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Formalized Script Development of a Realistic Negotiation for Computer-based Simulation

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Abstract

The purpose of this project was to create a formalized negotiation script for possible computer-based research and training initiatives. The script was based on a human rights violation scenario used to assess negotiation behaviour during a CF pre-deployment training exercise conducted at a Canadian Forces base. The script was meant to describe and simulate the negotiation interaction during the scenario. A number of training and research challenges and limitations encountered during the applied research prompted the need for another way to investigate military negotiation behaviour. DRDC Toronto examined a number of possibilities and initiated the development of a lab-based computerised simulation. The current project consists of developing the formalized negotiation script to be implemented into a computer-based format for training and research purposes.

Previous studies conducted during field studies at a Canadian Forces base (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008) involved video data capture and content analysis of negotiation behaviour. This work provided an empirical base from which prominent and essential behaviours were extracted for formalized script development. These behaviours were categorized, coded, and validated as fundamental aspects of military negotiations. Key behaviours were taken from the coding scheme and used to create behaviour-response interaction sequences. A large matrix of interaction sequences were used to create a realistic negotiation script. Interaction sequences are designed so that trainees choose from different possible behaviour options (some more preferable than others) to navigate their way through a negotiation. As trainees work through the script, a score is tallied based on the desirability of their choices. The score at any given point can be used to assess progress toward target outcomes (e.g., negotiation success) or to trigger training points or suggestions.

The next step is to implement the formalized script into a computer-based platform and conduct pilot testing to determine baseline scores of military personnel.

Résumé

L'objet de ce projet était de créer un script formel de négociation en vue d'initiatives possibles en recherche et en formation assistées par ordinateur. Ce script était fondé sur un scénario de violation des droits de l'homme utilisé afin d'évaluer le comportement en matière de négociation pendant un exercice d'entraînement prédéploiement des Forces canadiennes qui a été tenu à une base des Forces. Le script devait décrire et simuler l'interaction sous forme de négociation qui aurait lieu en suivant le scénario préétabli. Divers obstacles et limites touchant la formation et la recherche qui ont été décelés au cours de la période de recherche appliquée ont mis en évidence le besoin de trouver un autre moyen d'étude du comportement de négociation militaire. RDDC Toronto a examiné diverses possibilités et on y a amorcé le développement d'une simulation informatisée exécutée en laboratoire. Le projet actuel se résume au développement d'un script formel de négociation qui doit être mis en œuvre sous forme informatisée à des fins de recherche et de formation.

Des études antérieures qui ont eu lieu dans le cadre d'études de terrain tenues à une Base des Forces canadiennes (Thomson et Adams, 2007; Thomson, Adams et Waldherr, 2008; Thomson, Tario, Adams et Brown, 2008) ont fait appel à la saisie de données vidéo et à l'analyse de contenu de comportement de négociation. Ces travaux ont constitué une base empirique à partir de laquelle on a extrait des comportements prédominants et essentiels en vue du développement du script formel. Ces comportements ont été catégorisés, codés et validés à titre d'aspects fondamentaux des négociations militaires. Des comportements clés ont été extraits du schème de codage et ils ont été utilisés afin de créer des séquences d'interactions de réponse comportementale. Une vaste matrice de séquences d'interaction a été utilisée afin de créer un script de négociation réaliste. Les séquences d'interaction sont conçues de manière que les personnes en entraînement choisissent parmi diverses options de comportement (dont certaines sont préférables à d'autres) afin de naviguer dans une négociation. À mesure que les personnes à l'entraînement suivent le script, un pointage est établi en fonction de la désirabilité de leurs choix. En tout temps, on peut utiliser le pointage afin d'évaluer la progression vers les résultats attendus (c.-à-d. la réussite de la négociation) ou faire afficher des points d'enseignement ou des suggestions.

L'étape suivante consiste à mettre en œuvre le script formel sur une plateforme informatique et de mener des essais pilotes afin de déterminer les pointages de référence pour le personnel militaire.

Executive Summary

Defence Research and Development Canada (DRDC) has initiated a number of studies investigating moral and ethical decision making. Three studies were completed during a pre-deployment training course at a Canadian Forces base. This course combines classroom and live exercise training to assist trainees in learning critical negotiation skills. One of these exercises involves a live simulation of a human rights violation in which trainees negotiate for the safety of alleged criminals in police custody. The trainees are instructed that there have been reports of civilians being intimidated and killed in the area by local police. The trainees come into the scene where prisoners are being abused by local police and are being made to dig their own graves. When they come upon the scene, trainees are faced with an uncooperative local police Sgt with whom they must negotiate to prevent further abuse or harm to the civilians and to help resolve the situation.

This report supports DRDC Toronto efforts to create a lab-based computerised simulation of this negotiation scenario that could be used for both training and research purposes, and details the development of a formalized negotiation script to be used in this simulation. The script was based on a previously developed behavioural coding scheme used to identify and evaluate prominent negotiation behaviours in the negotiation training scenario (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008). This script consists of interaction sequences comprised of statements (or questions) and responses between the local police Sgt and the trainee negotiator. The frequency and content of these interaction sequences parallels the patterns of negotiation behaviour seen in previous studies. Based on these studies, the negotiation has 4 linked stages: preliminaries, assessing situation, relationship building, and negotiation skills. These stages are represented as discrete 4 blocks in the formal script. Each block includes key information and decision points, and captures critical themes identified within each stage of negotiation.

The trainee has multiple options from which to choose when either initiating or responding to the Sgt during the interaction sequences. These options were constructed to represent either optimal or suboptimal negotiation actions with a valence ranging from +2 (very optimal) to -2 (very suboptimal). This cumulative valence influences the response sequences initiated by the negotiation partner, and triggers critical training points and feedback to trainees.

This laboratory simulation is anticipated to contribute to both future training and research programs. This formal script allows trainees to proceed through the negotiation multiple times, without ever repeating the exact negotiation, even if similar choices are made. The design of this script also makes it easy to collect baseline results and to quantitatively evaluate performance, so that trainees can use it as a means to monitor improvements in their negotiation skills. It was also designed to allow a maximal level of research capability. The system of scoring that is built into the interaction sequences also provides a quantitative measure of negotiation performance. Moreover, the script is flexible enough to explore complex research questions with relatively little overhead and with a high degree of experimental control.

Sommaire

L'objet de ce projet était de créer un script formel de négociation en vue d'initiatives possibles en recherche et en formation assistées par ordinateur. Ce script était fondé sur un scénario de violation des droits de l'homme utilisé afin d'évaluer le comportement en matière de négociation pendant un exercice d'entraînement prédéploiement des Forces canadiennes qui a été tenu à une base des Forces. Le script devait décrire et simuler l'interaction sous forme de négociation qui aurait lieu en suivant le scénario préétabli. Divers obstacles et limites touchant la formation et la recherche qui ont été décelés au cours de la période de recherche appliquée ont mis en évidence le besoin de trouver un autre moyen d'étude du comportement de négociation militaire. RDDC Toronto a examiné diverses possibilités et on y a amorcé le développement d'une simulation informatisée exécutée en laboratoire. Le projet actuel se résume au développement d'un script formel de négociation qui doit être mis en œuvre sous forme informatisée à des fins de recherche et de formation.

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L'étape suivante consiste à mettre en œuvre le script formel sur une plateforme informatique et de mener des essais pilotes afin de déterminer les pointages de référence pour le personnel militaire.

Table of Contents

ABSTRACT	I
RÉSUMÉ.....	II
EXECUTIVE SUMMARY	III
SOMMAIRE	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES.....	VII
1 BACKGROUND.....	1
2 METHOD.....	3
2.1 CONSIDERATIONS FOR SCRIPT CREATION	3
2.2 GATHERING AN EMPIRICAL BASE	4
3 SCRIPT CREATION	7
3.1 DESIGNING THE HRV SCRIPT	7
3.1.1 <i>Frequencies for Interaction Sequences</i>	7
3.1.2 <i>Identification of Key Themes</i>	9
3.1.3 <i>Creating Interaction Sequences</i>	10
3.2 IMPLEMENTATION OF THE SCRIPT	12
3.2.1 <i>Block 1: Introduction and Preliminaries</i>	13
3.2.2 <i>Block 2: Situation Assessment and Relationship Building</i>	14
3.2.3 <i>Block 3: Negotiating Skills and Relationship Building</i>	14
3.2.4 <i>Block 4: Conclusion</i>	14
3.3 FEEDBACK AND EVALUATION.....	15
3.3.1 <i>Outcome</i>	15
3.3.2 <i>Mood of the Negotiation Partner</i>	15
3.3.3 <i>Training Points</i>	16
4 DISCUSSION.....	17
4.1 POTENTIAL CONTRIBUTION TO TRAINING.....	17
4.2 POTENTIAL CONTRIBUTION TO RESEARCH.....	17
4.3 FUTURE DIRECTIONS	18
REFERENCES	21
ANNEXES.....	1
TABLE OF CONTENTS	1
ANNEX A. COMPREHENSIVE TRIAL EXAMPLE	1
A1. BLOCK 1: INTRODUCTION AND PRELIMINARIES.....	2
A1.1 <i>Introduction</i>	2
A1.2 <i>Decision Point 1</i>	3



A1.3 Block 1 Interaction Sequences: Preliminaries4

A2. BLOCK 2: SITUATION ASSESSMENT.....6

A2.1 Transition Point Block 26

A2.2 Decision Point 2.....6

A2.3 Block 2 Interaction Sequences: Situation Assessment and Relationship Building6

A3. BLOCK 3: NEGOTIATING SKILLS8

A3.1 Transition Point Block 38

A3.2 Decision Point 3.....8

A3.3 Block 3 Interaction Sequences: Negotiating Skills and Relationship Building.....8

A4. BLOCK 4: CONCLUSION.....9

A4.1 Transition Point Block 49

A4.2 Decision Point 4.....9

A4.3 Proposed Examples of Feedback and Debriefing10

ANNEX B. FORMALIZED SCRIPT MATRIX1

ANNEX C. SCRIPT USER MANUAL.....1

 C1. SCRIPT GUIDELINES1

 C2. BLOCK 11

 C3. BLOCK 2.....1

 C4. BLOCK 3.....2

 C5. BLOCK 4.....3



List of Tables

TABLE 1: NEGOTIATION STAGES AND GENERAL ACTIVITIES	4
TABLE 2: PROPORTION OF SPECIFIC STAGES OBSERVED IN PREVIOUS RESEARCH.....	5
TABLE 3: INTERACTION SEQUENCES BY STAGES (HRV SCRIPT)	8
TABLE 4: HRV INTERACTION SEQUENCE FREQUENCIES	9
TABLE 5: CRITICAL THEMES BY STAGE.....	10
TABLE 6: HYPOTHETICAL SCORE OUTPUT	19

1 Background

This project arose from a series of experiments exploring moral and ethical decision making (MEDM) and negotiation conducted during pre-deployment training. CF personnel receive extensive training to prepare them for deployments as United Nations Military Observers (UNMOs) on peace support operations (PSOs). For this particular kind of deployment, the skills which are emphasized include negotiation and communication which are critical to the UNMOs who are unarmed while on PSOs, as well as typical pragmatic skills such as first aid training. As part of the pre-deployment preparations, trainees participate in a number of realistic exercises meant to simulate actual operational experiences.

In one dismounted exercise, trainees confront a human rights violation scenario and must negotiate with an armed police sergeant (Sgt) for the release of two civilians. Specifically, trainees encounter two policemen (a sergeant and constable) verbally and physically abusing two civilians and forcing them to dig what could be their own graves. All the while, the civilians plead for their lives, continuously declaring their innocence and imminent death should the trainees leave. Trainees have also received information that there have been reports of potential human rights violations (HRV) in the area by the local police, including the possible killing and intimidation of non-combatants. The trainees are expected to negotiate with the Sgt and build a positive relationship with him in order to ensure the safety of the civilians.

The HRV scenario provides an opportunity to investigate CF personnel who are confronting a heightened moral issue. As such this scenario has been a useful test bed for the Defence Research and Development Canada (DRDC) Toronto program of research investigating MEDM in an operational context. To this point, research conducted during this exercise has involved three moral and ethical field studies (MEFS I, II, III). The first specifically examined the impact of moral intensity on negotiation behaviour (MEFS I, Thomson & Adams, 2007), the second looked at the impact of emotion on negotiation behaviour (MEFS II, Thomson, Adams, & Waldherr 2008), and the third examined collaborative team decision making (MEFS III, Thomson, Tario, Adams & Brown, 2008). These studies all involved videotaping trainees during the training exercise and coding their negotiation behaviours. Further to these research efforts, the coding scheme developed for the analysis of negotiation behaviours was validated by course instructors, ensuring that the behaviours coded were well calibrated with the views of military subject matter experts (Thomson & Adams, 2008).

The task for the current project was to produce a formalized script of the negotiations on the HRV scenario to be used for lab-based simulation and research purposes. Such a script would require coherent and empirically based interaction sequences that would simulate the critical training points during an actual negotiation. Developing a means to measure and provide feedback on trainee performance was also desirable.



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2 Method

2.1 Considerations for Script Creation

Early attempts at creating a Human Rights Violation (HRV) script resulted in a one to one dialogue sequence. This script consisted of initiating statements or questions followed by 3 possible options reflecting positive (+1), neutral (0), or negative responses (-1) that trainees might realistically choose. To add realism to the dialogue, the trainee's choice in an interaction was designed to influence the "mood" of the Sgt (i.e., the valence of the Sgt's next initiation) in the following interaction. From both training and research perspectives, this script design appeared problematic in several ways. First, this early prototype did not reflect the stages of negotiation evident in observations and content analysis of actual field negotiations. This design would also require a very complex set of interactions and an indeterminate number of dialogue units in order to ensure that all trainees would not have exactly the same experience. Nonetheless, this work provided a kernel for the current project, helping to refine the requirements for the script described in this report. With this early work as a guide, the research team for this project set out to create a script that could be useful for both training and research purposes.

At the early stage of this work, it was important to consider the optimal characteristics of the script in order to be maximally flexible and useful for both research and training purposes. From a training perspective, the script had to be usable for the target trainees¹ (i.e., military personnel). The elements of the script needed to be based on empirical data and to provide a scoring method that quantified optimal and suboptimal negotiation behaviours, as well as allowing for the addition of qualitative feedback to trainees either during or up to completion of the exercise. This would allow trainees to receive immediate feedback about the choices that they made during the negotiation in order to monitor their own negotiation performance. In the long run, then, implementing this script within the laboratory simulation should provide trainees with an enhancing training experience in which they receive immediate feedback about their negotiation performance. This simulation would compliment the excellent pre-deployment training that they already receive.

From a research perspective, the script had to be designed to accommodate a range of research questions without major revision. But, this script would be most helpful if it revealed participants' actual choices during the negotiation scenario. As such, it should not unduly limit participants' ability to make the choices that they would want to make in a real-life negotiation.

Most critical for both training and research purposes, the formalized script would reflect the highest possible level of fidelity to a real-life negotiation. For example, this script should reflect the conventional style of social discourse, including introductions, alternating dialogue between two parties, and a conclusion.

Several sources of information were critical to the initial planning of this script. The first source of information was the prominent negotiation book, *Getting to Yes* (Fisher, Ury, and Patton, 1991),

¹In this report, the terms "trainees" and "participants" are used interchangeably to reflect either the training contexts or the research contexts respectively.

which describes methods for a successful negotiation. For example, they detail methods for keeping focus and adjusting language, connotations, and actions in order to achieve a successful negotiation. As well, they point out key negotiation strategies including building relationships and producing fair agreements that meet the legitimate interests of each side. The authors also stress the need to maintain an objective focus on the interest at hand, which is necessarily separate from the people or positions involved. Identifying multiple options for mutual gain is key to a successful negotiation. The authors also argue that the use of “dirty tricks” (such as deliberate deception, psychological warfare, positional pressure, victimization) should always be avoided. These useful ideas for negotiation were incorporated into the development of the formalized script and also helped to shape the feedback that trainees would receive. Another useful source of information was the rich set of data derived from previous field research during the HRV training scenario (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008). Exactly how these two sources of information were used to guide and shape the creation of the script for the computer-based negotiation simulation is described in detail in the following section.

2.2 Gathering an Empirical Base

Previous research conducted by Humansystems for DRDC Toronto produced a behaviour coding scheme used for the content analysis of negotiation behaviours observed on the HRV stand. This coding scheme, which is categorized into several general activities, captures critical behaviours exhibited during human rights violation negotiations, as shown in Table 1.

Table 1: Negotiation stages and general activities

Stage	General Activity
Preliminaries	Engaging/ establishing relationship
Assessing the Situation	Establishing situational awareness
Relationship Building	Building a positive relationship
	Creating a negative relationship
Negotiating Skills	Diffusing situation
	Search for alternatives

These general activities relate broadly to the stages of a typical negotiation. The first stage involves preliminary activities. Here, trainees introduce who they are, present their general purpose and ask for similar information from their negotiation partner. As the negotiation progresses beyond this initial stage, trainees begin to ask more in depth questions to investigate the situation at hand, and to collect information while providing information about their own activities. This stage is referred to as assessing the situation and is intended to result in better situation awareness. Throughout the negotiation, behaviours likely to promote both a positive and a negative relationship with the negotiation partner are typically observed. As well, in a negotiation, several specific negotiation skills are required, which include the ability to diffuse the immediate situation, to offer alternatives or solutions, and to initiate contact with the civilians in custody. Although preliminary behaviours are always more prominent at the beginning of a negotiation, the remaining three stages (assessing

situation, relationship building, and negotiating skills) are intermingled as the negotiation progresses. For example, it is common to see a string of dialogue that combines information collection with attempts to build a positive relationship as well as efforts to diffuse the situation. In this sense, realistic negotiation situations do not flow necessarily in a linear manner. Rather, negotiations move around more fluidly as negotiation partners try out new methods and strategies to secure a positive outcome for all parties. Each general activity will typically have a number of behaviours associated with it. For example, introductions, creating a social connection, and showing UN ID cards all fall under preliminaries.

The next stage for developing a formalized script was to explore the frequency with which behaviours associated with the general activities should be depicted in the script. It would be necessary to know, for example, how many behaviours associated with the preliminary stage of the negotiation would be observed in a typical negotiation. This decision was guided by the frequencies observed in the previous three field studies, as shown in Table 2.

Table 2: Proportion of specific stages observed in previous research

Stage	General Activity	Proportion observed in MEFS I	Proportion observed in MEFS II	Proportion observed in MEFS III	Mean proportion observed (MEFS I,II,III)
Preliminaries	Engaging/ establishing relationship	19	14	14	16
Assessing the Situation	Establishing situational awareness	38	46	51	45
Relationship Building	Building a positive relationship	5	9	10	8
	Creating a negative relationship	19	15	9	14
Negotiating Skills	Diffusing situation	3	8	2	4
	Search for alternatives	1	4	6	4
	Initiate civilian contact	13	3	5	7

This information served as the first specification for the script creation. To represent a realistic negotiation, it was necessary for the script to maintain the mean proportion of general activities seen during actual negotiations. For example, 45% of the interaction sequences should be devoted to developing situational awareness.

In order to identify which training points should be emphasized in the script, members of the research team attended the UNMOs predeployment classroom lectures on negotiation skills. Debriefings by CF training instructors following the human rights stand exercise were another critical source of information. All of this information was used to guide the creation of the script.



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3 Script Creation

Development of the script followed the initial considerations outlined in Chapter 2. Formalized script creation required designing the HRV script, implementing it within the structure of a typical negotiation and creating mechanisms for feedback and evaluation of trainees' negotiation performance. These activities are detailed in the sections that follow.

3.1 Designing the HRV Script

For the purposes of this report, the units of communication within the HRV script are referred to as interaction sequences. An interaction sequence consists of 2 linked units of information, namely a question/statement by one negotiation partner and a response/answer from the other negotiation partner. For example, when the trainee asks, "What's happening here?", and the Sgt responds, "No problems. Everything's fine.", this represents one interaction sequence.

Looking at the three research studies (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008), there were approximately 100 trainee behaviours identified per negotiation session. This computer simulation was designed to have a slightly lower frequency (75 interaction sequences) to allow inclusion of other relevant information (e.g. training points and feedback), while limiting the total length of the negotiation to about 15-20 minutes.²

3.1.1 Frequencies for Interaction Sequences

Videotaped negotiations were analyzed further in order to guide script generation. This analysis showed that trainees initiated about 70% of the interactions with their negotiation partner (the Sgt), while the Sgt initiated interactions with the lead trainee approximately 30% of the time. Again, to maintain fidelity, this proportion was implemented in the formalized HRV script.

Although previous analyses had shown the proportion of interactions at each stage of negotiation, it was also important to deliberately tailor these proportions in order to reflect critical training priorities. For example, in the previous studies, positive relationship building (PRB) behaviours accounted for about 8% of coded behaviours, and negative relationship building (NRB) behaviours represented about 14% of behaviours. However, in both classroom training and debriefing, considerable emphasis was put on the need to deliberately work to build the relationship with a negotiation partner. To emphasize the importance of relationship building, about 30% of the behaviours in the formal script related to this issue, as shown in Table 3.

² This is an estimate that could only be confirmed through pilot testing.

Table 3: Interaction sequences by stages (HRV script)

Stage	General Activity	Average % (MEFS I,II,III)	HRV Script% ³
Preliminaries	Engaging/ establishing relationship	16	10
Assessing the Situation	Establishing situational awareness	45	40
Relationship Building	Building a positive relationship	8	30
	Creating a negative relationship	14	
Negotiating Skills	Diffusing situation	4	20
	Search for alternatives	4	
	Initiate civilian contact	7	

By combining the initiation frequencies (who initiated the interaction) with the behaviour frequencies identified in Table 3, it was then possible to determine the number of interaction sequences required for each negotiation partner at each stage of a typical 75-unit negotiation. This breakdown is illustrated in Table 4.

Table 4: HRV Interaction Sequence Frequencies⁴

Stage	General Activity	Coding Scheme	UNMO Initiated	Sgt Initiated	Total
Preliminaries	Engaging/ establishing relationship	10%	6	2	8
Assessing the Situation	Establishing situational awareness	40%	20	9	29
Relationship Building	Building a positive or negative relationship	30%	16	6	22
Negotiating Skills	Diffusing situation Search for alternatives Initiate civilian contact	20%	12	4	16
Total		100%	54	21	75

In a typical HRV script negotiation, for example, trainees would initiate about 20 interactions relevant to situational awareness and about 12 that relate to specific negotiation skills, with specific emphasis put on 4 themes that are relevant at each of these stages.

3.1.2 Identification of Key Themes

Given that the original behavioural coding scheme identified more than 50 discrete negotiation behaviours, it would be impossible for this script to give adequate attention to each of these behaviours. The decision as to which behaviours would be emphasized was guided by observations of the full training cycle (e.g., classroom training and post-negotiation debriefing), analysis of the HRV negotiation videotapes, and discussions with trainers while validating the coding scheme (Thomson & Adams, 2008). Several critical themes were identified for each stage of negotiation, as shown in Table 5.

⁴ Note: This table is to be used when creating the program that randomly selects interaction sequences from different stages. It must be ensured that the randomized selection process upholds the initiation frequencies, 70% UNMO and 30% Sgt. Constraining randomization probabilities to adhere to the frequencies in this table will ensure faithful reproduction of behaviour frequencies in randomized scripts.

Table 5: Critical themes by stage

Preliminaries	Assessing Situation	Relationship Building (Positive)	Relationship Building (Negative)	Negotiating Skills
Initiating Introductions	Specific Situational Information	Empathy/ Responsiveness to Sgt	Expressing a Critical Opinion of the Sgt	Diffusing the Situation
Explaining General Purpose	Enquiring about Civilian Infraction	Asking Permission Before Acting	Circumventing the Authority of the Sgt	Offering Suggestions
Establishing Common Ground	Determining Authority Structure	Complimenting the Sgt	Making Demands of the Sgt	Showing Empathy to the Civilians
Creating a Social Event	Seeking General Information	Assessing Sgt's Beliefs, Values, Interests	Stating Relevant Regulations	Civilian Contact

For example, trainees were instructed to always present themselves and their purpose at the start of the negotiation. Preliminaries help set the tone for the rest of the negotiation. In contrast, trainees were sometimes observed immediately inquiring about the situation (a subcategory of situation assessment), a less desirable behaviour at the outset of a negotiation (Thomson & Adams, 2007). Other important themes identified as relevant during the preliminary stage included trainees taking the time to explain their purpose for being there, pointing out common interests of both parties (UNMO and Sgt), and offering water or a cigarette (i.e., creating a social event).

Overall, the development of these themes helped to provide a broad structure that defined the composition of a typical negotiation. Whatever the exact content of this negotiation, each trainee should have the opportunity to learn about each of these themes in the course of the negotiation and to get the appropriate feedback. For example, trainees that make frequent choices to circumvent the authority of their negotiation partner (the Sgt) should receive feedback suggesting this might not be the best way to build a positive relationship, while protecting their own interests and the well-being of the civilians. Although training emphasizes it is preferable to exhibit as little negative relationship building behaviour as possible, it was important to provide trainees the opportunity to exhibit negative relationship building behaviours as this would facilitate their learning. With the identification of these themes, attention turned to the content of the actual interactions between negotiation partners.

3.1.3 Creating Interaction Sequences

The laboratory simulation would need to provide trainees with the opportunity to choose from several different response options to their negotiation partner's question or initiation. If they were asked a question, for example, they should be able to choose their natural response, whether optimal or suboptimal from a training perspective. To implement this, trainee interaction sequences were designed to provide up to 4 options.⁵ These options would reflect optimal (+2), optimal (+1), suboptimal (-1) or very suboptimal (-2) communication choices. The valences used in interaction sequences were derived from discussions among the research team, suggestions from *Getting to*

⁵ For some interaction sequences only 2 options, either optimal (+1) and suboptimal (-1) were feasible.

Yes (Fisher, Ury, & Patton. 1991), and debriefing sessions from the previous field studies. Generally, positive behaviours were noted as presenting oneself as non-threatening and professional; asking open ended questions; building positive relationships; connecting with the Sgt resulting in cooperation; and successfully negotiating the safety of the civilians in custody. Instructors from the CF pre-deployment training program have argued that trainees in these negotiations should never exhibit provoking behaviour (Thomson & Adams, 2007). Hence, negative behaviours included any type of intimidating, boastful comment or physical behaviour; actively opposing Sgt demands; and threatening or insulting one's negotiation partner (the Sgt). These general guidelines were used to define the valences within each interaction sequence.

As a second layer in the scoring structure, valences were also based on the desirability of a given choice at the specific stage of the negotiation. Some behaviours may be appropriate at one stage but not at another. For example, some trainees were observed to simply skip preliminaries and move immediately into situation assessment. Failing to take the time to make introductions and to begin rapport building with one's negotiation partner can set a poor tone for the negotiation. A more desirable behaviour would be for trainees to introduce their team (a preliminary behaviour). Thus, in this case, the option "Hello my name is... We are with the UN..." would have a valence of +1 (optimal in this situation), whereas "What's going on here?" would have a valence of -1 (suboptimal in this situation).

The responses of the Sgt, on the other hand, were intended to simulate either a positive emotional state (+1; happy and responsive) or a negative emotional state (-1; angry and unresponsive) in order to provide feedback to trainees about the impact of their choices. Section 3.3 describes the purpose and use of these valences in full detail.

In designing the script, it was also critical to allow trainees to engage in the activity that they believed would best facilitate the negotiation. Their choices are critical indicators of the activities that they view as most likely to bring the negotiation to a successful conclusion. As such, regardless of the stage of the negotiation they are currently at, they should be able to choose to initiate different activities (e.g., building relationships or developing situational awareness) during the negotiation. To implement this, interaction sequences were designed to represent options within the current stage, as well as other stages or general activities outside of the current stage. For example, when creating an interaction sequence related to situation awareness, the sequence might contain two options related to situation awareness, one related to relationship building, and one related to negotiating skills. However, priority was given to ensuring that whatever options were available could be meaningfully constructed to fit in a logical way. When the options seemed unnatural, a response option from the preliminaries category was substituted. Sequences related to relationship building required a somewhat different approach. These were designed to ensure at least one positive relationship building option and one negative relationship building option. When this was not feasible, behaviours from other stages were used.

Another necessary decision involved the relationship between interaction sequences. Although earlier efforts had interaction sequences linked in a one-to-one relationship, the approach used in this project involved creating a set of interaction sequences that was larger than required, and then randomly "pulling" the appropriate sequence from the large set of sequences. This would ensure that each participant would have a unique experience because of the distinct combination of interaction sequences provided to them, while ensuring some consistency in terms of the overall content of the script material that they encounter. This approach, however, required that each



interaction sequence was a self-contained unit without any specific links to the sequences that either preceded or followed it.

Another critical decision related to how the negotiation would proceed after trainees had picked one of the 4 options within a given interaction sequence. If, for example, a trainee working to build situation awareness chose an option related to relationship building, it was critical to decide the stage at which the negotiation would resume. Would the trainee then be “pushed” (by virtue of the options available within the simulation) into more relationship building behaviours, or would the trainee remain in the situation awareness stage? In the end, this decision was based on pilot testing and exploration of existing videotaped negotiations. Both of these sources of information suggested it was quite natural for the content of the negotiation to flow seamlessly among different stages of the negotiation and to return back to the category from which the interaction sequence was derived. In the case of the situation awareness interaction sequence, then, the trainee could be given an interaction sequence from the positive relationship building stage, and would then be directed back to another situation awareness sequence. This issue is described in full detail in the Implementation of the Script section.

Using the resources already described, members of the research team then worked to create interaction sequences to fit the necessary criteria. While creating interaction sequences, raw footage and coded videos were watched to inspire dialogue that was directly reflective of language used in the live exercises. A total of 150 interaction sequences were developed in the final matrix. Of those, approximately 70% were initiated by the UNMO and 30% by the Sgt.

Each interaction sequence derived from a specific stage (e.g. Preliminary or P) and was related to one of the 4 themes for each stage was labelled accordingly. The label “P1 IS1”, then, represents a sequence from the Preliminary stage targeting the first theme, namely making introductions. This system of labelling will hopefully be useful when implementing the script into the computer simulation.

3.2 Implementation of the Script

At this point, it was important to attempt to bring the interaction sequences together and to explore ways in which to maximize coherence, flow, and fidelity. A skeleton negotiation was created with an introduction and conclusion at the beginning and the end. The main structure of the negotiation consisted of intermingling different stages. Several ideas were tested to determine the most coherent and realistic structure.

This piloting process showed that as trainees start the simulated negotiation, they must quickly receive some basic contextual and situational information in order to get oriented to the situation. This information describes their role, objectives, orders, and their surroundings (what they see and hear) as the negotiation begins⁶. To help establish context for the scenario, a multimedia

⁶ The nature of this script allows easy manipulation of this introductory information, or other information given during the negotiation. This is important when preparing the final script and completing the simulation. The information given prior to the negotiation could describe the trainee's role and task in varying degrees of detail, depending on the type and amount of information provided. Depending on who the participants are during the pilot testing (e.g. naïve negotiators or expert negotiators), this information may need to be altered.

presentation containing visual, auditory, and verbal information could be presented on the computer screen before the negotiation starts (see Annex A1.1).

Before moving to other stages, pilot testing showed that trainees should be kept in the information gathering stages until certain critical pieces of information had been conveyed. Once necessary information had been communicated, trainees could move into other stages (particularly negotiating skills). Transition points to assist movement among stages were also required to provide the necessary level of coherence. These transition points would provide information critical to the upcoming interaction sequences. For example, prior to the start of interaction sequences related to negotiating skills, it would be ideal to indicate to trainees that the Sgt may be imminently planning to end the negotiation and to leave with the civilians. This transition information provides trainees with the opportunity (and imminent need) to offer suggestions and to further attempt to diffuse the situation.

Decision points were another addition to the formal script. These decision points are presented to trainees to allow them to choose their desired course of action at a defined point in the negotiation. For example, trainees could be presented with the question “What would you like to do now?” followed by actions related to the 4 themes corresponding to the next stage (see Table 5). The option they choose would be followed by a randomly selected interaction sequence from the theme they chose in the decision point. After this choice, interaction sequences would be selected randomly⁷. Note each interaction sequences can only be used once in each scenario.

Throughout script development, it was important to consider the experiences of the trainees. It seemed important that all trainees should have a somewhat similar experience when completing the negotiation scenario. For example, they must all receive the vital information, work through similar experiences, and get appropriate feedback. To do this would require identification of discrete stages with some restriction of movement between the stages. This requirement was implemented using blocks which constrained the number of general activities (and hence training themes) with defined transition and decision points interspersed throughout these blocks. The general idea is the interaction sequences in each block are sampled without replacement in accordance with the key activities at each stage. This structure is described in more detail in the sections that follow.

3.2.1 Block 1: Introduction and Preliminaries

The first block involves an introduction to the situation and preliminary behaviours. In the introductory stage, the task is explained and the stage is set for the negotiation. At decision point 1, the trainee is presented with a choice about the action they would like to take next. At this decision point, trainees have a choice of either introducing themselves or to start to assess the situation. This decision point allows only these two choices and funnels the trainee onto a particular path. Because self introductions are vital at this point (i.e., consistent with training and necessary information), trainees are forced to introduce themselves (see Annex A1.2). This is part of the transitional information necessary before beginning preliminaries. After this initial decision, each trainee then receives 8 preliminary interaction sequences chosen randomly from a total of 15 possibilities, with 6 initiated by the UNMO and 2 by the Sgt (see Table 4).

⁷ All IS randomization is restricted to the initiation frequencies identified in Table 4.

3.2.2 Block 2: Situation Assessment and Relationship Building

The second section, block 2, consists of a transition point where the Sgt provides information about the people in custody and declares he has proof that they are terrorists. This knowledge is central to gathering information in the following stage, situation assessment. After this transition point, decision point 2 allows participants to select the theme of question (related to situation awareness) they would like to ask. Their choice of a situation awareness theme then activates one of the SA interaction sequences related to that theme (randomly chosen from the appropriate sequences). In block 2, a total of 29 SA and 11 RB interaction sequences will be presented. First, 8 interaction sequences are randomly selected from the SA-related sequences. This restriction is implemented to ensure that trainees receive enough information before moving into further stages in the negotiation, such as negotiating skills. After these initial 8 SA sequences, the next sequences are randomly selected from situational awareness and relationship building (RB) interaction sequences. Of the 29 SA sequences, 20 will be initiated by UNMOs and 9 initiated by the Sgt. Of the 11 RB sequences, 8 will be initiated by UNMOs and 3 initiated by the Sgt.

3.2.3 Block 3: Negotiating Skills and Relationship Building

Block 3 is the next section, consisting of a transition point, decision point 3, and interaction sequences from the negotiating skills (NS) and relationship building (RB) categories. The transition point informs participants that the Sgt is preparing to leave the scene with the civilians. After they are given this information, trainees must decide how to direct the negotiation (decision point 3). At this decision point, they are again presented with the 4 themes related to negotiating skills. They select one theme and the first IS in this block is randomly selected from the chosen theme. Following this, 16 NS and 11 RB interaction sequences are presented in randomized order. Initiation frequency restrictions apply (see Table 4).

3.2.4 Block 4: Conclusion

The final section is the conclusion of the negotiation. Decision point 4 informs trainees that the Sgt is getting ready to leave with the prisoners, allowing trainees an opportunity to choose from 3 possible outcomes: leave as the Sgt demands; stay and watch the police and civilians walk into the woods; or follow the police and civilians into the woods. The choices available to trainees as the negotiation comes to a close are determined by their performance during the negotiation. If the trainee's negotiation performance is suboptimal, they are forced to leave. If their performance is optimal, they have a choice from the 3 possible outcomes. Of course, the choice of outcomes could be varied, depending on the research or training objectives. Section 4.3 describes some of the possible ways in which scores could be linked to various outcomes.

Plausible feedback options during the negotiation and debriefing questions after its conclusion are discussed in Annex A4.3. These were all derived from previous research, SME suggestions, and optimal negotiation behaviour according to Fisher et al. Section 4.3 discusses further possibilities for feedback and debriefing development.

The team tested the proposed 4 block system and found that it provided a good level of fidelity while maintaining coherence and natural progression through the stages of negotiation. A comprehensive example is outlined in Annex A and a User Manual is outlined in Annex C.

3.3 Feedback and Evaluation

As the scripted simulation is a training tool, it was important that the script included means of evaluating performance and providing feedback to trainees. As noted earlier, interaction sequences have multiple response options, some optimal and some suboptimal, each linked with scores (+2, +1, -1, and -2). Valences can be summed in a number of ways. A cumulative score can be used to determine how the Sgt responds to the trainee's choices. These scores could also influence how the scenario ends, to provide the basis for general feedback, and to trigger training points. These ideas, however, are preliminary, and a pilot test would be beneficial to validate these proposed scoring mechanisms and structures.

3.3.1 Outcome

The cumulative score could determine the outcome of the negotiation scenario. If trainees have an optimal, good, or adequate negotiation, they will have the opportunity to choose what they want to do at the end of the scenario. They can choose to leave, watch, or follow. If the final cumulative score is negative, indicating the overall negotiation was not successful, an outcome is forced. Trainees who have completed a suboptimal negotiation will be told they are forced to leave from the scenario at gunpoint.

However, it also seems ideal that trainees who are performing extremely poorly during the negotiation should receive immediate feedback (and an opportunity to correct their current behaviour) before the natural conclusion of the negotiation. One way to do this is to implement a decision rule specifying that, if at any point during the negotiation the trainee's cumulative score drops by 10 (by making repeated suboptimal choices) within the previous 5 interactions, they would be forced by the Sgt to leave the stand. Trainees who make negative choices (3 negative choices within 5 interaction sequences) could receive training points, explaining for example that "the Sgt is getting angry" and could be encouraged to consider their subsequent choices (see Annex B, # 150). If trainees persist in making negative choices, the Sgt could become angry enough to escort the trainee from the scene, just as they might in a real-life negotiation. At this point, the trainee could be presented with a forced outcome dialogue box (see Annex B # 149). Pilot testing, of course, would need to explore the optimal trigger point and the potential value of this immediate forced resolution.

3.3.2 Mood of the Negotiation Partner

It was important to add an aspect of realism to the simulation. If trainees consistently choose negative options, these choices become reflected in the Sgt's mood. To maintain fidelity, it is important that the manner of the Sgt fluctuates in accordance with the tone of the UNMO.

The cumulative score is a running tally that sums the valences of trainees' choices as the negotiation progresses. This score also influences the "mood" of the Sgt when he chooses the tone of his initiations with the trainees (as indicated by choice of units with positive or negative valences) When the Sgt initiates, if the trainee's cumulative score is positive (including 0) the Sgt's initial dialogue could reflect a positive tone. If the cumulative score is negative, the Sgt's initial dialogue could reflect a negative tone. However, one necessary constraint is that the very first randomly selected interaction in the negotiation, if initiated by the Sgt, should always be positive.



When an UNMO initiated interaction sequence is presented, the trainee must choose from either 2 or 4 options. The choice is made and then the Sgt's response is revealed. The valence of the option chosen will determine if the Sgt's response in that interaction sequence is positive or negative. If the trainee chooses an option with a valence of +2 or +1, the Sgt's response is positive. If the trainee chooses an option with a valence of -2 or -1, the Sgt's response is negative.

3.3.3 Training Points

Using a lab-based simulation rather than live scenario allows for intermittent feedback during the simulation. Discussion between the research team confirmed that training points integrated throughout the negotiation would be an essential teaching tool. Training points should notify the participant when their negative behaviour is severely impacting the negotiation or congratulate them when they are initiating very optimal behaviours. This feedback during the negotiation may help trainees understand what choices are desirable and undesirable in an HRV negotiation context. The team discussed and explored several approaches to providing feedback about negative negotiation behaviours.⁸

A set trigger score was one method explored. In the simulation program, a cut-off score or a trainee's cumulative score could be monitored so that an event, or number of events, could trigger a training point. One possibility, once a training point is triggered, is that a training box could appear, providing either positive or negative feedback. One potential problem of using a solely cumulative score approach, however, is that it is theoretically possible that a trainee could do very well in a particular stage (preliminaries) and do poorly in a proceeding stage (negotiating skills), but never hit an allocated score that triggers a training point. This suggests that it may be necessary to track scores within each stage as well as additional trigger points. These nuances, however, are best pilot tested with participants.

Regardless of how training points are triggered, it is critical that trainees get accurate feedback when their responses have the potential to positively or to negatively influence the negotiation. One example training point is detailed in Annex B # 150.

⁸ It is important to note that reinforcing positive negotiation behaviours are no less critical, simply that at this early stage of development, the focus has been more on providing feedback about negative behaviours because they arguably pose more of risk to personal safety.

4 Discussion

4.1 Potential Contribution to Training

As a training tool, this lab-based scenario has potential to contribute significantly to negotiation training on the HRV scenario. Strict time constraints inherent in the current training situation do not allow a high level of personalized feedback to trainees during negotiations when counterproductive decisions are being made. Though trainee teams always go through a debriefing by instructors (directing staff) immediately following the scenario, the nature of these debriefings seem to vary somewhat. Most notably, the emphasis given to specific training points may depend on the priorities of the instructor. As well, the time available to conduct the debriefing can vary in the midst of the day-long exercise. Perhaps most critically, these debriefings do not always provide trainees with specific and personalized feedback directly related to areas of the negotiation in which they specifically performed optimally or suboptimally. A structured, time intensive curriculum may not always allow for such specialized constructive criticism.

Creating a formalized script that parallels typical behaviour/communication during an actual negotiation and linking it with immediate feedback would seem an ideal solution. This would allow training to be consistent, personalized and delivered in real time, allowing trainees to adapt their behaviour before the end of their training session. This feedback should encourage trainees to reflect on their strengths and weaknesses, and to adapt their behaviour accordingly to achieve successful negotiations. After receiving feedback, trainees can redo the computer-based scenario multiple times. As they practice and receive feedback, trainees have a unique opportunity to develop and improve their negotiation abilities. This kind of simulation would also allow clear quantitative measures of trainees' performance, and would be particularly effective at indicating progress if completed before and after training. Unlike the pre-deployment training exercise in which only one team member takes the lead in the negotiation, this simulation of the HRV stand would allow all trainees the opportunity to experience and take a lead role in the negotiation exercise. This is critical because previous field research has consistently shown team leaders to have a different psychological experience than other team members in the negotiation (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008). Within this simulation, all trainees could have the opportunity to take the lead role in this stressful negotiation and to work to put their classroom training into practice. Even with multiple runs through this simulation, costs can be kept to a minimum, and convenience of time and location can be optimized.

4.2 Potential Contribution to Research

Creation of a formalized HRV script that can be used as a lab-based scenario contributes significantly to research in a number of ways. Conducting field research obviously presents a number of limitations and challenges. The field studies take place outdoors and require extensive trial planning. As such, travel and data collection costs are relatively high. Weather can often limit visibility, sound capture, and challenge data collection. A computer-based simulation created for research purposes could be administered wherever there was a computer. Because previous field research has been conducted within a training environment, there is also a natural lack of



experimental control due to the requirement for training needs to trump strict research requirements. Previous research has also been dependent on trainees agreeing to be videotaped and, subsequently, obtaining the optimal level of participation has been difficult.

A formalized computer-based script would allow quantitative assessment of HRV negotiation behaviour, and the ability to link performance to personalized feedback. From a research perspective, implementation of this script would expand the number of participants that could be used to explore critical research questions, as participants could be run concurrently. For each participant, it would be feasible to have a comparative baseline and experimental condition dataset. New research questions can be asked and assessed without infringing on training. Different experimental conditions and training styles can be studied. The setup of this matrix and scoring system allows for easy manipulation and/or addition of trigger points and information (training, feedback, instructions). Developing a negotiation simulation would increase experimental control and allow experimental manipulation of the experiences that trainees have in completing the scenario. As a lab-based scenario, HRV negotiation research would no longer be limited by the constraints of a live training exercise. Researchers would be able to explore new facets of HRV negotiations, systematically varying factors of interest.

4.3 Future Directions

The formal script was designed in order to be maximally amenable to alterations allowing for integration of different training points, or flexibility in addressing different research questions. For example, it is possible to increase trainee control over the course of the scenario. Incorporating additional decision points would give the trainee more opportunities to further steer the negotiation.

Different methods of scoring and feedback could also be implemented. The script is arranged so that it could easily incorporate feedback and performance evaluation. Overall performance could be evaluated based on the cumulative score. It could be used as a scoring mechanism to determine the overall success of a negotiation. The option valences could be tallied over the entire negotiation, and the final integer taken as the negotiation performance score. One possibility in providing trainees with feedback is to link their final score with qualitative assessments of their performance. There could be 4 levels of general feedback depending on the quality of the negotiation (i.e., optimal, good, adequate, or suboptimal). Examples of such feedback are detailed in Annex A4.3.2.

Proposed scoring of these categories is as follows:

- If the trainee scores +75 or more, they have successfully led an optimal negotiation and would receive optimal feedback.
- If their final score is between 35-74 they have shown good proficiency throughout the negotiation.

A score of 15-34 is adequate, and a score of 14 or less is suboptimal reflecting many negative choices throughout the negotiation. It would be beneficial to validate this current proposed scale of outcome quality through pilot testing.

To maximize learning in this training tool, feedback could be adapted to give each participant specific information regarding how they performed in each of the general activities. This would require the compilation of a feedback matrix that addresses each theme at different levels of

performance (optimal, good, adequate, or suboptimal). For example, Table 6 outlines hypothetical score output of a completed trial.

Table 6: Hypothetical Score Output

	Preliminaries	Assessing Situation	Relationship Building		Negotiating Skills	Total Score
			Positive	Negative		
Theme 1	2	3	5	4	12	
Theme 2	-1	12	-2	0	4	
Theme 3	4	14	1	-2	-1	
Theme 4	0	6	2	2	4	
Cumulative	5	35	6	4	19	
Actual Overall Cumulative score						69

As this example shows, although the cumulative score is +69, there are aspects of the negotiation in which the trainee received a negative score. From the table above, we see in positive relationship building and preliminaries theme 2, in negative relationship building and negotiating skills theme 3, all have negative scores. These scores should trigger feedback that highlights key “do and don’t” behaviours of that particular general activity. In this case, feedback for suboptimal performance in PRB2, for example, could be as follows:

During an intense negotiation such as this one, it is important for you to appear non-threatening. One way to ensure this is to always ask permission before acting. This includes asking permission to talk to the prisoners, to talk to the police constable, or to take pictures.

Of course, it would be important to derive this feedback from training objectives and course content, and more importantly, validate this feedback with SMEs.

In addition to feedback given upon completion of the negotiation, the script can be easily adapted to emphasize certain training objectives during the negotiation. One way to accomplish this is to add specific training information and trigger points to the script. For example, certain response options could receive a higher weighting based on the desirability of the choice. It is possible that these options could be directly linked to a training box that gives immediate feedback about the participant’s choice every time it is chosen (e.g., “Well done! That is the optimal choice in this circumstance because...” or “In this circumstance you would want to avoid doing this because...”). Information or other training points easily attached to a trigger in the script could also serve as a manipulation in an experimental condition.

Standard debriefing could be included after the negotiation has ended. This could be derived from debriefs during training exercises (videos from previous research), suggestions of a successful negotiation from *Getting to Yes* (Fisher, Ury, & Patton, 1991) and suggestions given by the course instructors. These suggestions could be designed to touch upon aspects of the negotiation not currently implemented in the simulation. These include qualities of physical presence of the trainee (body language, stance, attire, and actions), connotation (tone, pace, volume of speaking), gestures



(facial expressions, hand motions), preparation prior to entering into the situation, and thoughts that do not foster a successful negotiation. Trainees could compare their own thoughts, actions, and behaviours to the examples provided. Some examples of these are presented in Annex A4.3. Subject matter expert (SME) validation would need to clarify content and wording of debriefing information. General questions and behaviour tips are presented as an example to encourage trainees to reflect on the strengths and weaknesses of their negotiation skills and reinforce desirable negotiation behaviours (see Annex A4.3).

Perhaps the highest priority as this training and research tool develops, then, is to implement this first draft of the script, and to test and validate the approach advanced in this report. As a first step, for example, conducting a pilot study with relatively inexperienced Non-Commissioned Officers (NCO) could provide significant feedback concerning the operation of the script, integrity of the dialogues, and validity of the scoring method. This kind of a sample could also help to fine-tune the language and to check the face validity of this approach with military personnel, prior to further pilot testing with CF pre-deployment instructors. Moreover, it would also be helpful to assess how frequently each of the valenced options are actually used by naïve participants with little experience or training in negotiation. Of course, one concern is whether the negatively valenced responses are subtle enough that participants would feel comfortable selecting them, or whether these responses present as options so obviously suboptimal that they would never be chosen. Thus, exploring these issues seems a critical first step to refining this script further prior to experimentation. There are endless possibilities for adapting this script to training needs or to different research questions.

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Annexes

Table of Contents

ANNEX A. COMPREHENSIVE TRIAL EXAMPLE	A-2
A1. BLOCK 1: INTRODUCTION AND PRELIMINARIES	A-2
A1.1 Introduction	A-2
A1.2 Decision Point 1	A-3
A1.3 Block 1 Interaction Sequences: Preliminaries	A-4
A2. BLOCK 2: SITUATION ASSESSMENT	A-6
A2.1 Transition Point Block 2	A-6
A2.2 Decision Point 2	A-6
A2.3 Block 2 Interaction Sequences: Situation Assessment and Relationship Building	A-6
A3. BLOCK 3: NEGOTIATING SKILLS	A-8
A3.1 Transition Point Block 3	A-8
A3.2 Decision Point 3	A-8
A3.3 Block 3 Interaction Sequences: Negotiating Skills and Relationship Building	A-8
A4. BLOCK 4: CONCLUSION	A-9
A4.1 Transition Point Block 4	A-9
A4.2 Decision Point 4	A-9
A4.3 Proposed Examples of Feedback and Debriefing	A-10
ANNEX B. FORMALIZED SCRIPT MATRIX	B-1
ANNEX C. SCRIPT USER MANUAL	C-1
C1. SCRIPT GUIDELINES	C-1
C2. BLOCK 1	C-1
C3. BLOCK 2	C-1
C4. BLOCK 3	C-2
C5. BLOCK 4	C-3



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Annex A. Comprehensive Trial Example

Note: All participants receive the same introduction information, transition points, and decision points. All interaction sequences can only appear once in each negotiation trial. All IS randomization is restricted to the initiation frequencies identified in Table 4.

This comprehensive example includes instructions, introductions, dialogues presented to the participant, valence scores, labelling, and proposed feedback and debriefing.

Codes for labelling:

Preliminaries: P
Situation Assessment: SA
Relationship Building: RB
Negotiating Skills: NS
Interaction Sequences: IS

All instructions to the participant are presented in *italics*. The options for participant action (making a choice or pressing a key to continue) appear in *red*. In this example hypothetical choices have been made. These appear in *blue*.

Valence scores corresponding to the chosen option are also written in *blue* and the cumulative score is highlighted in *yellow*. Note, though the participant is making a choice in the decision point, there are no valence scores associated with these options.

Along with the cumulative score at the bottom of every comprehensive interaction sequence are the number of dialogue boxes that have been presented from that block. They are separated into UNMO initiated and Sgt initiated IS and shown as a ratio: completed IS/# of IS in that block.



A1. Block 1: Introduction and Preliminaries

A1.1 Introduction

Participants will sit in front of the computer and receive the following instructions. Each section of information will be presented to the participant one at a time. Movement to the next section will be initiated by the participant.

Instructions

Note: You will be navigating through this simulation. There may be choices you will need to make. When you select one of the options, you will proceed to the next screen.

To select option 'a' press the "A" key.

To select option 'b' press the "B" key.

To select option 'c' press the "C" key.

To select option 'd' press the "D" key.

To 'Continue' press "ENTER".

Continue

Introduction Box 1:

You are an unarmed United Nations Military Observer.

Several reports by local residents and various NGO personnel suggest that the local police are killing and intimidating local civilians who have expressed support for the regional political party.

UNDP has noticed an increased police presence in their various clinics and the stopping of UNDP vehicles for no reason. Further, several civilians have been found shot in the wooded areas around the buffer zone.

Mission HQ has expressed concern for this increased police activity, particularly in this sensitive region of the country and believes that the number of human rights violations by security forces to be growing.

Your task is to proceed to GR 851 016 to meet a patrol from Regional HQ.

Continue

Introduction Box 2:

As you and your 2IC are walking down the road to meet the patrol from regional HQ, you suddenly hear a woman scream, "Leave me alone! Let me go!" About 100 metres ahead, you see an armed police officer dragging a woman across the road. When she sees you, she screams, "Help me! Please help me!"

As you approach, you see a clearing in the forest. You see two male policemen. One stands guard, while the other is yelling, hitting and kicking two unarmed civilians, a man and the woman you just saw. Both policemen carry small light arms. The police yell, "Get to work you terrorist scum!" The civilians plead, "We're not terrorists! We're just farmers! We're innocent! Help us! They're going to kill us!" The civilians are digging two large holes and there appear to be two crosses by the holes.

One of the policemen looks over and sees you approaching. He approaches you, gun in hand. The other policeman guards the civilians. The civilians shout, "Help us! They're going to kill us!" The policeman approaching you shouts back at his partner "Shut them up! Keep them working!"

Continue

Note: Audio and visual information taken from the live exercises could be included in the introduction, and throughout the negotiation.

A1.2 Decision Point 1

Decision Point 1 (Annex B # 1)

What do you want to do?

- a. Introduce self by saying: "We're with the UN and we're unarmed. I'm Major Smith and this is my 2IC, Captain Jones."*
- b. Assess the situation by saying: "What's going on here?"*

Participants need to pick an option in order to receive the next dialogue. The next dialogue that appears will be dependent upon the option they have just chosen. .

After choosing an option at Decision Point 1, the participant will receive one of the following interaction sequences.

If they choose option a, to introduce themselves, the following will appear:

Decision Point 1A: Interaction Sequence linked to option A (Annex B # 2a)

Sgt, "Well Major Smith, these people are terrorists and they are being interrogated. You don't have to worry about it. It's police business."

- a. UNMO, "Actually, we'd like to ask you a few questions if we can."*
- b. Don't respond.*

If the participant chooses option b, to assess the situation first, the following will appear:



Decision Point 1B: Interaction Sequence linked to option B (Annex B # 2b)

Sgt, "These people are terrorists and they are being interrogated. You don't have to worry about it. It's police business. Who are you guys anyway?"

- a. UNMO, "We're with the UN and we're unarmed. I'm Major Smith and this is my 2IC, Captain Jones."*
- b. Don't respond.*

These options allow the researcher to assess how frequently participants want to start with the preliminaries versus assessing the situation. Either option prompts an introduction. The response of "Don't respond" is intended as an obvious option that should not be picked, in order to ease the participant into the computer game. If the participant chooses the option of not responding, a prompt will appear that says:

Decision Point 1C: Response linked to "Don't respond" (Annex B # 2c)

If you don't respond to what the Sgt is saying, you may upset him. Don't forget, you are invading his situation. Press continue to respond to the situation.

Continue

When participants continue they will be redirected to Decision Point 1.

A1.3 Block 1 Interaction Sequences: Preliminaries

Participants need to choose to continue before the next dialogue box appears. Eight initiation sequences will then be pulled randomly⁹ from the Preliminaries interaction sequences. Table 4 details the number of IS presented for each trial. This is order 3-17 in Annex B. For example:

⁹ All IS randomization is restricted to the initiation frequencies identified in Table 4.

Block 1: Interaction Sequence 1			
Preliminaries Theme 2: # 9			
<i>a. UNMO, "Looks like you guys have some trouble today. Is there anything we can do to help?"</i>	<i>b. UNMO, "We are trying to help keep the peace by reporting what we see."</i>	<i>c. UNMO, "Are you familiar with the Geneva Convention? You might not want to harm those civilians."</i>	<i>d. UNMO, "What's going on here? You need to explain what you're doing."</i>
Valence score: +2	+1	-1	-2
If option a or b is chosen the following positive Sgt response is presented:		If option c or d is chosen the following negative Sgt response is presented:	
<i>Sgt, "I don't think there's much you can do here. It's just police business."</i>		<i>Sgt, "There's nothing to see here. It's just police business. Just move along is the best thing."</i>	
<i>Continue</i>			
Cumulative Score: +1	UNMO IS: 1/6	Sgt IS: 0/2	

Block 1: Interaction Sequence 2			
Preliminaries Theme 1: # 5			
If the cumulative score is positive :		If the cumulative score is negative:	
<i>Sgt, "What country are you guys from?"</i>		<i>Sgt, "Where are you from?"</i>	
<i>UNMO, "I'm from Canada."</i>	<i>UNMO, "Well if you look at my patch here, you'll see the Canadian flag." (show your arm badge)</i>	<i>UNMO, "I'm from Canada. My teammates are too."</i>	<i>UNMO, "From a country pretty far away. We traveled a long while to get here."</i>
+1	-2	+2	-1
Cumulative Score: 0	UNMO IS: 1/6	Sgt IS: 1/2	

To complete block 1, 5 more UNMO initiated IS and 1 more Sgt initiated IS should be randomly selected from the Preliminaries.



A2. Block 2: Situation Assessment

A2.1 Transition Point Block 2

Transition Point Block 2: Situation Assessment (Annex B # 18)

Sgt, "I have the badges and documents with me we found with the civilians proving they're PLA. Terrorists killed my brother!"

A2.2 Decision Point 2

Decision Point 2: Situation Assessment Themes (Annex B # 19)

What do you want to do?

- a. Talk about specific information relating to the situation at hand?*
- b. Talk about information relating to the civilian's crime?*
- c. Talk about Sgt's authority structure?*
- d. Talk about general information not relating to the situation at hand?*

This decision point allows for the Sgt to say the necessary information to the participant, so they can begin assessing the situation. Each option corresponds to one of the four themes in situation assessment. This way, participants will all have an opportunity to choose the theme of their first interaction.

A2.3 Block 2 Interaction Sequences: Situation Assessment and Relationship Building

Once the participant picks a theme, an interaction sequence corresponding to that theme will be randomly¹⁰ selected from the Situational Awareness Interaction Sequences. Seven more interaction sequences from Situational Awareness will be chosen for a total of 8. After these initial sequences are complete, the platform opens to randomly¹¹ select IS's from both Situational Awareness and Relationship Building. In this block a total of 29 will be chosen from Situational Awareness (Order 20-73 Annex B) and 11 from Relationship Building (Order 74-112 Annex B) respectively. After this is completed participants proceed to Block 3.

For example, in decision point 2 the participant chose 'b'. This option relates to theme 2 in SA. The following interaction sequence was randomly chosen from SA theme 2.

¹⁰ All IS randomization is restricted to the initiation frequencies identified in Table 4.

¹¹ All IS randomization is restricted to the initiation frequencies identified in Table 4.

Block 2: Interaction Sequence 1		
Situational Awareness Theme 2: # 35		
<i>a. UNMO, "Have the prisoners been to court yet?"</i>	<i>b. UNMO, "You know all prisoners have to go to court before they're charged."</i>	
+1	-1	
If a. is chosen the Sgt's response will be:	If b. is chosen the Sgt's response will be:	
<i>Sgt, "We'll decide how to deal with them."</i>	<i>Sgt, "They're in our custody, we're in charge!"</i>	
<i>Continue</i>		
Cumulative Score: -1	UNMO IS: 1/20	Sgt IS: 0/9

Now, 7 IS are chosen randomly within SA. Here we will present one as an example.

Block 2: Interaction Sequence 2		
Situational Awareness Theme 3: # 50		
<i>a. UNMO, "Can we stop this and all go together to see your boss?"</i>	<i>b. UNMO, "Can you come with us and the four of us can go see your boss?"</i>	
+1	-1	
If a. is chosen the Sgt's response will be:	If b. is chosen the Sgt's response will be:	
<i>Sgt, "We have to stay here, but you guys can go."</i>	<i>Sgt, "We're not going anywhere, but you guys should go."</i>	
<i>Continue</i>		
Cumulative Score: 0	UNMO IS: 2/20	Sgt IS: 0/9

An additional 21 IS are randomized within stages SA and RB.



A3. Block 3: Negotiating Skills

A3.1 Transition Point Block 3

Transition Point Block 3: Negotiating Skills (Annex B # 113)

<i>Sgt, "We have to be leaving soon to get these prisoners to the police station."</i>
--

<i>Continue</i>

A3.2 Decision Point 3

Decision Point 3: Negotiating Skills Themes (Annex B # 114)
--

<i>What do you want to do now?</i>

- | |
|--|
| <ul style="list-style-type: none"><i>a. Lower the emotional intensity of the situation?</i><i>b. Offer suggestions?</i><i>c. Show empathy to the civilians?</i><i>d. Initiate civilian contact?</i> |
|--|

Like Decision Point 2, we wanted to give participants an equal opportunity to select the type of negotiation skill they would like to begin with. Each option corresponds to one of the four themes in negotiating skills.

A3.3 Block 3 Interaction Sequences: Negotiating Skills and Relationship Building

Once the participant makes their choice, an interaction sequence is randomly selected from the corresponding theme. Following the first IS, interaction sequences will be pulled randomly¹² from Negotiating Skills (# 115 to 146 in Annex B) and Relationship Building (# 74 to 112 in Annex B). In total 15 IS will be pulled from Negotiating Skills and 11 IS will be pulled from Relationship Building. Once this is complete participants move into the conclusion.

¹² All IS randomization is restricted to the initiation frequencies identified in Table 4.

A4. Block 4: Conclusion

A4.1 Transition Point Block 4

If the participant is placed in the first three categories (optimal, good, adequate) they will receive a choice of how to end the negotiation. If they receive a score of 14 or less they will be forced to leave the scene.

Transition Point Block 4: Outcome (Annex B # 147)

The Sgt shouts back to his Constable, "Constable, get these people ready, we're moving out!" The Sgt says to you, "Look, we're moving out. We'll meet you at the police station in town. Take the road, and we'll meet you there." The Sgt moves back to the Constable and the civilians, and they all start to move through the forest.

Continue

A4.2 Decision Point 4

Decision Point 4 (Annex B # 148)			(Annex B # 149)
Optimal	Good	Adequate	Suboptimal
Score 75 or more	Score 74-35	Score 34-15	Score 14 or less
What do you do? a. <i>Do as the Sgt requested and begin walking down the road toward the police station.</i> b. <i>Stay in position and watch where the police take the civilians.</i> c. <i>Follow the police and civilians into the woods.</i>			<i>The police Sgt cocks his gun yells, "Enough! Constable, get the terrorists ready to move. You guys, get out of here now!" He stands facing you waiting for you to leave as the prisoners and constable walk away into the forest.</i> <i>Continue</i>

Conclusion

You have completed this exercise. If you chose to follow the police, the civilians lived, if not, the civilians died. Please continue for debriefing and feedback.

Continue



A4.3 Proposed Examples of Feedback and Debriefing

Debrief 1

What was your initial task?

- a. To patrol the area and investigate any problems.*
- b. To meet a patrol from Regional HQ.*
- c. To meet a representative police representative and investigate increased police activity in this region of the country.*
- d. To Proceed to Regional HQ.*

If option b is chosen the following will appear:

Debrief 2: linked to Debrief 1 option b.

Correct, your initial task was to meet a patrol from Regional HQ.

Continue

If option a, or c is chosen the following will appear:

Debrief 3: linked to Debrief 1 options a, c, or d.

Specifically, your initial task was to meet a patrol from Regional HQ.

Continue

All participants will receive feedback based on their performance on the overall quality of their negotiation. Qualitative feedback will provide them with information of the overall general negotiation. Based on their score they will receive one of the following general feedback boxes.

General Feedback			
Optimal	Good	Adequate	Suboptimal
Score 75 or more	Score 74-35	Score 34-15	Score 14 or less
<p><i>Overall you had a successful negotiation. In general you maintained a positive environment, and were able to get sufficient information from the Sgt to complete a report. Excellent work. Please continue and take a moment to complete a debriefing and consider your strengths and weaknesses.</i></p> <p><i>Continue.</i></p>	<p><i>Overall the negotiation was positive. In a negotiation like this you would most likely be able to gather enough information from the Sgt to complete a report. Good work. Please continue and take a moment to complete a debriefing and consider your strengths and weaknesses.</i></p> <p><i>Continue</i></p>	<p><i>Overall the negotiation environment was neutral. In such a negotiation, the Sgt may provide you with information, though there may be some information missing to form a complete report. Please continue and take a moment to complete a debriefing and consider your strengths and weaknesses.</i></p> <p><i>Continue</i></p>	<p><i>Overall the nature of the negotiation was negative. In a negotiation like this, the Sgt most likely would not provide you with sufficient information to complete a report. At some point you may have sabotaged the negotiation due to negative behaviour choices. Please continue and take a moment to complete a debriefing and consider your strengths and weaknesses.</i></p> <p><i>Continue</i></p>

Trainees are then asked to reflect on different aspects of negotiation behaviours. Specifically, this section brings their attention to aspects that were not assessed in the simulation.

Considerations
<p><i>There are some other considerations you should be aware of during a negotiation.. In a simulation such as this one, you were not able to practice things such as your tone of voice, or body posture. They are still very important in helping you achieve a successful outcome to your negotiation. We will discuss some of these considerations in the next section.</i></p> <p><i>Continue.</i></p>

Preparation
<p><i>Prepare yourself for a worst case scenario. You heard gun shots, yelling, and did not know exactly what was going to happen when you walked on the scene. Think about protecting yourself. Be sure to radio in your position and put on all protective gear (e.g. helmet) before walking on to the scene.</i></p> <p><i>Continue.</i></p>



Body Language

Be aware of your **body language**. Show open hands and stand in non-threatening postures. Take off your sunglasses and make eye contact with the Sgt. Be aware of your hand gestures, cultural sensitivity may be necessary to avoid making offensive gestures.

Continue.

Connotation

When negotiating be aware of how you **speak**. Especially your pace, tone, and volume. You want to present a calm, professional approach to the situation.

Continue.

Reflections on possible approaches to a negotiation.

Was your negotiation successful? Consider different tactics that can be used in the negotiation. Especially when it seems stagnant, a different approach may be the key to safety for yourself, your team, and the civilians.

- a. *Humanize the situation. Ask about the prisoners and bring up points that the prisoners are people. They may have families, friends, careers, emotions etc. Encourage the Sgt to think about the prisoners as people instead of terrorists.*
- b. *Appeal to the Sgt on a personal level. Ask about the Sgt's brother and his personal investment in the combat against terrorism. Encourage the separation of emotion from the negotiation at hand.*
- c. *Appeal to the Sgt on a professional level. Ask the Sgt questions that involve legal action towards imprisoning terrorists. Were things done according to the law? Encourage the Sgt to do it in a way that will reflect his professionalism.*

Continue.

Thank you

Thank you for completing this human rights negotiation simulation!



Annex B. Formalized Script Matrix



#			Initiation		Response				
1	Decision Point 1	What do you want to do?	Introduce self by saying: "We're with the UN and we're unarmed. I'm Major Smith and this is my 2IC, Captain Jones."	Assess the situation by saying: "What's going on here?"					
2a	Decision Point 1 Response A		Sgt, "Well Major Smith, these people are terrorists and they are being interrogated. You don't have to worry about it. It's police business."	Sgt, "These people are terrorists - they are being interrogated. You don't have to worry about it. It's police business. Who are you guys anyway?"		UNMO, "Actually, we'd like to stick around for a bit."	Don't respond.		
2b	Decision Point 1 Response B		Sgt, "These people are terrorists - they are being interrogated. You don't have to worry about it. It's police business. Who are you guys anyway?"			UNMO, "We're with the UN and we're unarmed. I'm Major Smith and this is my 2IC, Captain Jones."	Don't respond.		
2c	Decision Point 1 Response C		If you don't respond to what the Sgt is saying, you may piss him off. Don't forget, you are invading his situation. Press continue to respond to the situation.						

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
3	Preliminaries Theme 1 - Introductions		UNMO, "Can I ask your name, Sir?" (P1)	UNMO, "What's your name." (SA1)			Sgt, "No problem, I'm Captain Bramhill with the Westland force."	Sgt, "Not that I have to tell you anything, but I'm Captain Bramhill with the Westland force."	
4	Preliminaries Theme 1 - Introductions		UNMO, "May I introduce myself to your Constable?" (P1)	UNMO, (<i>call out to the Constable</i>), "Hey, what's your name?" (NS2)			Sgt, "You don't need to talk to the Constable. He's busy guarding the terrorists."	Sgt, "Don't try and talk to Constable Vicker. I'm the one in charge in case you hadn't noticed."	
5	Preliminaries Theme 1 - Introductions		Sgt, "What country are you guys from?"	Sgt, "Where are you from?"		UNMO, "I'm from Canada. My teammates are too." (P1)	UNMO, "I'm from Canada." (SA4)	UNMO, "From a country pretty far away. We traveled a long while to get here." (NS1)	UNMO, "Well if you look at my patch here, you'll see the Canadian flag." (<i>show your arm badge</i>) (P1)
6	Preliminaries Theme 1 - Introductions		UNMO, "Can I see your ID? This is my UN ID." (P1)	UNMO, "I'd like to see your identification?" (NRB3)			Sgt, "No, I don't have any on me. Lost it last night."	Sgt, "No. Don't have any."	
7	Preliminaries Theme 2 - explain general purpose		Sgt, "Why are you guys here anyway?"	Sgt, "Why are you bothering us?"		UNMO, "Actually, we're out patrolling the area, but we really want to help you." (PRB2)	UNMO, "We're with the UN, and we're just patrolling the area." (P2)	UNMO, "Actually, we're wondering the same thing about you." (NRB1)	UNMO, "We're patrolling the area, but we really don't like what we're seeing here." (P2)
8	Preliminaries Theme 2 - explain general purpose		Sgt, "So what good is the UN anyway?"	Sgt, "What has the UN ever done for me? Nothing!"		UNMO, "The UN has sent us here to investigate possible human rights violations. We are trying to keep peace in your country." (P2)	UNMO, "Well, the UN is trying to help people by keeping the peace and giving food and water." (P2)	UNMO, "Well, the UN tries to help rather than to harm people, which is what seems to be going on here." (NRB1)	UNMO (<i>call out to the civilians</i>) "Hey, we're here to help you". (NS4)

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
9	Preliminaries Theme 2 - explain general purpose	UNMO, "Looks like you guys are having some trouble today. Is there anything we can do to help?" (PRB2)	UNMO, "We are trying to help keep the peace by reporting what we see." (P2)	UNMO, "Are you familiar with the Geneva Convention? You might not want to harm those civilians." (NRB4)	UNMO, "What's going on here? You need to explain to us what you're doing with these civilians." (SA1)		Sgt, "I don't think there's much you can do here. It's just police business."	Sgt, "There's nothing to see here. It's just police business. Just move along is the best thing."	
10	Preliminaries Theme 2 - explain general purpose		UNMO, "To clarify our position better for you, we've been helping to enforce peace between Westland and Eastland." (P2)	UNMO, "To tell you a bit more about what we're doing here, we're trying to stop the violence between Westland and Eastland." (P2)			Sgt, "That's great, thanks for all your work. But you don't need to be here, this has nothing to do with that."	Sgt, "Good for you. There's no violence here, so you can be on your way."	
11	Preliminaries Theme 3 - establish common ground		Sgt, "Really, you can be on your way, I'm just following orders."	Sgt, "Look, get out of here, I'm just following orders."		UNMO, "I understand you're following orders. I have orders from my boss too." (P3)	UNMO, "Oh you're following orders. Okay." (SA4)	UNMO, "Seems to me like your orders might get you in trouble." (NRB1)	UNMO "Tell you what, you're going to get your Constable to stop beating those people right now." (NRB3)
12	Preliminaries Theme 3 - establish common ground	UNMO, "It can get hot like this in Canada." (p3)	UNMO, "This weather feels like summer in our country." (P3)	UNMO, "I don't know how you stand the heat in this country." (SA4)	UNMO, "I certainly like weather in Canada better than this heat." (NRB1)		Sgt, "I thought Canada was always cold."	Sgt, "It's not my fault your country is always cold!"	
13	Preliminaries Theme 3 - establish common ground		UNMO, "So you're police? Our police have the same colour uniforms." (P3)	UNMO, "Our officers have uniforms that look a little like yours, but I think yours look more like what the private's wear." (NRB1)			Sgt, "They're standard uniforms I guess."	Sgt, "Well, this is what ours look like here."	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
14	Preliminaries Theme 4 - create social event	UNMO, "Would you like to try some Canadian gum?" (P4)	UNMO, "Would you like some gum?" (P4)	UNMO, "You seem to be in short supply of gum in your country. Would you like to try some Canadian gum?" (SA4)	UNMO, "Would you like some Canadian gum? You look like you could use some." (NRB1)		Sgt, "No thanks, you guys don't have to stick around."	Sgt, "You guys don't have to stick around."	
15	Preliminaries Theme 4 - create social event	UNMO, "Cigarettes in this country are good. They're different from ours. Would you like to try a Canadian cigarette?" (P4)	UNMO, "Would you like a cigarette?" (P4)	UNMO, "Here try a Canadian cigarette. They're much better than the stuff you get here." (NRB1)	UNMO, "Do you have a light for my cigarette?" (NRB3)		Sgt, "Sure."	Sgt, "No."	
16	Preliminaries Theme 4 - create social event		UNMO, "I've heard it's hunting season. What type of animals do they hunt around here?" (P4)	UNMO, "I hear it's hunting season around these parts. Do you hunt?" (SA4)			Sgt, "Lots of different stuff."	Sgt, "No."	
17	Preliminaries Theme 4 - create social event		Sgt, "Do you guys have any water? It's hot out today."	Sgt, "Give me some water! I'm thirsty!"		UNMO, "I know, it's supposed to be 30 degrees." <i>Passes water.</i> (P4)	UNMO, "No sorry, I forgot it back on the base." (SA4)	UNMO, "How about if I give you water, you let the civilians go." (NS2)	UNMO, "You know, we must be careful about sharing water. We don't want to pass each other germs. That's how people get sick." (SA4)



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
18	Transition Point Block 2		Sgt, "I have the badges and documents with me we found with the civilians proving they're PLA. Terrorists killed my brother!"						
19	Decision Point 2		What do you want to do?			Talk about specific information relating to the situation at hand? (Theme 1)	Talk about information relating to the civilian's crime? (Theme 2)	Talk about Sgt's authority structure? (Theme 3)	Talk about general information not relating to the situation at hand? (Theme 4)
20	Situation Assessment Theme 1 - Specific Situational Information		Sgt, "What are you guys doing here anyways?"	Sgt, "What the hell are you doing here anyways?"		UNMO, "We're here to help you." (PRB2)	UNMO, "We're here to ask you a few questions about what is going on." (SA1)	UNMO, "We're here to prevent crimes from being committed." (NS2)	UNMO, "We're here to observe and ensure people like those two in your custody are treated properly." (SA2)
21	Situation Assessment Theme 1 - Specific Situational Information		Sgt, "Who are you planning to report this to?"	Sgt, "You better not report this to anyone!"		UNMO, "We'll report it to our HQ. But we want everyone to keep calm. We're trying to understand your position here." (NS1)	UNMO, "We'll report it to our HQ." (SA3)	UNMO, "We're going to report it to our HQ, and if your Constable doesn't stop hitting the civilians you could be in trouble." (NRB1)	UNMO, "Well, as UN observers, we have a right to document and report anything that we see. And we're certainly going to report this to our HQ." (SA2)
22	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Why are those crosses there?" (SA1)	UNMO, "I see crosses. I hope you're not planning to kill these people." (NS3)			Sgt, "The crosses are just there to scare them."	Sgt, "The crosses are nothing. No one said anything about killing anyone now."	
23	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Why are the civilians digging holes?" (SA1)	UNMO, "Are the holes they're digging meant to be their graves?" (SA2)			Sgt, "They're doing an excavation."	Sgt, "No."	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
24	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Are there land mines around here?" (SA4)	UNMO, "This probably isn't a safe area with all the land mines, is it?" (SA4)			Sgt, "There are some land mines in this area. Over to the right, are some."	Sgt, "I don't know."	
25	Situation Assessment Theme 1 - Specific Situational Information	UNMO, "So what exactly are you ordered to do?" (SA1)	UNMO, "Do you have orders?" (SA4)	UNMO, "Tell me what you're doing here." (NRB3)	UNMO, "What are you doing? Do you even have orders?" (NRB1)		Sgt, "My boss has ordered me to interrogate them and make them dig holes."	Sgt, "Back off! My boss told me to interrogate them."	
26	Situation Assessment Theme 1 - Specific Situational Information	UNMO, "What exactly is your Constable doing over there?" (SA1)	UNMO, "Why is the Constable intimidating them?" (SA1)	UNMO, "Is the Constable over there intimidating them?" (NRB1)	UNMO, "I think the way you are intimidating them is a human rights violation." (NRB4)		Sgt, "That's how we interrogate in this country."	Sgt, "No, no, everything's fine."	
27	Situation Assessment Theme 1 - Specific Situational Information	UNMO, "Those people you are interrogating look exhausted. How long have you been here doing this?" (SA2)	UNMO, "Your civilians look exhausted. Have you been interrogating them long?" (SA1)	UNMO, "How long have you been interrogating them?" (SA1)	UNMO, "Do you use other coercive means to interrogate civilians?" (SA4)		Sgt, "I can't release that information, it may compromise our investigation."	Sgt, "I told you, they are terrorists! Not civilians!"	
28	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Do you have a radio on you?" (SA1)	UNMO, "You need to call your boss." (NRB3)			Sgt, "Neither of us has a radio."	Sgt, "I don't have contact."	
29	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Did your superiors send you to this location?" (SA3)	UNMO, "Have you told your superiors your location?" (SA1)			Sgt, "Yes. This whole area is police territory."	Sgt, "They know we're getting the job done."	
30	Situation Assessment Theme 1 - Specific Situational Information		UNMO, "Can we go over and see the holes they're digging?" (PRB2)	UNMO, "I just need to make sure those holes aren't graves or anything." (SA1)			Sgt, "I don't think that's a good idea. These prisoners are very dangerous."	Sgt, "No. They're just holes."	
31	Situation Assessment Theme 2 - Civilian Infraction		Sgt, "Here are the badges that prove these people are PLA."	Sgt, "Here are the badges that prove these people are PLA!"		UNMO, "Oh these are the ones found with the civilians." (SA2)	UNMO, "These don't look like the PLA badges I have seen before." (SA2)	UNMO, "How can you be sure these badges belong to them?" (NS3)	UNMO, "Just because these badges say PLA, it doesn't give you the right to beat them." (NRB3)



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
32	Situation Assessment Theme 2 - Civilian Infraction		Sgt, "Hey, step back. Don't you know, these people are terrorists?"	Sgt, "You have no clue about what's going on! These people are terrorists! They kill people like you for fun!"		UNMO, "We're sorry, we are just doing our job to investigate this area and those people are saying they're farmers." (PRB1)	UNMO, "But they're saying they're farmers. We're trying to understand the situation." (SA2)	UNMO, "You say they're terrorists?" (SA2)	UNMO, "I'm not sure the best way to deal with terrorists is to beat them." (NS2)
33	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Tell me again, what is all the evidence proving these people are terrorists?" (SA2)	UNMO, "Those people don't really look like terrorists. How do you know they're terrorists?" (PRB4)			Sgt, "I told you we found badges and documents on them."	Sgt, "Terrorists killed my brother."	
34	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Can we have the prisoner's names for our notes?" (SA2)	UNMO, "We're going to need their names." (NRB3)			Sgt, "Omar and Lucy. I can't release their last name."	Sgt, "You don't need their names. Prisoner A and B."	
35	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Have the prisoners been to court yet?" (SA2)	UNMO, "You know all prisoners have to go to court before they're charged." (NRB4)			Sgt, "We'll decide how to deal with them."	Sgt, "They're in our custody, we're in charge!"	
36	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Where were the documents you found?" (SA1)	UNMO, "So you said you found documents on them?" (SA2)			Sgt, "They were found on their lawn."	Sgt, "Yes."	
37	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Where exactly did you say the badges found?" (SA2)	UNMO, "Who found the badges?" (SA4)			Sgt, "They were found on their lawn."	Sgt, "I don't remember."	
38	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "These prisoners may not even be with the PLA." (NS3)	UNMO, "You have no substantial evidence proving they're terrorists." (SA2)			Sgt, "You think you're a better authority on the PLA than me?"	Sgt, "How do you know how things are done in this country."	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
39	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "If they're terrorists, why are they saying they're farmers?" (NS3)	UNMO, "They say they're farmers, you say they're terrorists. Who should we believe?" (SA2)			Sgt, "Their farming is just a cover for their terrorist activity. They torture people in their barn."	Sgt, "Us! We're the police."	
40	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Were these two people involved in your brother's death?" (PRB4)	UNMO, "Did they kill your brother?" (SA1)			Sgt, "That's what we're finding out."	Sgt, "They might as well have."	
41	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "What do you think the prisoners are holding back?" (SA2)	UNMO, "Do you think the prisoners are hiding something?" (SA2)			Sgt, "I'm sure they're hiding information about future terrorist acts."	Sgt, "Of course!"	
42	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "Are these people currently under arrest?" (SA2)	UNMO, "I hope these people were properly arrested if you're interrogating them like this." (NRB1)			Sgt, "Yes, and we're questioning them now."	Sgt, "They're arrested terrorists. It's not your business."	
43	Situation Assessment Theme 2 - Civilian Infraction		Sgt, "The Constable has to control them. Sometimes he needs to be rough."	Sgt, "They're terrorists. We're disciplining them."		UNMO, "Okay, as long as you think he's not being too rough. This is your task." (PRB4)	UNMO, "I understand he needs to be rough, but it looks pretty bad from here." (SA2)	UNMO, "I don't think he needs to be that rough." (SA2)	UNMO, "Even terrorists deserve better treatment than this. They need a fair trial. Let us take them and try them." (NS2)
44	Situation Assessment Theme 2 - Civilian Infraction		Sgt, "We use prisoners to do work like dig irrigation holes. It's cheap labour."	Sgt, "Why pay people to do work, when prisoners can dig irrigation holes for free?"		UNMO, "It's not a bad idea to get prisoners to do work." (SA2)	UNMO, "That's pretty smart." (PRB3)	UNMO, "That's one way of looking at it." (SA2)	UNMO, "I really think this is not appropriate treatment and they should stop." (NS3)
45	Situation Assessment Theme 2 - Civilian Infraction		UNMO, "How did these people get involved with each other?" (SA2)	UNMO, "What is the relationship between these prisoners?" (SA2)			Sgt, "They're husband and wife."	Sgt, "They're husband and wife."	



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46	Situation Assessment Theme 2 - Civilian Infraction	UNMO, "It would really help us out if we could go over there and ask the prisoners their names for our report and where they're from. Would it be possible if one of my teammates goes to talk to them while we continue to talk?" (PRB2)	UNMO, "May I ask the prisoners their names and where they're from?" (SA2)	UNMO, "I'm just going to go over and ask the civilians their names." (SA2)	UNMO (<i>calling out to civilians</i>), "Hey, what are your names?" (NS4)		Sgt, "No sorry, they're too dangerous to be approached."	Sgt, "You'd better not take another step. Back off."	
47	Situation Assessment Theme 3 - Determining Authority Structure		Sgt, "You can go see my boss. He's 2 kilometers west down the road."	Sgt, "Get out of here! If you want to see my boss, he's 2 km down the road."		UNMO, "Before we go, we'd like to ask you some questions." (SA3)	UNMO, "We're just going to stay and observe for a while." (SA4)	UNMO, "I think you might kill these two if we leave." (NS3)	UNMO, "Look, I don't take orders from you. I'm a Major and I out rank you." (NRB2)
48	Situation Assessment Theme 3 - Determining Authority Structure		Sgt, "My boss won't be happy you're here."	Sgt, "When my boss finds out you're here bothering me, he's going to get pissed!"		UNMO, "We need everyone to be calm if we're going to help resolve this." (NS1)	UNMO, "We don't want to upset anyone, we just need some information." (NS1)	UNMO, "So you're saying he's an angry guy? We'll take that into consideration when we see him." (SA4)	UNMO, "Well I'm sure that we can handle anything your boss throws at us." (NRB2)
49	Situation Assessment Theme 3 - Determining Authority Structure	UNMO, "Maybe we can talk to your boss and resolve this whole thing. What's his name?" (SA3)	UNMO, "Who is your boss?" (SA3)	UNMO, "Why don't you give me your boss' name?" (SA3)	UNMO, "Give me your boss' name alright?" (NRB3)		Sgt, "His name is Captain Auger."	Sgt, "Not that I have to tell you, but his name is Captain Auger."	
50	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "Can we stop this and all go together to see your boss?" (SA3)	UNMO, "Can you come with us and the four of us can go see your boss?" (NS2)			Sgt, "We have to stay here, but you guys can go."	Sgt, "We're not going anywhere. But you guys should go."	

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51	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "So what I want to do is arrange for a liaison officer to meet with your boss." (SA3)	UNMO, "We're going to have to meet with your boss and tell him what's going on." (NRB2)			Sgt, "You have to go see him and work that out with him, not me."	Sgt, "Fine."	
52	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "Are you the boss of this area?" (SA3)	UNMO, "Are you in charge here?" (SA3)			Sgt, "I'm in charge here at this site."	Sgt, "Yeah, I'm in charge. Can't you tell?"	
53	Situation Assessment Theme 3 - Determining Authority Structure	UNMO, "Are you holding these people on orders from your boss?" (SA3)	UNMO, "Does your boss know you're doing this?" (NRB3)	UNMO, "Did your boss order you to do this?" (SA3)	UNMO, "Did your boss tell you to beat the prisoners?" (NRB1)		Sgt, "I'm just following orders from my boss."	Sgt, "My boss ordered me to do this."	
54	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "Who does your boss report to?" (SA3)	UNMO, "I think I need to go higher up with this. Who's the one in charge of your boss?" (NRB2)			Sgt, "Major Kilby."	Sgt, "Major Kilby."	
55	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "How many officers are at your HQ?" (SA4)	UNMO, "How many of your superiors are at your HQ?" (SA3)			Sgt, "Quite a few. You can go down and check it out."	Sgt, "Go see for yourself."	
56	Situation Assessment Theme 3 - Determining Authority Structure		UNMO, "How do we know you're really with the police?" (SA3)	UNMO, "Things seem a little unclear to me." (SA4)			Sgt, "Go down to the police station they'll tell you."	Sgt, "Go down to the police station and they'll back up everything I'm doing."	



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57	Situation Assessment Theme 4 - General Information		Sgt, "Where is your patrol area?" (SA4)	Sgt, "Where the hell do you guys patrol anyways?" (SA4)		UNMO, "I think we actually patrol the same area as you guys. The north corner of Westland." (6 P)	UNMO, "We patrol only the north Westland area." (28 SA)	UNMO, "I was wondering the same about you." (21SA)	UNMO, "I don't really see why that's relevant to this situation." (52 NS)
58	Situation Assessment Theme 4 - General Information		Sgt, "How long have you been with the UN?"	Sgt, "What are you guys rookies or something?"		UNMO, "I've been with the UN for a few months, but my colleagues have been with the UN for a while." (P1)	UNMO, "A few months, but I'd like to get back to the issue here." (NS2)	UNMO, "We're certainly not rookies. We have a lot of operational experience." (SA4)	UNMO, "I've been in the military longer than you my friend." (NRB2)
59	Situation Assessment Theme 4 - General Information		Sgt, "I see you guys are from Canada. Is it cold there?"	Sgt, "How can you live in such a cold place like Canada?"		UNMO, "It can get cold there in winter and hot in summer." (SA4)	UNMO, "It's not always cold. You should see for yourself sometime." (P4)	UNMO, "It gets cold, but we can handle it." (SA4)	UNMO, "The weather in Canada is not relevant to what's going on right now." (NS2)
60	Situation Assessment Theme 4 - General Information		Sgt, "Are there any other UN guys patrolling this area?"	Sgt, "The UN doesn't seem to be visible in this area."		UNMO, "We're one of three patrol groups in this area. Are there more of your units in the area?" (SA4)	UNMO, "There are a few other groups." (SA4)	UNMO, "There are three other groups, but they're not as good as us." (NS1)	UNMO, "There are three other groups, and it's likely they'll come by and also object to what's going on here." (NRB1)
61	Situation Assessment Theme 4 - General Information	UNMO, "I'm sorry that your brother was killed, that's terrible. I lost a brother when I was young too. What happened?" (PRB1)	UNMO, "I'm very sorry to hear your brother was killed. How did it happen?" (SA4)	UNMO, "That's too bad you lost your brother." (PRB4)	UNMO, "Well mistreating these guys won't bring back your brother. It'll likely make more people angry and lead to increased hostilities." (NRB1)		Sgt, "My brother, Emmanuel, did nothing to provoke them. They're animals!"	Sgt, "My brother, Emmanuel, did nothing to provoke them. They're animals!"	

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62	Situation Assessment Theme 4 - General Information		UNMO, "Can you tell me a bit about where you live?" (SA4)	UNMO, "How big is your village?" (SA4)			Sgt, "There are a lot of us in the village. We're the biggest one in this area. We are mostly farmers."	Sgt, "It's pretty big."	
63	Situation Assessment Theme 4 - General Information	UNMO, "Can you tell me a time when you've had a terrorist attack on yourself?" (PRB4)	UNMO, "Have you ever experienced a terrorist attack?" (SA4)	UNMO, "Did terrorists come into your house?" (SA4)	UNMO, "You probably haven't had a direct experience with terrorists." (NRB1)		Sgt, "Terrorists came into my home. I was in the bathroom and they came in and shot my brother. They left right away and my brother died on the kitchen floor."	Sgt, "I was with my brother in my house when he was shot."	
64	Situation Assessment Theme 4 - General Information		UNMO, "I know a little about the PLA, but can you tell me more?" (SA1)	UNMO, "The PLA in this area don't seem that bad. What have they done?" (SA4)			Sgt, "They're all animals. They have no respect for human life! They should all die."	Sgt, "They're all animals. They have no respect for human life! They should all die."	
65	Situation Assessment Theme 4 - General Information		UNMO, "Can you tell me about the terrorist activity in this area?" (SA4)	UNMO, "Is there a lot of terrorist activity in your area?" (SA4)			Sgt, "There are always bombings and killings. They're animals."	Sgt, "Yes."	
66	Situation Assessment Theme 4 - General Information		UNMO, "How many guys are on patrol in this area?" (SA4)	UNMO, "Are there any guys on patrol in this area today besides you?" (SA4)			Sgt, "There's a few of us. Not too many."	Sgt, "No."	
67	Situation Assessment Theme 4 - General Information		UNMO, "We're patrolling around on foot here. What mode of transportation are you using?" (SA4)	UNMO, "Did you guys also get here on foot? Or do you have trucks around here somewhere?" (SA4)			Sgt, "Yeah, we're on foot."	Sgt, "Back up is close enough if we need it."	



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68	Situation Assessment Theme 4 - General Information		UNMO, "Who is the Mayor of your city?" (SA4)	UNMO, "How far is your city? Who is the mayor of your city? Does he live there?" (SA4)			Sgt, "Mayor Argee"	Sgt, "Yes, he lives there."	
69	Situation Assessment Theme 4 - General Information		Sgt, "How long have you been patrolling this area?"	Sgt, "By the way you're acting, you must be new to this area."		UNMO, "Not as long as you, Sir." (PRB1)	UNMO, "A few months now." (SA4)	UNMO, "I haven't been here long, but I'm getting familiar with the country pretty quick." (SA4)	UNMO, "This really isn't about me. It's about you and the prisoners." (NS3)
70	Situation Assessment Theme 4 - General Information		Sgt, "How long have you been in this country?"	Sgt, "How long have you been in this country?"		UNMO, "I came a few months ago, but my partner has been here for almost a year." (SA4)	UNMO, "Not too long." (SA4)	UNMO, "It feels like forever." (NRB1)	UNMO, "That's unrelated to the situation at hand." (NS1)
71	Situation Assessment Theme 4 - General Information		UNMO, "How many prisoners do you have down at your station?" (SA4)	UNMO, "Are there a lot of prisoners at your station?" (SA4)			Sgt, "About 20 or so."	Sgt, "Not a lot."	
72	Situation Assessment Theme 4 - General Information		UNMO, "Can I get a phone number to reach your station?" (SA4)	UNMO, "We'll need a phone number for when we report this." (NRB3)			Sgt, "We just switched buildings. I don't know it."	Sgt, "Why should I give it to you? You can just walk down to the village and speak to my boss. No need for phones."	
73	Situation Assessment Theme 4 - General Information		Sgt, "How do you discipline your prisoners in Canada?"	Sgt, "They're criminals, we're disciplining them."		UNMO, "The police use necessary force." (SA4)	UNMO, "Prisoners are disciplined, but not like this." (SA4)	UNMO, "Certainly not like this." (NRB1)	UNMO, "Well they're found guilty before they're punished, and then we try to avoid any unnecessary rough stuff." (SA4)

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74	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		Sgt "It's not fair that Eastland gets all the food. Our people in Westland are starving."	Sgt, "The UN never gives our people in Westland food. It goes to Eastland and you guys don't care."		UNMO, "I understand what your saying and that's not fair. I'd like to investigate this further." (PRB1)	UNMO, "Really? I did not know this. I can inform my superiors to investigate that situation." (PRB1)	UNMO, "That doesn't sound right. The UN is neutral, meaning we deal fairly with both Eastland and Westland. We'll make an investigation " (NRB1)	UNMO, "I don't have a lot of control over food distributions. There isn't much I can do. And anyways, the UN is neutral, meaning we deal fairly with both Eastland and Westland." (NRB1)
75	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		UNMO, "As peacekeepers in this area, we just want to make sure everyone is happy in the end." (PRB1)	UNMO, "Our job is in accordance with the peace agreements your government signed. The UN has sent us here to ensure people are secure and getting on with their lives." (NRB4)			Sgt, "Thanks, we are all fine here."	Sgt, "I'd feel better if you leave, so I can complete my work."	
76	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		UNMO, "We'd like to help you out." (PRB1)	UNMO, "We are here to help you out and ensure no one's human rights are violated." (P1)			Sgt, "We have things under control."	Sgt, "You can help out by leaving."	
77	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		UNMO, "I understand your position. Having to interrogate prisoners seems like it could be difficult" (PRB1)	UNMO, "We have been briefed on the situation; we understand what's going on here." (SA4)			Sgt, "We all have orders, we are following ours."	Sgt, "You can't understand. You're a foreigner!"	
78	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		Sgt, "How do I know I can trust you?"	Sgt, "I can't trust you!"		UNMO, "Give us an opportunity to show how you can trust us." (PRB1)	UNMO, "We're here trying to help you." (PRB1)	UNMO, "We are here on a UN mission. We're trustworthy." (P1)	UNMO, "You can trust me." (SA4)



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79	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt	UNMO, "I'm very sorry your brother died. Losing a loved one is very hard." (PRB1)	UNMO, "You brother was killed? That's awful. Sorry to hear that." (PRB1)	UNMO, "Your brother was killed, you say?" (SA4)	UNMO, "Just because your brother was killed, doesn't mean you should take it out on these guys." (PRB4)		Sgt, "Yeah, he was a great guy."	Sgt, "Go to hell!"	
80	Relationship Building Positive Theme 1 - Empathy/Responsiveness to Sgt		UNMO, "Does your village need supplies? Maybe we can help with that." (PRB1)	UNMO, "Can we provide any aid to the prisoners?" (PRB2)			Sgt, "My village is always hungry because the UN gives more food to Eastland."	Sgt, "Give the aid to my people, not these prisoners!"	
81	Relationship Building Positive Theme 2 - Asking Permission		UNMO, "Can we take pictures?" (PRB2)	UNMO, "I need to take a picture for our documentation." (NRB1)			Sgt, "No pictures, it could compromise our investigation."	Sgt, "Put the camera away and get out of here."	
82	Relationship Building Positive Theme 2 - Asking Permission		UNMO, "Can we write your name down because there's a lot of information to remember?" (PRB2)	UNMO, "What is your name? I want to write it down." (NRB3)			Sgt, "Only one person can write it down. My name is Sgt Bramhill."	Sgt, "You don't need to write down my name. This is an internal investigation."	
83	Relationship Building Positive Theme 2 - Asking Permission		UNMO, "Can we take notes?" (PRB2)	UNMO, "We would like to document this, we have to report it." (NRB1)			Sgt, "Fine."	Sgt, "No. Memorize."	
84	Relationship Building Positive Theme 2 - Asking Permission		Sgt, "Is that a radio? I would prefer if you waited until you left to use your radio."	Sgt, "Is that a radio? Don't use it."		UNMO, "Okay, no problem." (PRB1)	UNMO, (<i>Put radio away without a verbal response</i>). (PRB1)	UNMO, "Not to worry. I will put it away after I radio in our position quickly." (NRB2)	UNMO, "We're here on UN business, and I have to radio in periodically. " (SA4)

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85	Relationship Building Positive Theme 2 - Asking Permission		UNMO, "Can I walk over there?" (PRB2)	UNMO, "I'm just going to talk to your Constable." (SA1)			Sgt, "These prisoners can be very dangerous. If you go near them they could grab you."	Sgt, "No. You're going to stay right here and talk to me!"	
86	Relationship Building Positive Theme 3 - Complimenting the Sgt		UNMO, "It seems like you're doing a great job. We just want to let you know we're not trying to take over." (PRB3)	UNMO, "I understand you're following orders, but we will still have to report what we've seen here." (NRB1)			Sgt, "Well it doesn't seem like that from my point of view."	Sgt "Good, then you can get out of here and go do that."	
87	Relationship Building Positive Theme 3 - Complimenting the Sgt	UNMO, "You have a well planned policing system over here." (PRB3)	UNMO, "The police system seems to work well over here." (PRB3)	UNMO, "The police structure in Canada has a different way of doing things." (SA3)	UNMO, "Your police structure is pretty good for this type of country." (PRB3)		Sgt, "We have a system that works for us."	Sgt, "Our system is fine, we don't need your help."	
88	Relationship Building Positive Theme 4 - Assessing Sgt's Beliefs, Values, Interests		UNMO, "You mentioned you had a brother, do you have any other siblings?" (PRB4)	UNMO, "Do you have other living family members?" (PRB4)			Sgt, "No."	Sgt, "No my brother was my only one and now he's dead!"	
89	Relationship Building Positive Theme 4 - Assessing Sgt's Beliefs, Values, Interests		UNMO, "It's very different here in this country. Is there anything we could do to make the situation better for you and your community?" (PRB4)	UNMO, "With the UN here, we could probably help your community somehow. Do you want us to help your village?" (NRB1)			Sgt, "You can give us aid."	Sgt, "Yes."	



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90	Relationship Building Positive Theme 4 - Assessing Sgt's Beliefs, Values, Interests		Sgt, "I never see the UN really doing anything."	Sgt, "The UN is completely useless! You guys do nothing"		UNMO, "If you're interested, we could arrange a meeting and get your feedback on the UN. But we should do that after this situation is settled."(PRB1)	UNMO, " Maybe we can discuss later what you think we can do differently. We could meet in your village." (PRB4)	UNMO, "The UN is here to help, but we sometimes are limited on what we can do." (SA4)	UNMO, "The UN sends in troops like us to prevent further bloodshed. It's important that we maintain peace and security, and this includes watching out for the local population even if they are prisoners." (NRB4)
91	Relationship Building Negative Theme 1 - Expressing Critical Opinion		Sgt, "We're handling this situation."	Sgt, "You need to back off. We're handling this situation."		UNMO, "I understand that. It looks like you've got the situation under control." (PRB3)	UNMO, "It looks like you're doing a fine job. We just wonder if there's anything we could do to help." (PRB1)	UNMO, "You probably can handle it differently than how you're handling it now if you really want to get information out of the prisoners." (NRB1)	UNMO, "I'd like to investigate more here. I'm skeptical that this is the method you were ordered to use." (NRB2)
92	Relationship Building Negative Theme 1 - Expressing Critical Opinion		UNMO, "It seems your prisoners are tough to handle, how can we help?" (PRB1)	UNMO, "It seems things are getting a little out of control here."(NRB1)			Sgt, "Everything is fine, everything is under my control."	Sgt, "It sounds like you think I'm incompetent!"	
93	Relationship Building Negative Theme 1 - Expressing Critical Opinion		UNMO, "Can we share some of our investigation techniques with you?" (PRB4)	UNMO, "I'm sure there are less violent ways to deal with these people." (NRB2)			Sgt, "We know how to deal with them. We need to be firm with these people. They are the terrorists, and we have to keep them under control."	Sgt, "This is how we deal with terrorists, if you weren't a foreigner you'd know that!"	
94	Relationship Building Negative Theme 1 - Expressing Critical Opinion		Sgt, "You know what I've realized? The UN sticks their nose in everyone's business."	Sgt, "The UN sticks their nose in everyone's business, but you guys don't even help!"		UNMO, "I'm sorry if that's what it seems like the UN does. Our intention is to help people." (PRB1)	UNMO, "We are here as observers. We didn't mean to intrude in your affairs. We like to help whenever possible." (P2)	UNMO, "I am a Major, we may be able to help in places you can't ." (NRB1)	UNMO, "With everything that's going on in this country, we were sent to help, even in places where our help is not always wanted." (NRB2)

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95	Relationship Building Negative Theme 1 - Expressing Critical Opinion		Sgt, "Anyone not smart enough to carry a gun on them, is not smart enough to solve our problems."	Sgt, "How dumb are you? You don't even have a weapon."		UNMO, "I realize we do things very differently than you may be used to." (PRB1)	UNMO, "It seems you guys have a good system of enforcement here, the methods we've learned are quite different from yours." (PRB3)	UNMO, "As peacekeepers, we can settle things without weapons." (NRB1)	UNMO, "Guns aren't the way to solve problems at this stage in the peace process." (NRB1)
96	Relationship Building Negative Theme 1 - Expressing Critical Opinion		Sgt, "You have no clue what it's like to live here, no idea what I go through."	Sgt, "You wouldn't last a day in my world."		UNMO, "I've been briefed. I realize it can be tough out here." (PRB1)	UNMO, "Look, I may not live here, but I know what goes on." (SA4)	UNMO, "I've experienced tough times too you know." (P3)	UNMO, "It's not our fault you have it difficult in this country." (NRB1)
97	Relationship Building Negative Theme 1 - Expressing Critical Opinion	UNMO, "Those guys look really distressed over there. We'll need to report this. In the meantime, what can we do to help?" (PRB1)	UNMO, "You're prisoners look pretty hurt. Before we radio in to report this, can we help you here?" (PRB1)	UNMO, "Look, your actions here are way out of line. We need to report this up the chain of command." (NRB1)	UNMO, "We're reporting this mistreatment of prisoners. Once it's reported, they're going to send back-up to this area." (NRB1)		Sgt, "You go right ahead and report it. Thanks for the help, but we don't need it."	Sgt, "We don't need you here. We don't need anyone else here. Leave."	
98	Relationship Building Negative Theme 1 - Expressing Critical Opinion		UNMO, "I know you think they're dangerous, but I'm unsure why." (SA2)	UNMO, "They're unarmed prisoners. They don't look dangerous." (NRB2)			Sgt, "They are very dangerous. They hurt a policeman back at the station earlier. Bit his arm."	Sgt, "You better not be calling me a liar."	
99	Relationship Building Negative Theme 2 - Circumvent Authority		Sgt, "I'm the one in charge."	Sgt, "Look, I'm the one in charge of this area. You better not forget that."		UNMO, "You definitely are, sir." (PRB3)	UNMO, "Yes sir. Sorry if I offended you." (PRB1)	UNMO, "Actually, your boss gives you orders. Isn't that correct?" (NRB2)	UNMO, "Get your boss. We want to talk to him now." (NRB2)
100	Relationship Building Negative Theme 2 - Circumvent Authority		UNMO, "May I talk to your Constable?" (PRB2)	UNMO (<i>yell to Constable</i>) "Stop hitting the prisoners please. It makes me uncomfortable." (NRB2)			Sgt, "Don't talk to him. I am here I am talking to you."	Sgt, "Hey, he only gets orders from me!"	



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
101	Relationship Building Negative Theme 2 - Circumvent Authority		UNMO, "Would we be able to speak with your boss?" (SA3)	UNMO, "Where is your boss? I want to talk to the person who gave you these orders." (NRB2)			Sgt, "He's at the HQ down this road. Go talk to him."	Sgt, "Go down the road and talk to him then!"	
102	Relationship Building Negative Theme 2 - Circumvent Authority	UNMO, "How would we get in touch with your superiors? Would you mind if I did that?" (PRB2)	UNMO, "Would we be able to talk with your superiors? I'd like to ask them a few questions." (PRB2)	UNMO, "What's the radio frequency of your superiors? I need more information on this situation." (SA4)	UNMO, "I want to talk to someone who can explain to me what's going on." (NRB2)		Sgt, "Go right ahead. As I mentioned they're 2km down this road there , in Westtown."	Sgt, "Good, go talk to them. Go down that road 2km. They're at the police station in the town."	
103	Relationship Building Negative Theme 3 - Making Demands		Sgt, "Are you guys here to try and give me orders? You're not in my chain of command, I don't have to listen to you."	Sgt, "Are you guys here to try and give me orders? You're not in my chain of command, I don't have to listen to you."		UNMO, "I know you don't have to do what I say. Sorry, I'm not intending to sound pushy. You're doing a fine job in command here." (PRB1)	UNMO, "Sorry, we're not trying to take over control. " (PRB1)	UNMO, "You're right. But we will be talking to your boss and he gives you orders, right?"(NRB2)	UNMO, "We're not your boss, but I recommend you should still stop beating those prisoners." (NRB3)
104	Relationship Building Negative Theme 3 - Making Demands		UNMO, "It looks like your interrogation techniques are a bit extreme. You do get the job done though." (PRB3)	UNMO, "Those interrogation techniques go against the peace agreements your government signed. They may not be the ones you want to use." (NRB3)			Sgt, "My job is to follow orders. And that is what I do"	Sgt, "I don't have the luxury of not following orders."	
105	Relationship Building Negative Theme 3 - Making Demands		UNMO, "It looks like you're getting ready to move out. Do you mind if we come with you?" (PRB2)	UNMO, "It looks like you're packing up to leave. You should wait until we call for back-up." (NRB3)			Sgt, "We can leave, and we will."	Sgt, "We're going to leave whether you like it or not."	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
106	Relationship Building Negative Theme 3 - Making Demands		Sgt, "Alright, time's up. Leave."	Sgt, "Get out of here, now!"		UNMO, "I understand you're frustrated with us being here, but we're only trying to help you." (PRB1)	UNMO, "I'm sorry if we've upset you, we will go as soon as we collect all the information we need." (PRB1)	UNMO, "As peacekeepers, we are here to ensure the peace agreements are followed. You should too" (NRB3)	UNMO, "We're not quite ready to leave yet. We want to ensure nothing is going to happen to your prisoners." (NRB2)
107	Relationship Building Negative Theme 3 - Making Demands		UNMO, "I'm sorry, how do you spell your Constable's name? We need it for our notes here." (PRB2)	UNMO, "Could you spell the Constable's name? We'll have to write it down for our records." (NRB3)			Sgt, "It's spelled just like it sounds."	Sgt, "Look, I don't have time for this."	
108	Relationship Building Negative Theme 4 - Stating Relevant Regulations		Sgt, "Look, you can be on your way. I'm just a Captain following orders."	Sgt, "Look, I'm here doing my job. Go do yours somewhere else."		UNMO, "I'm sorry if our presence seems like it interferes with your job. We're just here trying to do our job." (PRB1)	UNMO, "I see that, and I apologize if it seems like our job interferes with yours." (PRB1)	UNMO, "Your job is to follow the cease fire agreement, which you're not doing now." (NRB4)	UNMO, "The cease fire agreement does actually apply to all military and police units. That would also include you." (NRB1)
109	Relationship Building Negative Theme 4 - Stating Relevant Regulations		UNMO, "Can I tell you a bit about how I understand the cease fire agreement?" (PRB4)	UNMO, "Do you know about the cease fire agreement?" (NRB4)			Sgt, "I am here following orders concerning an internal affair, I don't care about your business."	Sgt, "No and I don't care."	
110	Relationship Building Negative Theme 4 - Stating Relevant Regulations		UNMO, "Sorry if you have already heard of this, but do you know what the cease fire agreements are that your government has signed?" (NRB4)	UNMO, "Do you know why the UN has sent us here? It has to do with the cease fire agreements." (NRB4)			Sgt, "That's way above my head. I'm just following orders."	Sgt, "I don't see how that applies to me."	



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
111	Relationship Building Negative Theme 4 - Stating Relevant Regulations		UNMO, "Your prisoners look hurt. We can't get any information out of them, if they can't talk. Can I go over and administer first aid?" (PRB2)	UNMO, "Your prisoners look hurt. The Geneva Convention says you need to care for the wounded." (NRB4)			Sgt, "They're fine."	Sgt, "I'm following orders, go somewhere else and follow yours."	
112	Relationship Building Negative Theme 4 - Stating Relevant Regulations		UNMO, "I don't mean to sound intrusive, but your prisoners look really hurt over there." (NS3)	UNMO, "The Geneva Convention states you can't treat people like this." (NRB4)			Sgt, "We're not hurting them."	Sgt, "This is an internal affair it doesn't concern you."	
113	Transition Point Block 3		Sgt, "We have to be leaving soon to get these prisoners to the police station."						
114	Decision Point 3		What do you want to do now?			Lower the emotional intensity of the situation? (Theme 1)	Offer suggestions? (Theme 2)	Show empathy to the civilians? (Theme 3)	Initiate civilian contact? (Theme 4)
115	Negotiating Skills Theme 1 - Diffusing the Situation		Sgt, "You guys are pissing me off. Trust me, you don't want to see me mad."	Sgt, "You're pissing me off and I start doing stupid stuff when I'm pissed."		UNMO, "Okay calm down, we can work everything out. Sorry, we didn't mean to upset you." (NS1)	UNMO, "We don't want to see anyone get mad." (SA1)	UNMO, "We don't want to see you get mad and take it out on those civilians." (NS3)	UNMO, "Well, I don't want to get pissed off either." (PRB4)

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
116	Negotiating Skills Theme 1 - Diffusing the Situation		Sgt, "Don't forget, I'm the one with the gun. That means I'm in charge."	Sgt, "See this gun. It means I'm in charge!"		UNMO, "We know you're in charge. We're unarmed." (<i>Shows open unarmed hands</i>) (NS1)	UNMO, "You're in charge, eh?" (SA3)	UNMO, (<i>yells to civilians</i>) "Don't worry, we're going to protect you." (NS4)	UNMO, "Well maybe someone else should be in charge who would show the prisoners some level of decency." (NRB1)
117	Negotiating Skills Theme 1 - Diffusing the Situation		Sgt, "You're bothering me."	Sgt, "You're making me really mad."		UNMO, "I'm very sorry. I understand that you're upset, but we're just trying to help here." (PRB1)	UNMO, "We're only here to observe. We're not a threat." (P2)	UNMO, "While you're getting pissed off, those people are getting hurt." (NS3)	UNMO, "Look, why don't you just relax." (NS1)
118	Negotiating Skills Theme 1 - Diffusing the Situation		Sgt, "You're brave considering you're unarmed."	Sgt, "Do you remember that you're the ones that are unarmed?"		UNMO, "Since we're unarmed, it would be nice for you to put down your weapon." (NS2)	UNMO, "We're not a threat to anyone. That's why we don't carry weapons." (P2)	UNMO, "That sounds like a threat to me." (PRB1)	UNMO, "Well, we've got an armed UN patrol that's supposed to be meeting us here." (NS1)
119	Negotiating Skills Theme 1 - Diffusing the Situation	UNMO, "It's ok, we're not a threat. We're just here to observe." (<i>showing open hands</i>) (NS1)	UNMO, "Calm down, we can work this out." (<i>motioning with arms to lower the emotion of the Sgt</i>) (NS1)	UNMO, "Relax, you're starting to get me agitated." (NS1)	UNMO, "You don't need to get excited. Let's be reasonable about this so no one gets hurt." (PRB1)		Sgt, "Well it doesn't really concern you."	Sgt, "You should just leave."	
120	Negotiating Skills Theme 1 - Diffusing the Situation		UNMO, "This can all be worked out calmly." (NS1)	UNMO, "This will be worked out whether you like it or not." (NRB3)			Sgt, "Well it doesn't really concern you. There's nothing to work out."	Sgt, "Not if we're not here to work it out."	
121	Negotiating Skills Theme 1 - Diffusing the Situation	UNMO, "Like you, we're following orders to investigate and settle potential issues we come across." (P3)	UNMO, "We're sorry we're still here, but we need to settle this." (PRB1)	UNMO, "We're going to settle this before we leave you." (NS1)	UNMO, "We're not leaving until we can be sure the prisoners will be safe." (NS1)		Sgt, "There's nothing for you to settle here."	Sgt, "I think you need to leave."	



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
122	Negotiating Skills Theme 1 - Diffusing the Situation		UNMO, "I understand you're bothered, but we can work out a compromise." (PRB4)	UNMO, "There's no need to get angry. We can all win in this situation." (NS1)			Sgt, "Terrorists don't compromise."	Sgt, "Terrorists shouldn't win! They killed my brother!"	
123	Negotiating Skills Theme 1 - Diffusing the Situation		Sgt, "Get your team to stand still. What is that guy doing over there? Tell him to come back here."	Sgt, "Hey! Tell you guy to stand still."		UNMO, "He's an old guy, he's got stiff legs. He needs to keep them moving or he'll seize up!" (NS1)	UNMO (<i>yell to teammate</i>), "Come over here with me and stand with us." (SA1)	UNMO, "You don't need to worry about him. He's not a threat." (NS1)	UNMO, (<i>speak to teammate</i>) "Stand still". (<i>speak to Sgt</i>) "Now, tell your guy to stop beating the prisoners." (NRB3)
124	Negotiating Skills Theme 1 - Diffusing the Situation		UNMO, "I can't hear because of the shouting. Maybe your Constable can stop yelling at the prisoners while we talk." (NS2)	UNMO, "You should let your Constable have a break." (NRB3)			Sgt, "It's the prisoners who are making all the noise. Not my Constable."	Sgt, "He's fine."	
125	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "We are trying to interrogate these terrorists by using intimidation techniques."	Sgt, "I know it's all nice in Canada, but this is how we do things in our country. It's just intimidation."		UNMO, "You're doing a fine job, but I'm unsure if intimidation is best for this situation." (PRB3)	UNMO, "Maybe you can use a different method to get more information from them." (NS2)	UNMO, "Intimidation. Okay, I think I understand what you're doing." (SA1)	UNMO, "I don't know if treating them this way will actually get what you need." (NS2)
126	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "It sounds like your telling me how to do my job."	Sgt, "Are you telling me how to do my job?"		UNMO, "The UN does not tell people how to do their job. We're just here to help." (P2)	UNMO, "No, I just want to give you suggestions." (NS2)	UNMO, "At this point, I think someone has to." (NRB2)	UNMO, "Well, my suggestions are going to save these people." (NS2)
127	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "What are you going to do?"	Sgt, "What the hell is the UN going to do?"		UNMO, "We're just going to stay here, watch, and observe." (SA1)	UNMO, "We're going to try and help you deal with these people." (NS2)	UNMO, "We're going to ensure you deal with these people in a way that is consistent with proper standards." (NRB4)	UNMO, "We're going to enforce the cease fire agreement." (NRB4)

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
128	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "You want free these people, you go talk to my boss down the road. He's in charge of me, and I'm in charge of them."	Sgt, "If you're so concerned with helping these terrorists, go talk to my boss. He makes the decisions about their freedom."		UNMO, "Is there any other way to get them free. We would rather not leave." (NS2)	UNMO, "There's got to be a better way." (NS2)	UNMO, "He's probably not even there." (SA4)	UNMO, "So you're saying you have no authority over these prisoners." (NRB2)
129	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "We need to finish our job."	Sgt, "Get out of here! We need to finish."		UNMO, "Instead of beating them, maybe you should talk to them." (NS2)	UNMO, "Beating them won't help your organization." (NS2)	UNMO, "I don't think your boss knows you're beating them." (SA3)	UNMO, "At this point, I'm going to tell you what's going to happen. You're going to stop beating those civilians." (NRB3)
130	Negotiating Skills Theme 2 - Offering Suggestions	UNMO, "If you want to get going we can call for back-up and have a vehicle take us all to the station. It will be faster for all of us." (NS2)	UNMO, "How about we all go to the police station together." (NS2)	UNMO, "Should we just meet you at the police station?" (SA1)	UNMO, "How about you go along the road to the police station, so we can all stay together. Watch out for each other." (NS2)		Sgt, "We'll meet you there."	Sgt, "We'll meet you there."	
131	Negotiating Skills Theme 2 - Offering Suggestions	UNMO, "Can you stop beating those people while I'm here, it makes me uncomfortable?" (NRB3)	UNMO, "If you're the boss of him, can you tell him to stop hurting the prisoners?" (PRB4)	UNMO, "Look, you seem reasonable, could we ask you a favour? Can you just make him stop while we're talking here?" (NS2)	UNMO (<i>yell to Constable</i>), "Hey buddy, stop beating them." (NRB2)		Sgt, "Don't tell me what to do."	Sgt, "We're not buddies! You have no right to do that!"	
132	Negotiating Skills Theme 2 - Offering Suggestions		UNMO, "If you're leaving, we're coming with you." (SA1)	UNMO, "If you're leaving, we'll meet you there." (NS2)			Sgt, "I can't assure your safety."	Sgt, "That's a good choice."	



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
133	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "We need to take the prisoners to the police station. You guys need to leave now."	Sgt, "We're going to the police station. We'll meet you there."		UNMO, "We'd like to stay with the prisoners. I think the UN would also like to interrogate them for terrorist information." (NS4)	UNMO, "Well we can come with you and talk. You'll be able to introduce us to your supervisor." (NS2)	UNMO, "So the police station is just down the road? Good to know." (SA4)	UNMO, "We'll take the prisoners to the police station. I think the UN would also like to know what kinds of information they have on terrorism in your country." (NRB2)
134	Negotiating Skills Theme 2 - Offering Suggestions		UNMO, "We can put them in jail for you." (NS2)	UNMO, "They should be put in jail, so they can face trial." (NRB4)			Sgt, "If we decide to do that, then we'll do it. It doesn't concern you. It's local politics."	Sgt, "This is how we do things here, in our country."	
135	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "We need to leave, so you can be on your way."	Sgt, "Leave now."			UNMO, "I'm sorry Sir, but we want to stay with your prisoners." (PRB1)	UNMO, "We're not going to leave." (NRB2)	
136	Negotiating Skills Theme 2 - Offering Suggestions		Sgt, "We'll meet up with you at the police station. You take the road. We're going to take a short cut through the woods."	Sgt, "We'll meet up with you at the police station. You take the road. We're going to take a short cut through the woods."		UNMO, "When the time comes, we'll decide what to do. But for now, I'd like to talk to you some more." (NS2)	UNMO, "Oh we'll take the shortcut with you." (NS2)	UNMO, "Okay, sounds good. We'll meet you there." (PRB1)	UNMO, "The road is probably the safest option for us." (PRB1)
137	Negotiating Skills Theme 3 - Empathy to Civilians	UNMO, "The lady seems very upset. Why is that?" (NS3)	UNMO, "Why is the lady crying?" (SA1)	UNMO, "Did you hurt the lady?" (NRB1)	UNMO, <i>(yell to civilian)</i> "Hey, are you ok?" (NS4)		Sgt, "She's overreacting."	Sgt, "She's acting. She's fine."	
138	Negotiating Skills Theme 3 - Empathy to Civilians	UNMO, "We have a first aid kit with us here. The lady looks cut. Can we offer her some first aid?" (PRB2)	UNMO, "Can I offer your prisoners some aid?" (PRB2)	UNMO, "Your prisoners look hurt." (NS3)	UNMO <i>(yell to civilian)</i> "Do you two need some aid?" (NS4)		Sgt, "They're fine."	Sgt, "They're fine."	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
139	Negotiating Skills Theme 3 - Empathy to Civilians		UNMO, "Can I offer your prisoners some water?" (PRB2)	UNMO, "Your prisoners look like they could use some water." (NS3)			Sgt, "You can't go near them. They're extremely dangerous."	Sgt, "They're fine."	
140	Negotiating Skills Theme 3 - Empathy to Civilians	UNMO, "I'm concerned about the prisoners over there. They seem to be really hurt." (NS3)	UNMO, "I'm worried about them. They seem to have been through a lot." (NS3)	UNMO, "Your guy is really being abusive to them. They look exhausted." (NRB1)	UNMO, "Looks like you beat the prisoners pretty bad." (NS3)		Sgt, "We're just making them think we'll hurt them. We won't actually do it."	Sgt, "This is how we do things. They're fine."	
141	Negotiating Skills Theme 3 - Empathy to Civilians	UNMO, "Those prisoners look like they do need good supervision. Do you guys need a break? We could help you out." (NS2)	UNMO, "You're constable over there must be getting tired from keeping those guys under control. We could switch up the roles if you'd like us to help." (NS2)	UNMO, "Do you have children? I wonder if your prisoners have children waiting for them." (P3)	UNMO, "Do you really think this couple deserves this? They probably have families too." (NS3)		Sgt, "We can do our job, but thanks for the offer."	Sgt, "They're not people with families! They're terrorists!"	
142	Negotiating Skills Theme 3 - Empathy to Civilians	UNMO, "It's hot out today. Your prisoners must be getting tired. Maybe they'd dig faster if you gave them a few minutes break." (NS3)	UNMO, "It's really hot out. How long have they been digging?" (SA1)	UNMO, "It's hot, and the prisoners must be exhausted. How about you give them a 5 minute break?" (NS2)	UNMO, "The sun is scorching, give them a break and a drink of water." (NRB3)		Sgt, "They rested already. They're fine."	Sgt, "They don't deserve a break."	
143	Negotiating Skills Theme 4 - Civilian Contact		UNMO, "We're coming with you if you leave." (NS4)	UNMO, "We're going to stay and watch if you leave." (SA1)			Sgt, "I can't promise your safety."	Sgt, "That's a good idea."	



#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
144	Negotiating Skills Theme 4 - Civilian Contact	UNMO, "I would like to help you, and talk to your prisoners. May I do that?" (NS4)	UNMO, "Can I talk to your prisoners?" (NS4)	UNMO, "I'm just going to go over and tell them it's okay." (NRB2)	UNMO, "I'm going to go tell them they'll be fine." (NRB2)		Sgt, "You can't talk to them. It may compromise our investigation."	Sgt, "You better not!"	
145	Negotiating Skills Theme 4 - Civilian Contact	UNMO, "The prisoners are yelling to us. I'd like to reassure the prisoners, so they'll calm down." (NS2)	UNMO, "Can I just tell your prisoners to stay calm?" (NS4)	UNMO (<i>yelling to prisoners</i>) "Stay calm, we here to help." (NS4)	UNMO, (<i>walk toward prisoners and yell</i>) "It's ok, we're here to help you" (NRB2)		Sgt, "No, you can't talk to them."	Sgt, "Hey, don't talk to them!"	
146	Negotiating Skills Theme 4 - Civilian Contact	UNMO, "Your prisoners are shouting to us, may I respond?" (PRB2)	UNMO, "If you allow me to respond to the prisoners, it may quiet them down." (NS2)	UNMO, "Can you pass on a message to the civilians there and tell them we're with the UN and we're trying to help them?" (NRB3)	UNMO (<i>taking steps toward the civilians</i>), "If you let me talk to them, I'm sure they will clam down." (NRB2)		Sgt, "No one is talking to them. They're dangerous."	Sgt, "Step back! No one is talking to them."	
147	Transition Point Block 4	The Sgt shouts back to his Constable, "Constable, get these people ready, we're moving out!" The Sgt says to you, "Look, we're moving out. We'll meet you at the police station in town. Take the road, and we'll meet you there." The Sgt moves back to the Constable and the civilians, and they all start to move through the forest.							
148	Decision Point 4		What do you do?			Do as the Sgt requested and begin walking down the road toward the police station.	Stay in position and watch where the police take the civilians.	Follow the police and civilians into the woods.	

#	Themes	Initiated ++	Initiated +	Initiated -	Initiated --	Response ++	Response +	Response -	Response --
149	Forced Outcome	The police Sgt cocks his gun yells, "Enough! Constable, get the terrorists ready to move. You guys, get out of here now!" He stands facing you waiting for you to leave as the prisoners and constable walk away into the forest.							
150	Training point 1	The Sgt seems to be getting angry. This could compromise the negotiation. Choose your wording carefully so that you do not upset him further.							



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Annex C. Script User Manual

C1. Script Guidelines

- Participants must have explanations of how to continue to the next screen (i.e., “press ENTER to continue to next screen”). This will apply to the introduction, transition points, and the conclusion.
- Participants must be given instructions on how to select their initiation or response option for each interaction sequence (i.e., “press A to choose option a., press B to choose option b., press C to choose option c, press D to choose option D.”).
- Each time they choose an option the next dialogue box should appear.
 - If they are initiating the interaction sequence (IS), pressing the key to choose an option will trigger the Sgt’s response dialogue to appear. OR
 - If they are responding in the IS then pressing the key to choose an option will trigger the next initiation dialogue of the following IS to be presented.
- Please do the following Blocks in order they appear. Step by step instruction is given to facilitate using Annex B.

C2. Block 1

- 1) Introduction information
 - All introductory information is given. This should be adjusted to prepare participants, and can be manipulated to reflect research goals.
- 2) Decision point 1 (Annex B #1-2)
 - Present decision point 1 and allow participant to choose an option.
 - Give decision point 1 responses that are associated with decision point 1 option chosen, Annex B #2a, #2b, or #2c as applicable.
- 3) Preliminaries (Annex B #3-17)
 - Randomly choose 8 interaction sequences from Annex B #3-17.
 - Note: The 8 IS selected must include 6 UNMO initiated and 2 Sgt initiated to maintain initiation frequencies.
 - If the initial IS presented in trial is Sgt initiated it will be +.
 - Scores tallied in this block:
 - When UNMO initiated IS are presented, valence of option chosen determines if Sgt. response is + or -.
 - Cumulative scores must be tallied for each theme in the Preliminary stage.
 - Total cumulative score must be tallied:
 - Valence of total cumulative score determines if Sgt is + or – when Sgt initiated IS are presented.
 - Scores also tallied for final outcome feedback.

C3. Block 2

- 4) Transition Point 2 (Annex B #18)



- 5) Decision Point 2 (Annex B #19)
 - Present decision point 2 and allow participant to choose an option.
 - Randomly select one interaction sequence from the theme corresponding to the option chosen:
 - SA Theme 1: Annex B # 20-30
 - SA Theme 2: Annex B # 31-46
 - SA Theme 3: Annex B # 47-56
 - SA Theme 4: Annex B # 57-73
- 6) Situation Assessment (Annex B # 20–73)
 - Randomly present 7 additional IS from Annex B # 20-73.
- 7) Situation Assessment & Relationship Building
 - Randomly present an additional 21 SA IS (Annex B # 20-73) and 11 RB IS (Annex B # 74-112).
 - Note: The initiation frequencies must be maintained. Total IS presented in this block should include:
 - 29 SA (Annex B # 20-73) including 20 UNMO initiated and 9 Sgt initiated
 - 11 RB (Annex B # 74-112) including 8 UNMO initiated and 3 Sgt initiated
 - Scores tallied in this block:
 - When UNMO initiated IS are presented, valence of option chosen determines if Sgt. response is + or -.
 - Cumulative scores must be tallied for each theme in the Situation Assessment stage and the Relationship Building stage.
 - Total cumulative score must be tallied:
 - Valence of total cumulative score determines if Sgt is + or – when Sgt initiated IS are presented.
 - Scores also tallied for final outcome feedback.

C4. Block 3

- 8) Transition Point 3 (Annex B # 113)
- 9) Decision Point 3 (Annex B # 114)
 - Present decision point 3 and allow participant to choose an option.
 - Randomly select one interaction sequence from the theme corresponding to the option chosen:
 - NS Theme 1: Annex B # 115-124
 - NS Theme 2: Annex B # 125-136
 - NS Theme 3: Annex B # 137-142
 - NS Theme 4: Annex B # 143-146
- 10) Negotiating Skills & Relationship Building
 - Randomly present an additional 15 NS IS (Annex B # 115-146) and 11 RB IS (Annex B # 74-112).
 - Note the initiation frequencies must be maintained. Total IS presented in this block should include:
 - 16 NS (Annex B # 115-146) including 12 UNMO initiated and 4 Sgt initiated.
 - 11 RB (Annex B # 74-112) including 8 UNMO initiated and 3 Sgt initiated.
 - Scores tallied in this block:

- When UNMO initiated IS are presented, valence of option chosen determines if Sgt. response is + or -.
- Cumulative scores must be tallied for each theme in the Negotiating Skills stage and the Relationship Building stage.
- Total cumulative score must be tallied:
 - Valence of total cumulative score determines if Sgt is + or – when Sgt initiated IS are presented.
 - Scores also tallied for final outcome feedback.

C5. Block 4

11) Transition Point 4 (Annex B # 147)

12) Decision Point 4

- If cumulative score is adequate, good, or optimal present the outcome decision point, Annex B # 148.
- If cumulative score is suboptimal present the forced outcome, Annex B # 149.

13) Trial is complete.

- Possible debriefing and feedback points can now be given. Suggestions are outlined in the report.
- Annex B # 150 is a Training Point and is presented when the negotiation is going very badly. Implementation suggestions are outlined in the report.



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4. AUTHORS (First name, middle initial and last name. If military, show rank, e.g. Maj. John E. Doe.) Courtney D. Tario, Cheryl L.F. Karthaus, Barbara D. Adams, and Michael H. Thomson		
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(U) The purpose of this project was to create a formalized negotiation script for possible computer-based research and training initiatives. The script was based on a human rights violation scenario used to assess negotiation behaviour during a CF pre-deployment training exercise conducted at a Canadian Forces base. The script was meant to describe and simulate the negotiation interaction during the scenario. A number of training and research challenges and limitations encountered during the applied research prompted the need for another way to investigate military negotiation behaviour. DRDC Toronto examined a number of possibilities and initiated the development of a lab-based computerised simulation. The current project consists of developing the formalized negotiation script to be implemented into a computer-based format for training and research purposes.

Previous studies conducted during field studies at a Canadian Forces base (Thomson & Adams, 2007; Thomson, Adams & Waldherr, 2008; Thomson, Tario, Adams, & Brown, 2008) involved video data capture and content analysis of negotiation behaviour. This work provided an empirical base from which prominent and essential behaviours were extracted for formalized script development. These behaviours were categorized, coded, and validated as fundamental aspects of military negotiations. Key behaviours were taken from the coding scheme and used to create behaviour-response interaction sequences. A large matrix of interaction sequences were used to create a realistic negotiation script. Interaction sequences are designed so that trainees choose from different possible behaviour options (some more preferable than others) to navigate their way through a negotiation. As trainees work through the script, a score is tallied based on the desirability of their choices. The score at any given point can be used to assess progress toward target outcomes (e.g., negotiation success) or to trigger training points or suggestions. The next step is to implement the formalized script into a computer-based platform and conduct pilot testing to determine baseline scores of military personnel.

(U) L'objet de ce projet était de créer un script formel de négociation en vue d'initiatives possibles en recherche et en formation assistées par ordinateur. Ce script était fondé sur un scénario de violation des droits de l'homme utilisé afin d'évaluer le comportement en matière de négociation pendant un exercice d'entraînement prédéploiement des Forces canadiennes qui a été tenu à une base des Forces. Le script devait décrire et simuler l'interaction sous forme de négociation qui aurait lieu en suivant le scénario préétabli. Divers obstacles et limites touchant la formation et la recherche qui ont été décelés au cours de la période de recherche appliquée ont mis en évidence le besoin de trouver un autre moyen d'étude du comportement de négociation militaire. RDDC Toronto a examiné diverses possibilités et on y a amorcé le développement d'une simulation informatisée exécutée en laboratoire. Le projet actuel se résume au développement d'un script formel de négociation qui doit être mis en œuvre sous forme informatisée à des fins de recherche et de formation.

Des études antérieures qui ont eu lieu dans le cadre d'études de terrain tenues à une Base des Forces canadiennes (Thomson et Adams, 2007; Thomson, Adams et Waldherr, 2008; Thomson, Tario, Adams et Brown, 2008) ont fait appel à la saisie de données vidéo et à l'analyse de contenu de comportement de négociation. Ces travaux ont constitué une base empirique à partir de laquelle on a extrait des comportements prédominants et essentiels en vue du développement du script formel. Ces comportements ont été catégorisés, codés et validés à titre d'aspects fondamentaux des négociations militaires.

Des comportements clés ont été extraits du schème de codage et ils ont été utilisés afin de créer des séquences d'interactions de réponse comportementale. Une vaste matrice de séquences d'interaction a été utilisée afin de créer un script de négociation réaliste. Les séquences d'interaction sont conçues de manière que les personnes en entraînement choisissent parmi diverses options de comportement (dont certaines sont préférables à d'autres) afin de naviguer dans une négociation. À mesure que les personnes à l'entraînement suivent le script, un pointage est établi en fonction de la désirabilité de leurs choix. En tout temps, on peut utiliser le pointage afin d'évaluer la progression vers les résultats attendus (c.-à-d. la réussite de la négociation) ou faire afficher des points d'enseignement ou des suggestions.

L'étape suivante consiste à mettre en œuvre le script formel sur une plateforme informatique et de mener des essais pilotes afin de déterminer les pointages de référence pour le personnel militaire.

14. KEYWORDS, DESCRIPTORS or IDENTIFIERS (Technically meaningful terms or short phrases that characterize a document and could be helpful in cataloguing the document. They should be selected so that no security classification is required. Identifiers, such as equipment model designation, trade name, military project code name, geographic location may also be included. If possible keywords should be selected from a published thesaurus, e.g. Thesaurus of Engineering and Scientific Terms (TEST) and that thesaurus identified. If it is not possible to select indexing terms which are Unclassified, the classification of each should be indicated as with the title.)

(U) negotiation; human rights violation; moral/ethical decision making; script; computer based training; computer simulation

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