

# LESSON PURPOSE PLAN

WORKPLACE VIOLENCE PREVENTION

GUIDED DISCUSSION

8/15/2017

(1) TOPIC OVERVIEW

INSTRUCTOR NOTE

Workplace violence is a direct threat to the health and safety of Marines, civilian, contract employees, and others who live and work on Marine Corps Installations. While statically rare, incidents of the most extreme forms of workplace violence, such as active shooter events are often casualty heavy, high profile incidents that damage the reputation and well-being of the institution. All insider violence degrades unit cohesion and morale and redirects focus and resources away from the accomplishment of the Marine Corps mission. Preventing workplace violence is paramount to the effective operational employment and deployment of Marines. When prevention fails, active shooter response training for bystanders is intended to reduce injury and death.

Use this time to present the topic of the guided discussion to your group. Cover why this topic is important to the Marine Corps, as a whole, and vital to the individual Marine. You may use the above paragraph to help introduce the topic, or develop a completely unique introduction. Aspects of your attention-gainer should focus on your discussion topic.

Ensure you have followed the Instructor Preparation Guide (IPG), familiarized yourself with the subject, and reviewed the references. Be sure to review the Marine Corps Order (MCO) on workplace violence prevention 5580.3A model and process, active shooter response and policy.

Workplace Violence, as defined within MCO 5580.3A, Workplace Violence:

a. Workplace violence is defined as any act or threat of physical violence, harassment or intimidation that occurs within an organization of employees, clients, customers or visitors. Over the past decade, workplace violence incidents occurring within the United States, most notably active shooter events, have escalated in frequency and severity.

b. There is no way to predict with certainty who will commit workplace violence, however, research has identified warning signs and concerning behaviors commonly exhibited in workplace violence incidents. If these signs/behaviors are recognized and acted upon in timely manner, workplace violence may be prevented.

References:

American Society for Industrial Security/Security for Human

Resource Management, "American National Standard for Workplace Violence Prevention and Intervention" WVPI.1-2011.

DODI 1438.06, DoD Workplace Violence Prevention and Response Policy, January 16, 2014.

Federal Bureau of Investigation, A Study of Active Shooter Incidents in the United States Between 2000 and 2013, September 24, 2014.

(2) METHOD

**INSTRUCTOR NOTE**

Inform your class that the instructional method you will be using for today's lesson is a guided discussion and that this method has been selected to actively involve students in the learning process.

The guided discussion can be effective at altering awareness and behaviors of participants. The goal of the guided discussion method is to drive group participation through leadership and encouragement. To learn more about guided discussions refer to Marine Corps Reference Publication (MCRP) 6-11B W/CH 1 - *Marine Corps Values: A User's Guide for Discussion Leaders*.

It is up to you, as the discussion leader, to use your best judgment and adapt this period of instruction to make it most suitable to your unit and the experience level of the participants. Be prepared for controversy, and form a plan to deal with conflicting viewpoints in order to keep the discussion progressing.

The total training should last 1 and ½ hours with each guided discussion should last approximately 25 minutes. Spend a few minutes on the introduction; and, the majority of your time on the discussion questions within the body. Do not go too far over your time, as you may start to lose the attention of the participants. Too much information can start to overwhelm what is intended to be a simple and focused session. Remember to allow a few minutes for reflection and the summary of your lesson.

In order to consistently deliver training critical to effectiveness of violence prevention and response, please use the bolded learning outcomes. You may determine what additional aspects of the topic you want to concentrate your discussion towards. Non-bolded learning outcomes may be selected as additional "takeaways," which participants should grasp at the end of this discussion.

Learning outcomes are:

- (a) Define workplace violence and understand the Marine Corps' policy on prevention.
- (b) **Be familiar with potential warnings signs/concerning behaviors of workplace violence and understand context and escalation in determining trending behavior.**
- (c) **Describe what Marines are expected to do when faced with concerning behaviors/warning signs of potential workplace violence.**
- (d) Understand how responding to concerning behaviors/warning signs is consistent with the Marine Corps' leadership traits and principles.
- (e) Know how to respond to warning signs/concerning behaviors.
- (f) Understand why and when to report concerning behavior/warning signs of workplace violence.
- (g) **Know how to respond to an active shooter event to minimize loss of life/injury.**

### (3) INTRODUCTION

#### INSTRUCTOR NOTE

Use this time to introduce yourself to the group if necessary, and to ensure the group is familiar with each other. This is also the time to introduce any ground rules, which will establish what behaviors are expected during the guided discussion. Some example ground rules are: everyone participates fully; permit participants to express themselves without becoming recipients of personal attacks from anyone regarding their views; keep language clean, as not to offend others; make head-calls, as needed, without disrupting the rest of the participants; etc.

### (4) BODY

#### INSTRUCTOR NOTE

Start the discussion by giving your participants the learning outcome you developed for the guided discussion.

#### a. Gain Attention

#### INSTRUCTOR NOTE

A few attention-gaining stories are provided, but you are encouraged to personalize the attention-gainer to fit your personality, audience, and your desired learning outcome. You may use one of the provided stories, or conduct research in order to find others more applicable to your learning outcome.

#### (1) Gain Attention

The instructor is in the best position to draw on personal experience or current events to gain attention. Begin training with an example of a time where you had to intervene to get someone back on track or when there was some level of workplace violence. Current, Marine Corps specific examples will be most effective.

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#### (2) What We Know About Workplace Violence

There is a continuum of behaviors that constitute workplace violence from hostile environments, intimidating or threatening verbal interaction, all the way to mass casualty homicide. While active shooter events are the least likely outcome, preventing any workplace violence is desirable to avoid negative impacts to productivity, mission readiness and our duty to take care of our own. And of course, we may only know what we prevented or failed to prevent in hindsight. It is important to address problems early before they escalate into something more damaging to the individual's well-being, career, or to the workplace.

Rigorous study of incidents of mass casualty violence, which have been commonly referred to as "active shooter events" such as the Washington Navy Yard shootings, and the 2009/2014

Fort Hood shootings indicate that shooters don't just "snap." Instead, their actions are often the result of a culmination of unresolved problems such as a mental health disorder, substance abuse, life stress, relationship loss, etc. While the vast majority of people with unresolved problems will not commit an act of workplace violence, those who do typically have this in common. People with unresolved life problems may exhibit concerning behaviors (i.e. changes in behavior, disruptive behavior/irritability, increase in alcohol or drug use, etc.) that alert others that something may be wrong.

### (3) The Basic Premises of Workplace Violence Prevention

Two analogies, a bomb and a jigsaw puzzle, help us understand the basic premises of violence prevention. Think about workplace violence as a bomb and unresolved problems as its fuse. To prevent detonation, that fuse must be cut. Addressing and resolving underlying problems is a way of interrupting a trend towards bad outcomes, including workplace violence.

Active shooter violence involves some level of planning and preparation during which the individual may exhibit warning signs (i.e. stockpiling weapons and ammunition, verbalizing a fascination with an active shooter event, socially withdrawing from others, etc.) that signal the violence to come. Active shooters often take common steps, leave clues, or exhibit behaviors that could be an indication of their potential or likelihood to commit violence.

Warning signs/concerning behaviors can be like puzzle pieces that only form a coherent picture when assembled. Considered separately, warning signs may be more easily dismissed. Taken altogether, they are more likely to reveal the possibility of workplace violence. Identifying those warning signs and referring the potential threat to leadership or law enforcement is critical to preventing an incident.

Another way of saying this is that warning signs/concerning behaviors are like individual pieces of a puzzle. Looking at just one piece may not be enough to see what the completed puzzle will look like; the picture only emerges when the pieces are put together. Analysis of active shooter events in the U.S. shows that people had witnessed warning signs/concerning behaviors but did not do anything with this knowledge. It wasn't until after the event occurred that they understood the meaning of these behaviors because, when taken individually, these behaviors were rationalized, excused or ignored. But, when examined cumulatively, they revealed a recognizable trend towards workplace violence.

Information sharing is key to putting together this puzzle

and understanding and identifying a potential or planned active shooter event.

#### (4) The Violence Prevention Process

Workplace Violence Prevention is a three step process that leverages Marine Corps leadership principles and aligns with the organizational structure of the chain of command. The three steps include:

(a) Recognize. Individuals often exhibit warning signs before committing an act of workplace violence. Developing an awareness of risk factors and understanding potential warning signs/concerning behaviors is the first step of workplace violence prevention.

(b) Respond. Prevention means addressing warning signs/concerning behaviors before they rise to the level of potential workplace violence. Marines are expected to provide immediate leadership and intervention at the lowest level possible to prevent escalation. A leadership value of the Marine Corps is to take care of its people. Marines are expected to leverage the appropriate services and programs available to assist (i.e., financial counseling, medical care, legal assistance, family advocacy, victim advocacy) with problems. Marines are also encouraged to consult with subject matter experts (i.e., chaplain, family advocacy, Violence Prevention Representative(VPR)) in developing a response for a fellow Marine.

(c) Report. Once one has addressed a warning sign/concerning behavior, they should consider informing the next person in the chain of command. This information sharing is important in determining if this is an isolated problem or part of a trend towards workplace violence. Reporting allows Marines to use leadership's experience and guidance in formulating responses, especially if the efforts to intervene are not resolving the underlying problems or deescalating the trending behavior. If Marines are not willing or able to respond to warning signs/concerning behaviors, it is expected that they will report to someone who will/can. If one has witnessed a threat of or actual workplace violence, or it appears that there is an indicator of a credible plot to commit violence call 9-1-1 and report immediately.

The Recognize - Respond - Report model is an important takeaway for Marines. It tells them what they are expected to do to prevent workplace violence. This awareness training should teach Marines to recognize when a coworker is exhibiting warning signs/concerning behaviors and respond in a manner intended to address the underlying problem(s) that created the behavior. Marines are encouraged to report trending behaviors of concern

to leadership to increase information sharing and allow a broader view of the potential problem.

#### (5) Priority Risk Scale

The social and behavioral sciences have produced several different instruments cataloguing warning signs/concerning behaviors, sometimes referred to as "behavioral indicators," of workplace violence. These lists are often categorized by moderate, high and extreme threat on what is called a "priority risk scale." This categorization is related to a recommended course of action (extreme threat requires immediate intervention) and helps us to understand if behavior is escalating. Escalation occurs when behaviors increase in frequency or severity. Priority risk scales should be considered a guide. They may not capture every behavior that is an indicator and just because a behavior is on the risk scale does not mean the person will commit violence.

Behaviors must be considered within the social and personal context. Warning signs/concerning behaviors are out of character for the individual and/or inappropriate for the circumstances and/or may be escalating over time. While these indicators may not rise to the level of predicting violence, they may signal that there is an underlying problem. For example, an increased or excessive consumption of alcohol can be a concerning behavior. If the context of this behavior is on one's 21<sup>st</sup> birthday, then perhaps it is not an indication of an underlying problem but of a culturally common form of celebration. In contrast, if a coworker begins drinking before coming to the office in the morning; that is likely an indication of an underlying problem.

Research also finds that stressful life events (divorce, loss of a loved one, job loss) may be risk factors. These risk factors are not themselves predictors of violence, but may be precipitating events that trigger a negative trajectory, if unresolved.

**Moderate Risk** - relatively nonspecific behaviors from a person expressing concerns with personal and/or organizational issues. A Moderate Risk means there is not a clear and immediate threat of violence toward an identified target. The subject appears to be insufficiently influenced by current circumstances to engage in a dangerous act. Specific concerns include a progressive decline in physical and/or psychological health and/or worsening of organizational climate.

Related warning signs/indicators of potential violence for moderate risk behavior are not limited to but may include:

- A distorted perception of being picked on (e.g., verbal comments, emails, letters, body language, etc.).
- Unusual weight loss or gain.
- Significant change in hygiene or appearance.
- Holding grudges (e.g., bringing up past issues, not moving on after an issue is resolved, making comments blaming someone, making comments about getting back at someone for a perceived wrong, etc.).
- Non-violent criminal behavior (e.g., vandalism, criminal mischief, harassment, intimidation, larceny).
- Belligerence, insubordination.
- Encourages disruptive/disobedient behavior.
- Inappropriate communications to employees, leadership, or management; includes email, spoken words, phone calls, gestures, notes, letters, pictures, internet postings.
- Statements demonstrating fascination with incidents of violence.
- Numerous conflicts with leaders, supervisors and other Marines or employees.
- Strong racist or sexist behavior.
- Challenges chain of command/supervisor's legal or administrative authority to do things, continuously references the Uniform Code of Military Justice (UCMJ), or "threatens" to make regulatory body complaints, regularly articulates unreasonable grievances (e.g., person complains about the installation, boss, commander, etc. in an exaggerated manner).
- Social withdrawal.
- Excessive perception of isolation and being alone (e.g., verbal comments, emails, letters, body language, moods).
- Excessive perception of rejection (e.g., verbal comments, emails, letters, body language, moods).
- Being a chronic targeted victim of violence.
- Low work interest and poor job performance.
- Extreme changes in behavior.
- Life changing event (e.g., recent death of a significant person, family or parenting crisis, marital problems, divorce, separation, financial losses).
- Obsession (e.g., being consumed by someone, something, an incident, or issue to the point where the individual's mind becomes completely occupied by it).
- Diminishing inhibitions.
- Sense of inevitability (e.g., foregone conclusion, something is going to happen regardless of anything else, nothing one can do about it).
- Membership in fringe groups; having infamous individuals as heroes.
- Prior voluntary or involuntary commitment to a mental,

- psychiatric or substance abuse hospital.
- History (to include prior diagnosis) of health or character problems that compromise coping or enhance appeal of violence, to include:
  - Any medical or psychological condition resulting in reduced inhibitions, impaired judgment or thinking, increased anxiety or disorganized thinking, or other behaviors indicating increased risk of harm to themselves or others.
  - Schizophrenia or psychosis (delusions, hearing or seeing things that others cannot hear or see).
  - Bipolar disorder (several days of unusually elevated mood and increased goal-directed activity).
  - Personality disorder.
  - Repeated unlawful behavior.
  - Repeated deceitfulness and manipulation of others for personal gain.
  - Impulsivity.
  - Irritability and aggressiveness, intense and inappropriate anger, or repeated physical fights.
  - Reckless disregard for the safety of others.
  - Consistent irresponsibility.
  - Lack of remorse or indifference toward harming others.
  - Emotional instability.
  - Inability to empathize with others.
  - Exaggerated sense of personal entitlement.

**High Risk** - a threat of violence, usually toward an identifiable, but non-specific target. The subject currently lacks immediacy, a specific plan, or a specified plan of violence. High Risk behavior indicates a threat is real and feasible, often with a vengeful, menacing quality, but lacking the level of specificity and credibility of an Extreme Risk. The target may be incompletely identified or unknown to the subject (e.g., still in the planning phase without a specific target identified). The threatened action may be vaguely defined, unrealistic, or impractical in design. High Risk behavior may also result in a volatile workplace climate or close connection to worksites previously or currently experiencing threats of violence.

Related warning signs/indicators of potential violence for high risk behavior are not limited to but may include:

- Substance abuse - alcohol, prescription drugs, illegal drugs.
- Preoccupation with violence, police, military (consider context), or survivalism.
- Inappropriate pictures of violence.
- Intimidating comments about violence.

- Writings that are disturbing/unsettling about violent acts (e.g., stories, essays).
- Personally created artwork or drawings that are disturbing/unsettling.
- Browsing or visiting internet websites that promote or advocate violence or terrorism, or have terrorism themes without official sanction in the performance of duty.
- Expressing hatred or intolerance of American society and culture.
- Statements indicating approval of the use of unlawful violence to resolve a problem in the U.S.
- Statements indicating desperation (over personal or professional problems).
- Threatening or intimidating behavior including, but not limited to e-mail, spoken words, gestures, notes, letters, pictures, and/or internet postings.
- Anger, hostility, temper tantrums.
- Persistent pursuit.
- Aggressive sexual behavior.
- Morbid jealousy (e.g., range of irrational thoughts and emotions together with associated unacceptable or extreme behavior in which the dominant theme is a preoccupation with a partner's sexual unfaithfulness based on unfounded evidence).
- Uncontrolled anger.
- Impulsive and chronic hitting, intimidating, and bullying behaviors.
- History of discipline problems.
- Intolerance for differences/prejudicial attitude.
- Identification with or membership in hate/extremist groups.
- Sympathetic to violence promoting organizations (e.g., extremists, hate groups, gangs).
- Expresses support or advocating support for terrorists.
- Statements made comparing terrorists to freedom fighters or revolutionaries.
- Refusing/resisting to deploy due to personal, political or religious reasons (e.g., Conscientious objector).
- Expresses outrage against military operations.
- Expresses a duty to protect a foreign community, when the expressed "duty" conflicts with the individual's current role/mission or the interests of the United States.

**Extreme Risk** - when a subject has made a clear and immediate threat of violence to an identifiable target(s); directly stated threat of violence; clearly identified a target (person, worksite, property or organization); has stated a specific description of the intended violent act, including the means, opportunity, and motivation to carry out the threat.

Extreme Risks also include insider threat activities that may indicate that acts of violence are imminent.

Threats:

- Are specific and credible.
- Have a stated intention by subject to seriously harm or kill themselves and/or others, or may be directed at a specific worksite.
- Often have a vindictive, revengeful quality in which retribution plays a role.

For an Extreme Risk, the degree of danger increases and credibility is enhanced by:

- Indications that the subject has specific knowledge of the location, activities, and/or personal life of the target.
- The extent that the threatened action is realistic or practical in design. However, threatened actions that do not appear realistic or practical should not be discounted as the plan is potentially influenced by fantasy or altered reality depending on the mental/psychological state of the subject.
- Repeated, escalating, and increasingly detailed threats.
- A progressive decline in the individual's physical and/or psychological health. Particular attention should be given when a subject previously exhibiting a progressive decline is suddenly happy, or even euphoric. This may indicate the subject has determined a potentially violent course of action and is at peace with his/her resolution.
- A person experiencing intolerable levels of frustration or stress.

Related warning signs/indicators of potential violence for extreme risk are not limited to but may include:

- Physical abuse of spouse and/or children.
- Past history of violent and aggressive behavior.
- Misuse of firearms/weapons such as inappropriately bringing a weapon to the workplace, brandishing a weapon in the workplace, making inappropriate references to guns, or exhibiting a fascination with weapons or destructive power.
- Homicidal or suicidal thoughts/expressions.
- Active psychotic symptoms such as hearing voices or delusions.
- Advocates unlawful violence, the threat of unlawful violence, or unlawful use of force to achieve goals that are political, religious or ideological in nature.
- Associated with terrorists without official sanction in the performance of duty.
- Possesses or is seeking items that would be useful to

terrorists, but are not required for the individual's performance of normal duties.

- Seeks spiritual sanctioning for unlawful violence or seeks spiritual sanctioning to justify violence based on their religion.
- Provides financial or material support to a terrorist organization or to someone suspected of being a terrorist.
- Expressing an obligation to engage in violence in support of terrorism, violence, extremist groups, or inciting others to do the same.
- Purchasing bomb making materials, or obtaining information about the construction of explosives not required for the individual's performance of normal duties.
- Engaging in para-military training with anti-US individuals.
- Distributing terrorist literature via the internet, which is not required for the individual's performance of normal duties.
- Applying for membership in a violent/terrorist group.
- Adopting an extremist ideology.
- Expressing loyalty to terrorists.
- Collecting intelligence for terrorists.
- Talking knowingly about future terrorist events.
- Expressing intent to commit a terrorist act.
- Traveling overseas for terrorist training.

The purpose of familiarizing Marines with warning signs/concerning behaviors is so that they may recognize when someone is exhibiting them. Knowing that they are categorized on a priority risk scale conveys the concepts of behaviors getting worse and trends towards violence. It is not important that these warning signs/behavioral indicators are memorized. Instead, Marine should be looking for behaviors that are contextually inappropriate or out of character for an individual or the organization. They should also be aware that life stressors play a role.

#### (6) Active Shooter Response

Not all violence is prevented or preventable. In the case of a workplace attack, understanding the tactics and motivations of offenders allows potential victims to make decisions and take actions that minimize injury and death. Even though incidents of mass casualty violence in the workplace have been characterized as "active shooter" events, assailants employ a variety of weaponry (i.e., knives, automobiles, explosives) to carry out their assaults. It is not important what we call them, but that we recognize that

Research on incidents of "active shooter violence" reveals some commonalities across these events. Like a video game character, assailants are often trying to get the "highest score possible," meaning that they kill as many people as they can in the shortest amount of time. On average, a life is lost every 15 seconds during an active shooter event. Assailants frequently plan to end the event by taking their own life. Assailants want to control the events and their endings. Assailants learn from events that preceded them and change tactics based on what they have learned. Assaults are typically against unarmed bystanders. No work site is immune. Events have occurred in schools, universities, retail establishments, restaurants, movie theaters, entertainment venues, civilian worksites, in government buildings, and on DOD installations. Another important findings is that highest casualties come from victims who "lockdown" by passively huddling on the floor, similar to what you would see in a tornado drill. This technique was taught in schools and work places research compared this approach with those who used other responses such as evacuating or barricading and showed a significant difference outcomes based on response.

Active shooter events are dynamic both between and within events. Assailants who learn from previous police and bystander responses may include novel weaponry or tactics, meaning they unfold in real time. During a particular incident, assailants adjust to the particular circumstances they are in. Marines must also be prepared to adjust their choices and behaviors during the course of an event.

Marines are encouraged to familiarize themselves with their workplace at all times. Know multiple routes of entrance and egress. Consider the layout and physical features of buildings. Know security policies and be familiar with what typical activities are for that work place. The first step in an active shooter event is to assess the situation. Use your five senses, cell phone technology, emergency alerts and any other helpful sources of information to gain knowledge of the threat such as number and proximity of assailants and types of weapons used. Assessment should be on going throughout the event. The second step is to combine knowledge of active shooter events, facilities, and response options and choose to do the thing that you think will maximize saving your life while minimizing the possibility of injury and death. Step three is to take that action.

If you have determined that the threat is not physically nearby, evacuation is the most effective action. The assailant cannot shoot or stab a person who is not present. It is recommended that you get far away from the attacker. For most circumstances, do not stop in the parking lot to get into a vehicle but continue until you are completely clear of the affected site. Once completely clear, you are encouraged to

contact law enforcement and provide as much detail as possible to support their response to the event. While evacuating, dynamic assessment must continue. Look, listen, and think. Incidents may have more than one assailant. In past events, assailants have blocked exits, planted explosives, pulled fire alarms, etc.

Barricades impede an assailant's ability to get a high score. Past events indicate that if they must stop to break through a lock, a pile of furniture or other impediments, they may just "move on." Move quickly and use anything you can in your surroundings to prevent the intrusion of an assailant into your physical space. In addition to barricading, be aware that bullets can travel through walls and structures. Position yourself away from walls and doors that may be shot through. Continue to engage in assessment. There may still be a necessity to change tactics or an opportunity to evacuate.

Engaging in an unarmed fight with an armed assailant should be considered a last resort. However, it may be necessary. Look around your environment for anything that can be used as a weapon (fire extinguisher, water bottle, and chair). Strike decisively and use noise as a distraction. If you are in a group, encourage others to throw objects or strike the assailant.

Responses can be combined. Additional tactics such as hiding and distracting may be used.

Reference:

Federal Bureau of Investigation, A Study of Active Shooter Incidents in the United States Between 2000 and 2013, September 24, 2014

b. Potential Discussion Questions

**INSTRUCTOR NOTE**

The provided questions can be altered, but all questions should be carefully formulated to focus the discussion toward your desired learning outcome. It is the facilitator's responsibility to provoke thought, foster discussion and involvement on the part of the participants, manage the group, and keeps the discussion flowing. Choose several questions from the following list, which will help accomplish your learning outcomes in the specified time.

- (1) What kind of behaviors have you seen in the workplace that you would consider disruptive, toxic or even violent?
- (2) What are we really preventing with this process? How do we know if it worked?
- (3) In your own words, can you tell me how to accomplish violence prevention in the Marine Corps?
- (4) Without giving names or specifics that might identify individuals, tell me about a time you saw someone exhibiting warning signs/concerning behaviors.
  - a. What did you do?
  - b. Did it work?
  - c. If you could go back in time, what would you do differently?
- (5) How does violence prevention fit or not fit with Marine Corps leadership, culture and structure?
- (6) What does it mean if violence prevention fails (is the process faulty, should we continue to try prevention)?
- (7) What are the resources the Marine Corps has to assist Marines and their families? Who are some of the people you could contact to advise you on how best to help a Marine?
- (8) Would you report if you thought a fellow Marine was exhibiting warning signs/concerning behaviors? Why or why not? To whom?
- (9) What would you expect leadership to do with a report of warning signs/concerning behaviors? How would that affect your willingness to report in the future?

(10) Would you ever report on yourself if you were stressed or felt like your problems were adding up? Why or why not? What would you expect others to do with that information?

(11) What would you do if you were unarmed and your workplace was under attack by an active shooter? Consider different modes of weaponry, numbers of assailants, locations, buildings and assets on the installation. What would you look and listen for? What do you think you would do? How do you think it would end?

your learning outcome in the specified time.

The discussion format is intended to have the majority of the input come from the participants. Ensure you conduct comprehensive research on this topic using the provided references. Having a comprehensive understanding of the subject material is essential in order to clarify portions of the discussion that may be confusing, and to ensure only accurate information is disseminated during this exchange. This is not intended to be a lecture, so keep your comments direct and focused to keep the group discussion moving.

Do not insert too many of your own convictions, as it may cause the group to skew their input just to mirror your positions, and may not be a true representation of the participants' thoughts. Ensure you have writing material throughout the discussion so you can capture key elements of the discussion, which arise in each segment, in order to create follow-on questions and to summarize each key point.

As the facilitator, you may use a question to initiate a topic for discussion. After the discussion develops, follow-up questions can be used to guide the discussion. Follow-up questions may help a participant to explain something more thoroughly, or enable you to bring the discussion back to a point from which it has strayed.

Questions are so much a part of teaching, they are often taken for granted. Effective use of questions may result in more student learning than through use of any other instructional technique. In general, you should ask open-ended questions, which are thought-provoking and require more mental activity than simply remembering facts. Questions should require students to grasp concepts, explain similarities and differences, and infer cause-and-effect relationships.

Plan at least one lead-off question for each of your desired learning outcomes. While preparing questions, remember the purpose is to stimulate discussion, not merely to get answers. Avoid questions, which require only short categorical answers, such as "yes" or "no." Lead-off questions should usually begin with "how" or "why."

## (12) REFLECTION

**INSTRUCTOR NOTE**

Incorporate reflection questions here, in order to prompt the participants to re-evaluate the issues discussed and topics covered. The more mentally involved each participant is in the active review of the topic, the greater their retention of the subject will be.

Reflection questions should be meaningful in relation to the experiences of the students and should bridge the gap between their discussion involvement and the abstract issues discussed in class. Questions posed during reflection are for personal consideration, as the participants may be uncomfortable openly sharing responses.

Reflection questions can be broken down into the following categories:

1. What? Ask the participants to re-examine in detail the content of the discussion.
2. So, what? What difference did the event make to their perceptions of the issue?
3. Now what? How will the participants think or act in the future as a result of this new perspective?

**(13) SUMMARY**

**INSTRUCTOR NOTE**

Provide overview of main ideas covered. No questions should be asked here. Provide closure that is relevant to MOS, the Marine Corps, or applicable to the participants in some other manner.

#### INSTRUCTOR REFERENCE MATERIAL

Marine Corps Order (MCO) 5580.3A *defines workplace violence as:*

a. Workplace violence is defined as any act or threat of physical violence, harassment or intimidation that occurs within an organization of employees, clients, customers or visitors. Over the past decade, workplace violence incidents occurring within the United States, most notably active shooter events, have escalated in frequency and severity.

[Be sure to review the MCO on violence prevention for entire definition and thorough clarification on the policy.]

#### References:

- DODI 1438.06, DoD Workplace Violence Prevention and Response Policy, January 16, 2014
- Federal Bureau of Investigation, A Study of Active Shooter Incidents in the United States Between 2000 and 2013, September 24, 2014
- Department of Defense, Civilian Personnel Advisory Service Guide: Workplace Violence Prevention and Response, May 2012
- Interagency Security Committee, Violence in the Federal Workplace: A Guide for Prevention and Response 1<sup>st</sup> Edition, April 2013.