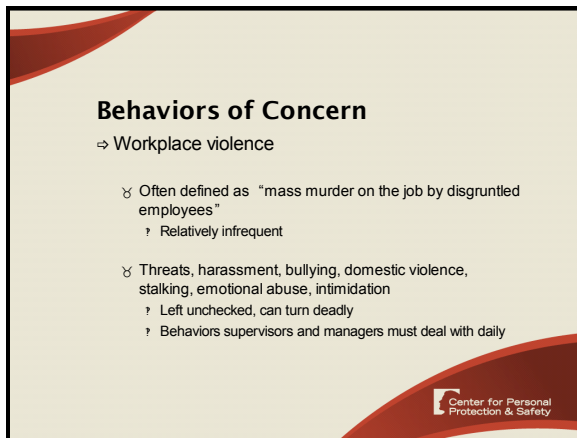


1. Enabling Objective: Identify workplace violence aggressors and motives. CTS: 5a

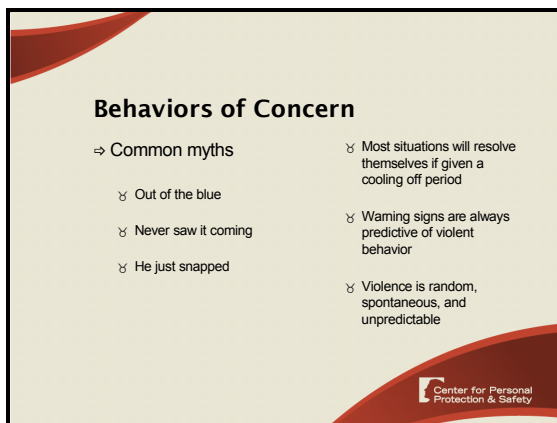
What is workplace violence? It can be defined as any action or violent acts by a disturbed or aggrieved employee or former employee against co-workers or supervisors. Workplace violence may threaten the safety of an employee, impact the employee's physical and/or psychological well-being, or cause damage to company property.

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION



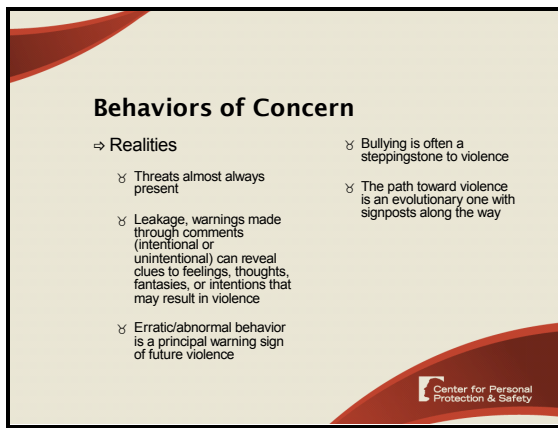
While many identify workplace violence as mass murder on the job by disgruntled employees, these events are relatively infrequent. It is more likely that threats, harassment, bullying, domestic violence, stalking, emotional abuse, intimidation, and other forms of behavior and physical violence, if left unchecked, can turn deadly. These are the behaviors that supervisors and managers have to deal with every day.



Before addressing the types of workplace violence and the behaviors of concern, we will highlight some common myths and realities.

Common Myths include:

- “Out of the blue”
- “Never saw it coming”
- “He just snapped”
- “Violence is random, spontaneous, and unpredictable”
- “Most situations will resolve themselves if given a cooling off period”
- “Warning signs are always predictive of violent behavior”

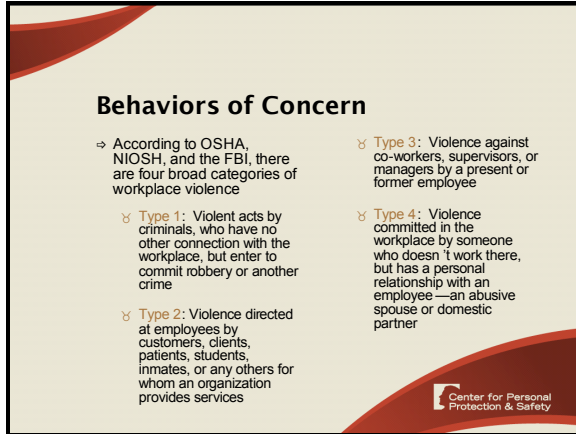


Realities are:

- Threats almost always present
- Leakage, warnings made through comments (intentional or unintentional) can reveal clues to feelings, thoughts, fantasies, or intentions that may result in violence
- Erratic/abnormal behavior is a principal warning sign of future violence
- Bullying is often a steppingstone to violence
- The path toward violence is an evolutionary one with signposts along the way

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION



According to OSHA, NIOSH, and the FBI, workplace violence falls into four broad categories:

Type 1: Violent acts by criminals, who have no other connection with the workplace, but enter to commit robbery or another crime. In these incidents, the motive is usually theft and, in a great many cases, the criminal is carrying a gun or other weapon, increasing the likelihood that the victim will be killed or seriously wounded.

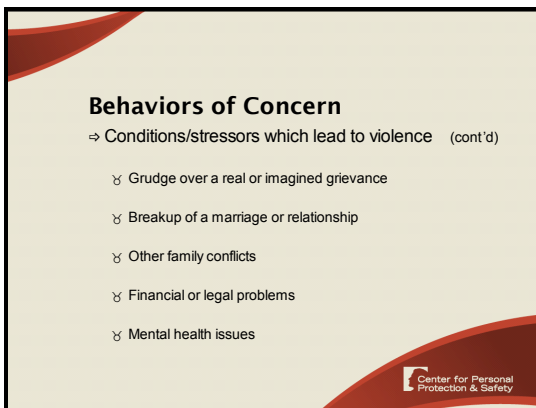
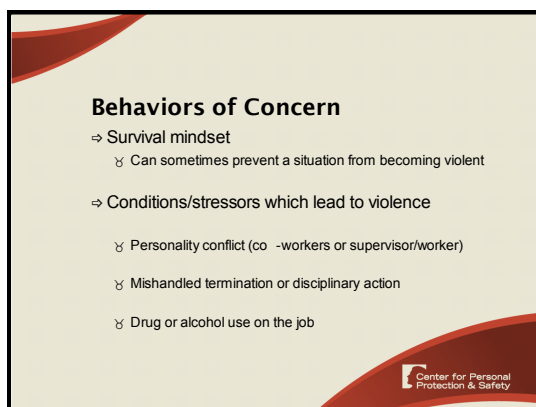
Type 2: Violence directed at employees by customers, clients, patients, students, inmates, or any others for whom an organization provides services. In general, the violent acts occur as workers are performing their normal tasks.

Type 3: Violence against co-workers, supervisors, or managers by a present or former employee.

Type 4: Violence committed in the workplace by someone who doesn't work there, but has a personal relationship with an employee—an abusive spouse or domestic partner.

For the purposes of this lesson, we'll be focusing only on behaviors of concern present in types 2 through 4. While these behaviors can be present in Type 1 incidents, other measures, such as enhancements to physical security, have been most successful in preventing that type of violence.

The same survival mindset we've been discussing can sometimes prevent a situation from becoming violent. There may be warning signs or behaviors of concern that something is wrong.

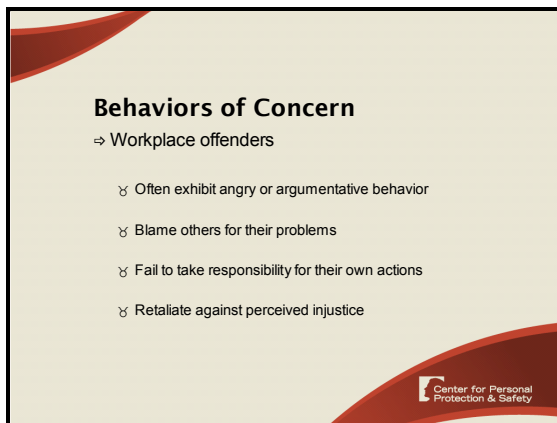


Conditions/stressors which can lead to violence include:

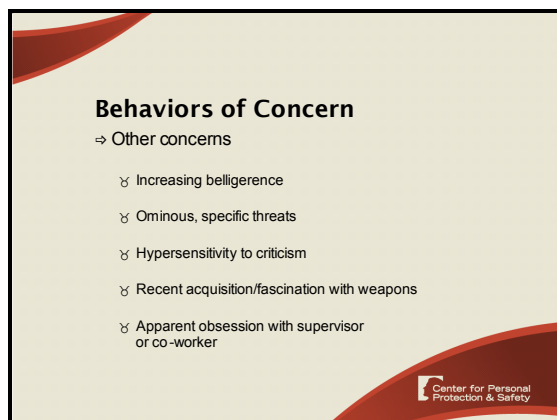
- Personality conflicts (between co-workers or a worker and supervisor);
- A mishandled termination or other disciplinary action;

TRAINER PERSONALIZATION

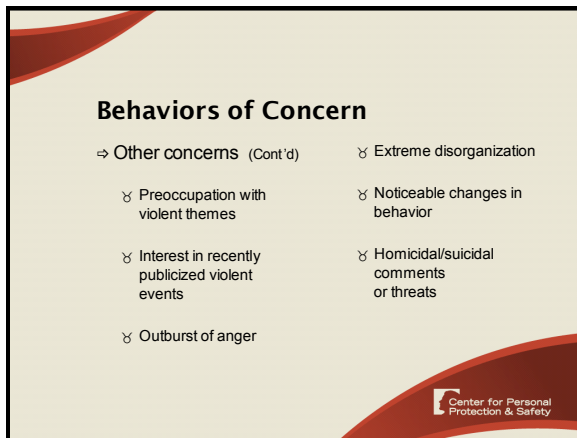
- Bringing weapons onto a work site;
- Drug or alcohol use on the job;
- Grudge over a real or imagined grievance;
- Breakup of a marriage or romantic relationship;
- Other family conflicts;
- Financial or legal problems;
- Mental health issues.



Many workplace offenders oftentimes exhibit angry or argumentative behavior. They often blame others for their problems; they fail to take responsibility for their own actions. They are what the FBI calls “injustice collectors.” They perceive every slight as a major issue upon which they must act.

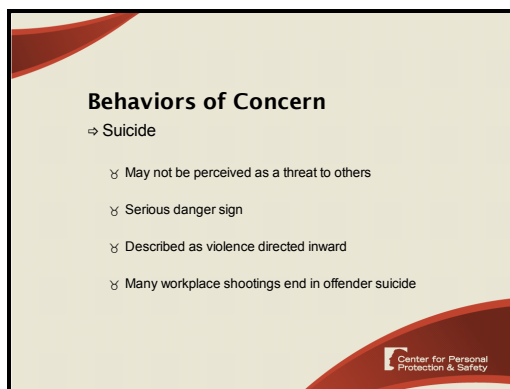


TRAINER PERSONALIZATION



Other behaviors of concern may include:

- Increasing belligerence
- Ominous, specific threats
- Hypersensitivity to criticism
- Recent acquisition/fascination with weapons
- Apparent obsession with a supervisor or co-worker or employee grievance
- Preoccupation with violent themes
- Interest in recently publicized events
- Outburst of anger
- Extreme disorganization
- Noticeable changes in behavior
- Homicidal/suicidal comments or threats

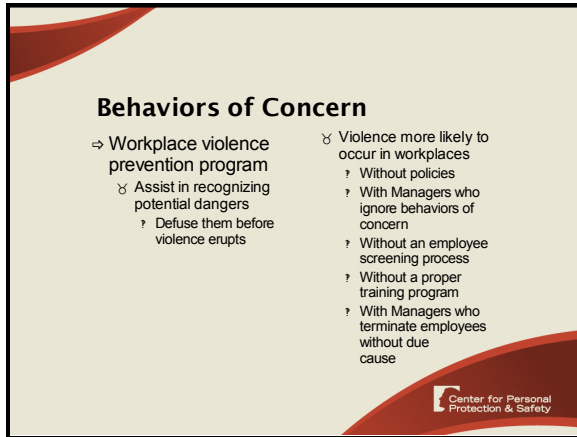


Although a suicidal threat may not be perceived as threatening to others, it is, nonetheless, a serious danger sign.

TRAINER PERSONALIZATION

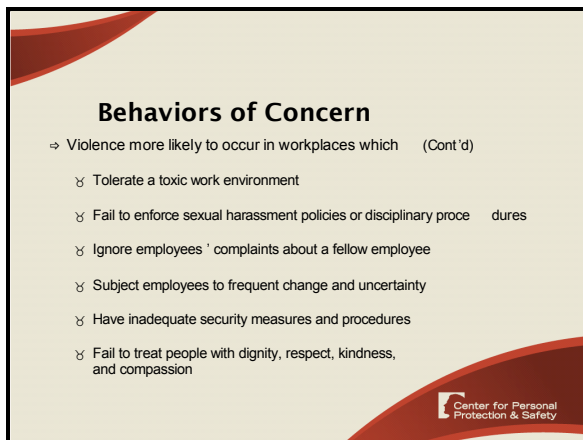
Suicide is violence directed inward. Many workplace shootings end in suicide by the offender.

TRAINER PERSONALIZATION



2. Enabling Objective: Describe preventive measures to avert workplace violence. CTS: 5b

All workplaces should have a workplace violence prevention program that will assist in recognizing potential dangers and defusing them before violence erupts.

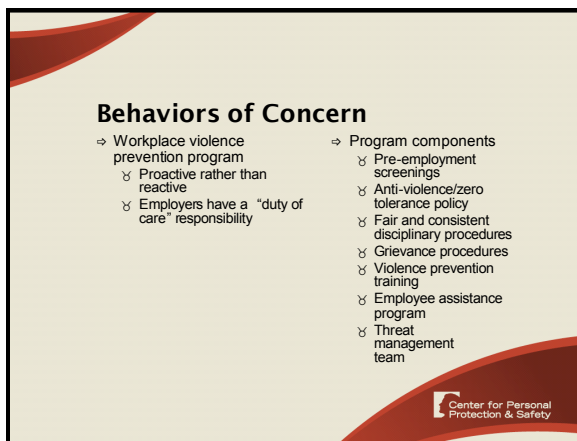


Violence is more likely to occur in workplaces that:

- Don't have policies
- Have managers who ignore threat signs
- Fail to properly screen employees
- Don't provide proper training
- Terminate employees without due cause

- Tolerate a “toxic” work environment
- Fail to enforce sexual harassment policies or disciplinary procedures
- Ignore employees’ complaints about another employee’s behavior
- Subject employees to frequent change and uncertainty
- Have inadequate security measures and procedures
- Fail to treat people with dignity, respect, kindness, and compassion

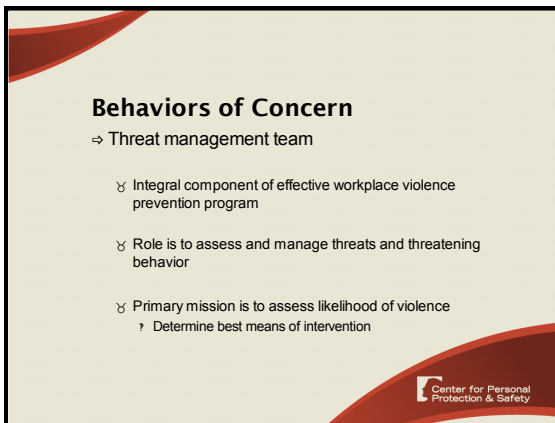
TRAINER PERSONALIZATION



The FBI recommends a workplace violence prevention program that is proactive rather than reactive. They support the belief that employers have a “duty of care” responsibility to their employees.

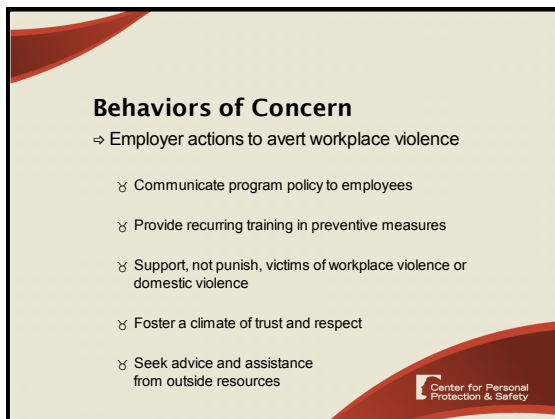
The components of a workplace violence prevention program should include:

- Pre-employment screenings
- An anti-violence/zero tolerance policy
- Fair and consistent disciplinary procedures
- Grievance procedures
- Violence prevention training
- Employee assistance program
- Threat management team



TRAINER PERSONALIZATION

A threat management team is an integral component of an effective workplace violence program. The threat management team's role is to assess and manage threats and threatening behavior. The team's primary mission is to assess the likelihood of violence and determine the best means of intervention.



Employers can take additional steps to avert workplace violence:

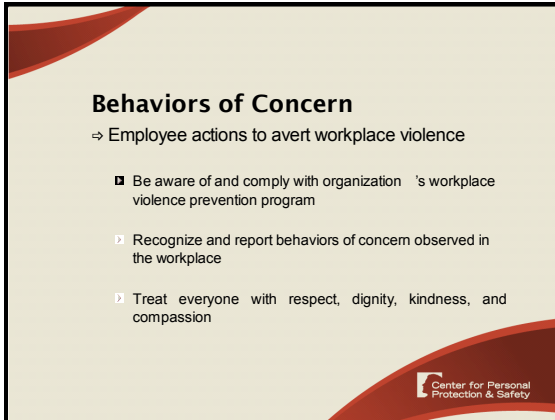
- Communicate the policy and program to employees.
- Provide regular training in preventive measures for all new/current employees, supervisors, and managers.

Support, not punish, victims of workplace or domestic violence.

- Foster a climate of trust and respect

among workers and between employees and management.

- Seek advice and assistance, when necessary, from outside resources, including threat-assessment consultants; mental health professionals, social service agencies, and law enforcement.



There are also steps employees can take to avert workplace violence:

- Be aware of and comply with your organization's workplace violence prevention program.
- Recognize and report behaviors of concern observed in the workplace.
- Treat everyone with respect, dignity, kindness, and compassion.

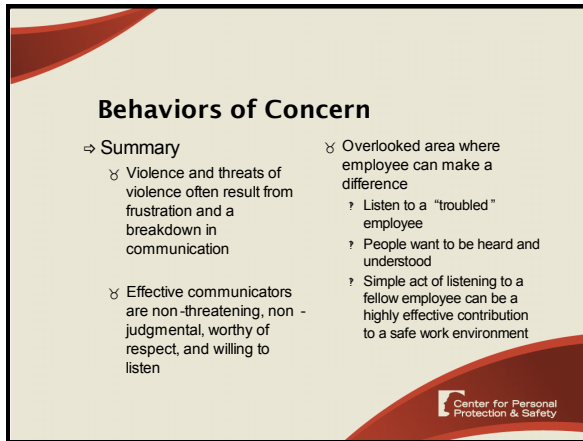
Violence and threats of violence often result from frustration and a breakdown in communication. Effective communicators are non-threatening, nonjudgmental, worthy of respect, and willing to listen. An often overlooked area, where an individual can make a significant difference, is taking the time to listen to a "troubled" employee.

Let the employee tell you what's bothering him; people want to be heard and understood. This type of venting can be therapeutic. The simple act of listening to a fellow employee can be a highly effective contribution to a safe work environment.

TRAINER PERSONALIZATION

ASSIGNMENT: None

SUMMARY:



REMOTIVATION:

CLOSURE:

TRAINER PERSONALIZATION