Training for Negotiators: Developing EXERCISE/scenarios

Michael J. McMains, Ph.D.
Diplomate in Police Psychology, SPCP
The Philosophy of the Class

Give a man a fish and you feed him for a day.

Teach a man to fish and you feed him for a lifetime.

Create a good tutorial and he can teach himself how to fish.
Goals for the Day

- Understand the need
- Discuss the process
- Practice the skills
The need

- After every school, contest or practice exercise
- Postings on Negotiator Central
- Discussion with Bob
- Show of hands
Overall goal of training- Competence
Maslow’s Stages of Learning

Unconscious Incompetence
You don’t know that you don’t know how to do something.

Conscious Incompetence
You know that you don’t know how to do something and it bothers you.

Conscious Competence
You know that you know how to do something and it takes effort.

Unconscious Competence
You know how to do something and it is second nature; you rock at it.
General Principles

– Practice like we play-make it as realistic as possible
– Treat feedback “as if”
– Repeat until it is a habit
– End on success
Sources of training ideas

• HOBAS
• Local Media
• National Media
• Debriefs of Prior Training
• Debriefs of incidents
About actor

- Avoid cops
- Avoid cops
- Avoid cops
Methods of training

- Structure – the structure is the method of training being used for the exercise, including:
  - Didactic presentations- what to do
  - Case studies- what to do
  - Table-top discussion- what to do
  - Back to back- Primary- what and how
  - Back to Back- Primary and coach-what and how
  - Exercise- negotiations team- what and how
  - Exercise- whole crisis management team- what and how
Act 1: Action builds drama, defines pre-crisis tensions, needs and actions
Act 2: crisis comes to a head and police get involved
Act 3: resolution- either positive or negative depending on actions of the negotiators.
The process

• Goals-Defining training goals
• Objectives-Breaking goals into observable parts-the objectives that support the goals.
• Operationalizing-Determining what parts of the context will allow you to observe and test the objectives
• Action-Defining action that needs to be in the scenario to allow observation and assessment of the goals
• Feedback-Providing feedback on the observation
• Discussing feedback and plan for corrections when needed
Training Goals

• Individual Negotiator Skills- specific skills in which a negotiator needs to be competent
• Negotiation Team Skills- skills in working together with other people efficiently and effectively
• Inter-team goals- skills in coordinating and management of all elements of a critical incident
identifying the goals

- Individual training goals
  - Develop ability analyze incident
  - Practice and refine active listening skills to ..........
- Team training goals
  - Refine communication between team members to ..............
  - Develop brainstorming skills
- Inter-team training goals
  - Practice triad of command problem-solving ..................
  - Develop coordinated communication system for EMT
objectives: making it observable

• Develop individual skills in analyzing incident
  – What elements need to be analyzed?
    • Risk of violence?
    • Type of incident?
    • Personality of the person taking hostages?
  • How do we operationalize them?
  • How do we capture negotiators performance?
  – Observation sheets- pre-structured?
  – Observation sheets- free form.
### Operationalizing—Developing context

<table>
<thead>
<tr>
<th>Risk Factors in Domestic Violence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior violence in same household.</td>
</tr>
<tr>
<td>Prior violence in public.</td>
</tr>
<tr>
<td>Violence in home of origin.</td>
</tr>
<tr>
<td>Chaotic relationship with current victim.</td>
</tr>
<tr>
<td>Recent loss.</td>
</tr>
<tr>
<td>Increasing pattern of violence.</td>
</tr>
<tr>
<td>Neurological Impairment.</td>
</tr>
<tr>
<td>Victim trying to leave relationship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk Factors for Femicide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choking of victim.</td>
</tr>
<tr>
<td>Forced sex with victim.</td>
</tr>
<tr>
<td>Threats to kill victim.</td>
</tr>
<tr>
<td>Excessive controls over victim.</td>
</tr>
<tr>
<td>Child abuse.</td>
</tr>
<tr>
<td>Abuse of victim while she was pregnant.</td>
</tr>
<tr>
<td>Victims believes abuser is capable of killing her.</td>
</tr>
<tr>
<td>Violent jealousy.</td>
</tr>
</tbody>
</table>
• Where, when what and who to build into the scenario?
  – Intel from actor-after a relationship has developed
  – Intel from family- introduced 2 hours into scenario, relates prior suicide attempts
  – Intel from friends
  – Intel from officers- interviewing responding officers, beat officer.
• Act one: what needs to be in history?
• Act two: What needs to be in onset of scenario that brought police into people’s lives?
• Act three: What needs to be in conclusion
observations

– Structured observation - a sheet developed before the exercise that identifies the specific skills to be practiced and observed.

– Spontaneous-unstructured; observations that are relevant that occur during the exercise but have not been identified as a training goal or Objective.

– Observations can come from an observer who is not part of the team or from team members who notice issues to which the team needs to attend.

– Teams can review video tapes of their own performance - generates helpful, insights for teams.
### Observations sheet-immanent risk

<table>
<thead>
<tr>
<th>Risk Factors in Domestic Violence.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior violence in same household.</td>
</tr>
<tr>
<td>Prior violence in public.</td>
</tr>
<tr>
<td>Violence in home of origin.</td>
</tr>
<tr>
<td>Chaotic relationship with current victim.</td>
</tr>
<tr>
<td>Recent loss.</td>
</tr>
<tr>
<td>Increasing pattern of violence.</td>
</tr>
<tr>
<td>Neurological Impairment.</td>
</tr>
<tr>
<td>Victim trying to leave relationship.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Risk Factors for Femicide.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choking of victim.</td>
</tr>
<tr>
<td>Forced sex with victim.</td>
</tr>
<tr>
<td>Threats to kill victim.</td>
</tr>
<tr>
<td>Excessive controls over victim.</td>
</tr>
<tr>
<td>Child abuse.</td>
</tr>
<tr>
<td>Abuse of victim while she was pregnant.</td>
</tr>
<tr>
<td>Victims believes abuser is capable of killing her.</td>
</tr>
<tr>
<td>Violent jealousy.</td>
</tr>
</tbody>
</table>
Feedback – the observer’s comments on the attainment of the training goals and objectives. Observers should be experienced negotiators who have competence in the skills being observed.

- **Dialog** - a conversation between an objective observer and the negotiators which provides the negotiators an opportunity to discuss the observations made by the observers. Done in the spirit of improving performance; not attacking people. Feedback can be done during the exercise when the observer stops the action and structures a dialog or at the end of the exercise.

- **Replay-redo** - if observations are made during the exercise, it is negotiators can be asked to pick up the scenario where it was left before the feedback or re-wind and re-play the exercise from a point before they were required to use the skills on which the observer provided feedback.
feedback

• Attitude
• Concrete
• Specific
• With examples
• Manageable chunks
• Room for discussion
Pause and ponder

- What sticks with you?
- What can you use in your next training?
Checklist

- Goals of Training
  - Individual Skills-
  - Team Skills-
  - Intra-team skills
- Structure – Role play
Checklist

- Observation –
  - Structured- observation sheet needed
  - Unstructured
- Feedback
  - Dialog
  - Replay-redo
Checklist

• Scenario
  – What – original call
  – Where –
    • ADDRESS, location, floor plan, obstacles, utilities
  – When – time of day, external events that might influence actor
  – How
  – Why
Checklist

• Who: character – why – motives-Issues
  – Motives
  – Intelligence
  – History of relationships
  – Attitude toward Authority
• Land mines/triggers/barbs
• History
  – Intellectual
Checklist

• Add ins- intelligence inserts
• Subtractions
• Actions
  – Scripted – test specific issues
  – Spontaneous from interactions
# Timeline for scenario

<table>
<thead>
<tr>
<th>Hour</th>
<th>Action</th>
<th>Expected response</th>
<th>Inserts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
• Training Procedures
• Structure – the structure is the method of training being used for the exercise, including:
  – Table-top discussion
  – Back to back- Primary
  – Back to Back- Primary and coach
  – Exercise- **negotiations team**
• **Exercise**- command, tactical and negotiators
Exercise

• Home invasion
This is an eight hour scenario designed to teach new negotiators how to recognize the nature of a call-out, engage the subject, assess the risk posed by the subject, manage the HN’s demands and control the subject without raising resistance. It will be monitored by instructor/observers who will coach the negotiators and the negotiations teas during the exercise, using a structured observation sheet to inform their observations and feedback.
Checklist

• Goals of Training
  – Individual Skills
    • Officers will demonstrate skill in their individual roles on a negotiations team.
    • Communicating effectively with the actor, supporting the primary, gathering and using actionable intelligence, recording important information, managing the team,
  – Team Skills
    • Team will show skill in communicating, analysing and managing relevant information.
    • Will demonstrate effective brainstorming in developing strategies for dealing with the incident.
  – Intra-team skills
    • Structure – Role play

Reference Template Handout
procedure

• Structure
  – Role play exercise with intelligence inserts and interviews with significant sources including released hostages.
  – NPP exercises throughout the scenario (See attachment).
• Observation/feedback
  – Structured- observation forms will be used to document observer/mentors observations (see attachment).
  – Unstructured- other relevant comments, as appropriate by observer/mentors
• Feedback
  – Periodic Coaching-by the observer with the teams
scenario

• What
  – Original call- On this day, the dispatcher got a 911 call from a female named Audra Maria Wilson. The caller reported that a subject, Paul Paulson, had broken into the apartment and shot the caller’s father in the shoulder. The caller was hiding in the bedroom and was afraid to talk too long. Responding officers were met by a man with a gun who fired shots at the officer and barricaded himself in the apartment, stating that he would “kill everybody, if you cops try to come in here.” He is barricaded with his ex-girlfriend’s mother with three hostages and weapons.
  – Patrol has requested the Crisis Management team and your negotiations team have been mobilized.
  – A five-block area of the neighborhood is isolated. Police cordoned the area and ordered residents to stay in their houses. Some residents were evacuated to a local school for their own safety.
Your team is on site and a CP and Negotiation area has been set up. The Special operations Commander is asking your assessment of:

- Whether or not this incident is negotiable?
- What resources you will need to do your job?
- How dangerous is the actor?
scenario

- Where
  - Refugio Place, 300 Labor, San Antonio, TX 78210
  - 2nd floor apartment.
  - Floor plan - attached
  - Utilities,
  - Obstacles - furniture in apartment - gain intelligence from escaped hostage.
  - Phone Number:

- When – This date, 0830

- How - Call to dispatcher by one of the hostages - from cell phone #
Character

• WHO – why – Motives- fear of loss of control and abandonment.
• Attitude toward Authority- rebellious, anti-authority. History of trouble with authority: school, jobs. Dependent on mother and attorney.
• Land mines- Impulsivity and erratic emotionally. Slightest suggestion of disrespect precipitates angry outbursts. During outbursts- impatient and demanding- wants demands met, NOW
• In calmer periods, is more understanding about delays. Uses phone calls to rationalize behavior- blaming girlfriends and their family members for his violence. Ultimately depends on others for solutions
– History: Earlier on the same day, he had broken into a house in southeastern part of the county and stolen a handgun and two rifles. He had not hurt the residents of the house.

– TPI- In an early in the incident, an attorney who had represented the man since the mid-1990s, asked him to surrender and he complied.

• Subject’s Background-Court records show SEE BELOW
Intelligence

• Inserts
  – TV news broadcasts
  – Police reports of shootings
• Intelligence sources
  • Mother- Rachel
  • Attorney- Dewey Cheatem
  • “Girlfriend”-
  • Escaped hostage-Meara
Initial action

• Action- When the negotiators make contact, the actor is agitated, angry and shouting. He

  – Demands:
    • Central- he demands to talk to his former girlfriend, that the police stay back and threatens to kill people if he sees any police.
    • Peripheral- talk to attorney.
    • Peripheral- make statement to media
    • Peripheral- talk with mother
action

• Scripted – test specific issues
  – Individual Team Member’s skill in each role
  – Primary
  – Secondary
  – Intelligence
  – Boards/scribe
  – Team Leader
  – Mental Health

• Spontaneous from interactions
<table>
<thead>
<tr>
<th>Time</th>
<th>Scripted Actions</th>
<th>Negotiator’s goals</th>
<th>Appropriate Response</th>
<th>Actor’s response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st hour</td>
<td>Initial call</td>
<td>Set up and assess incident. Develop opening statement. Identify intelligence information needed and sources. Make initial contact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Initial Contact</td>
<td>Keep actor on the phone. Allow/encourage actor to ventilate. Show patience, empathy and acceptance. Validate frustration but not actions. Deal with safety issues</td>
<td>Introduce self. Reassurance BLS. Open-ended questions/statements that invite you to tell your story. Encouragers- pauses, minimal encouragers, mirroring, paraphrasing, reflection of feelings, etc. that keep you talking. Summary when they think they get your concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IN CRISIS- were not expecting police. Central feeling: Fear. Demands 1-Defensive threats- stay away or somebody will die. Yell about seeing the SWAT Team out your window. You have seen what happens in these situations- you watch the news. You have dealt with the police before. Been to prison and was poorly treated and abused. Don’t want to go back. 2- Demand to get girlfriend over here so you can talk to her face-to-face; you believe that if you can just talk to her, you can talk her into or bully her into running away with you. You “know” that it was the police who talked her into staying away from him, after you had kidnapped her and she escaped. Deny it was a kidnapping. Initial motivation: Fear for safety-Keep police at bay and get in contact with ex-girlfriend. You see police movement and react with threats and demands that they get back.</td>
<td>Keep actor on the phone. Allow/encourage actor to ventilate. Show patience, empathy and acceptance. Validate frustration but not actions. Deal with safety issues</td>
<td>Introduce self. Reassurance BLS. Open-ended questions/statements that invite you to tell your story. Encouragers- pauses, minimal encouragers, mirroring, paraphrasing, reflection of feelings, etc. that keep you talking. Summary when they think they get your concerns.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd Hour</td>
<td>Core feelings- anger at disrespect. Agitated by TV news coverage which describes you as a violent person who has been hospitalized. Accurate report but you are hyper-sensitive about being disrespected. Angry at what you perceive as disrespect. Rationalize use of force in earlier episode-blaming the victim: If he had minded his own business, he wouldn’t have gotten hurt. 1-Demand to make a statement to the press. Want a reporter to come in the apartment to interview him. 2- Failing to get reporter inside: Demand that the negotiators remove the press from the area and they run a retraction.</td>
<td>Defuse again Continue to gather intelligence. Manage demands to make a statement to press.</td>
<td>BLS Reflecting demands. Breaking demands down. Asks for time to get it all done.</td>
<td>Same as above to defuse anger. Deals with demands by reflecting them and explaining the many steps involved in influencing media.</td>
</tr>
<tr>
<td>3rd Hour</td>
<td>Mother shows up at scene-want to talk to actor. Has seen TV report. Can fill in background. Actor: 1-Demands girlfriend still top priority. 2-Actor demands to talk to attorney or mother. Gives contact information. Feeling more confident about safety for the moment. Can focus on Central demands of getting the girlfriend down to the scene. Talk about how she will come into the apartment when she gets there. Rationalizes her escape from earlier kidnapping- four weeks ago- as “the police poisoning her against me.”</td>
<td>Management of demands: Central Peripheral If negotiators manage demand for girlfriend by reflecting and reporting on progress, other demands surface.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4th Hour

Core emotion: Fear—beginning to realize he is not getting girlfriend and live happily ever after. Needs to talk to attorney to see if he can make a deal to keep out of jail or advice on what to do. Demands to talk to attorney “right away.” Attorney is unavailable as TPI. Demands: Actor presses hard on issue of attorney or mother. Don’t trust negotiators enough to accept them as a go-between-you and attorney or mother.

ALS- recognizes fear and dependency. Has to manage the demand to talk to attorney and whether or not to allow a PI.
OBSERVATION

• **Team Tasks**
  • Gathered intelligence about the incident, the hostage taker, the hostages, etc.
  • Assessed Risk
  • Defused the incident
  • Influenced the hostage taker
  • Reduced the risk of loss of life.
  • Established effective communication with the hostage taker.
  • Recorded relevant intelligence information.

• Kept a record of the negotiations, including demands and **promises**.
• Maintained equipment.

• **Coordinated and communicated with incident commander and tactical team.**
<table>
<thead>
<tr>
<th>Team Member</th>
<th>Role</th>
<th>Tasks</th>
<th>Comments/Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Leader</td>
<td>Leads and Manages Team.</td>
<td>Assures effective overall team functioning:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates with command.</td>
<td>Selects team.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Coordinates training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Provides input to on-scene command staff.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assesses negotiability.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Makes it negotiable.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ensures communication between command staff and all members of Negotiations team.</td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td>Primary Negotiator</td>
<td>Communicates with hostage-actor.</td>
<td>“Everybody Goes Home.”</td>
</tr>
<tr>
<td></td>
<td>Brainstorms with team.</td>
<td>“As Many as Possible Go Home.”</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Facilitates problem-solving.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Develops verbal tactics that:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. -Establishes trust and rapport with actor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. -Diffuses emotion.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. -Facilitates dignified surrender.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>7. Gathers intelligence from actor.</td>
<td></td>
</tr>
<tr>
<td>Team Member</td>
<td>Secondary/Coach</td>
<td>Communicates between primary and team.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brainstorms with team.</td>
<td>1. Assists team and team leaders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Helps develop communication strategy and tactics.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Helps plan the direction of negotiations.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Monitors the primary for signs of stress; helps manage.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Coaches primary-good communication skills.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Replaces primary, if necessary.</td>
<td></td>
</tr>
</tbody>
</table>