TRAINER MANUAL

PREVENTION AND CONFLICT MANAGEMENT TRAINING

**CAPACITY BUILDING OF THE LAW ENFORCEMENT AGENCIES
FOR APPROPRIATE TREATMENT OF DETAINED AND SENTENCED PERSONS**

MINISTRY OF JUSTICE
Directorate for Execution of Sanctions

TRAINER MANUAL

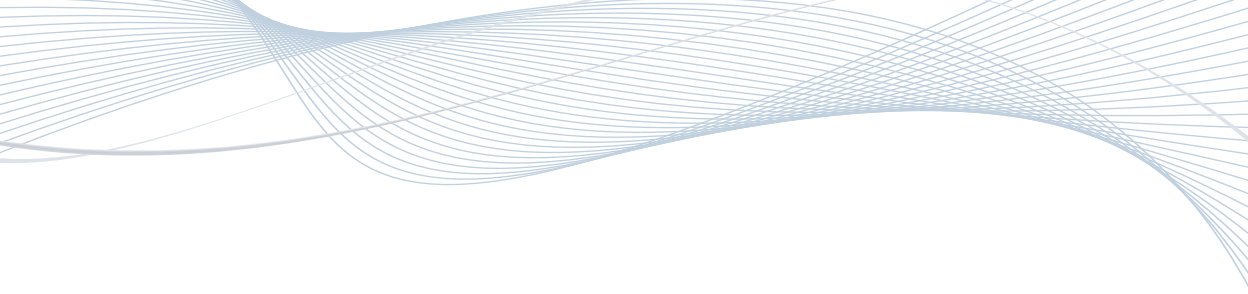# PREVENTION AND CONFLICT MANAGEMENT TRAINING

Ten session programme

John Teasdale, G. Britain,
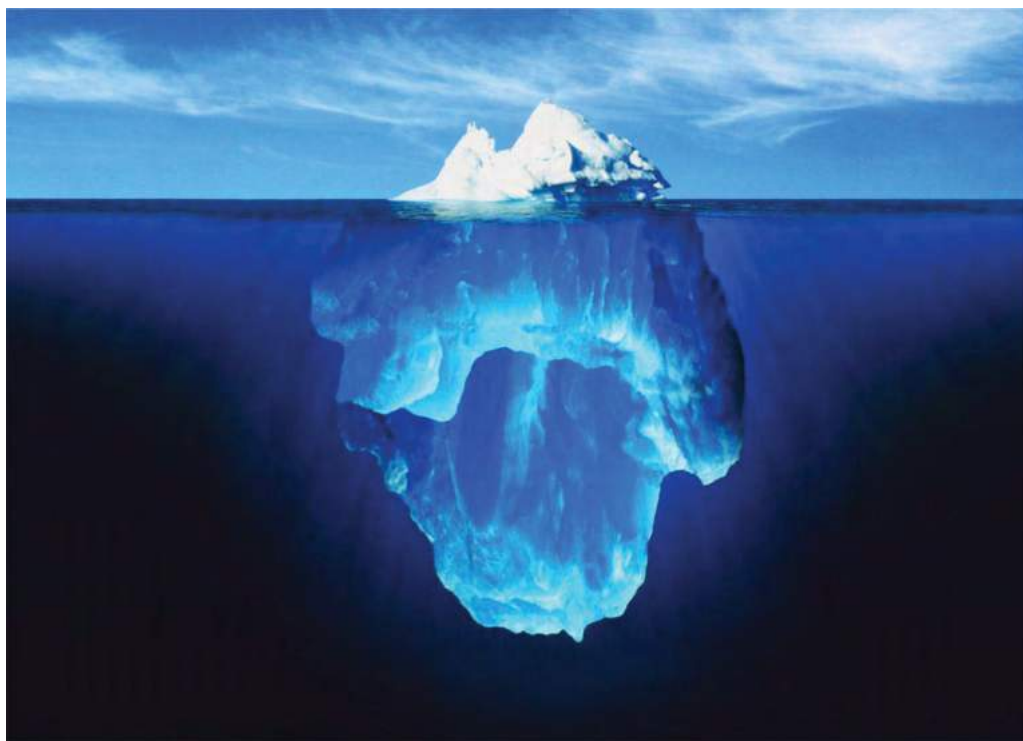### in cooperation with DECS Working Group

SKOPJE, 2015

PREVENTION AND CONFLICT MANAGEMENT TRAINING

Ten session programme

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FOREWORD

This Manual has been produced as part of a joint initiative between the Council of Europe and the Directorate for the Execution of Sanctions. The document is intended to enhance and enable Prison staff to promote good practice, particularly in relation to managing conflict, within their prison establishments, both with other staff colleagues and all of those held in custody both convicted and awaiting trial.
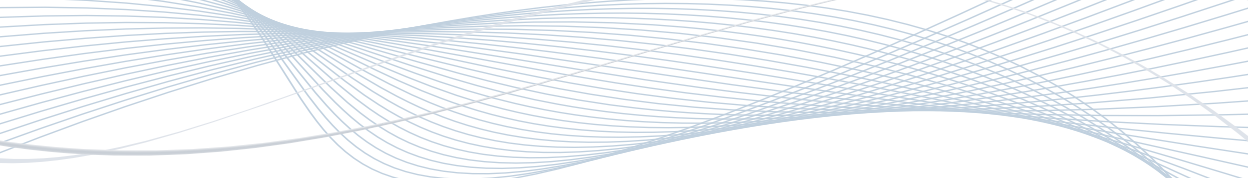
Conflict and differences of opinion are commonplace within prison settings where there are often large numbers of people with a broad range of beliefs and attitudes, as well as differences in backgrounds, cultures, behaviours, skills and abilities. Dealing with these differences is an integral part of everyday life for those living and working in prisons. Prison staff soon become used to having to deal with conflict on a daily basis; consequently they need to feel skilled, competent and confident in their ability to do so and hopefully this Manual will help them achieve this.

The Manual, however, does not seek to replace any of the valuable formal academic training that already takes place for those who have responsibility for working in prisons, but to complement it. Secondly, this document is not meant to frustrate or impinge on the legislative process. It is neither a legal nor an academic treatise. It is a Training Manual, which is meant to improve practice. It should assist those who are familiar with legislation and the academic theories that govern the treatment of those in prison. It is intended to help them manage conflict in practical ways, which takes account of international standards and recognises the individuality of and dignity of, all of those incarcerated.

This Manual acts as a starting point. It is not possible to train prison staff to resolve conflicts within the workplace by way of a two day course. The Manual contains some important information and introduces a range of practices which can help both individuals and the Organisation as a whole to manage these behaviours more effectively. It is however important to remember that there is no magic wand which tells us how to intervene to prevent or to manage all conflicts effectively. Prison staff have a complex and difficult task which requires a range of knowledge, experience and skill which is not possible to incorporate in any one document or training programme.

All of us who have been involved in the production of this Manual, hope that some of the information contained in these pages will provide useful practical advice which can contribute to the smooth running of prisons and assist with the complexity of the task of preventing or managing difficult situations. The Manual draws on a range of source material and we are grateful to the Video Arts Organisation who have produced some excellent training

material related to the power of behavior and we are indebted to those who have placed other information into the public arena for us to draw on and utilise. As Andrew Coyle says in his Handbook for prisons:

"The proper behaviour of all staff towards prisoners is the key lesson of this Manual. If staff do not behave in a way which respects the prisoner as a person and which recognizes the inherent dignity of the person, then any regard to human rights becomes impossible. Staff behavior and the humane and dignified treatment of prisoners should underpin every operational activity in a prison. This is not only a question of human rights principles. In operational terms it is also the most effective and efficient way to operate a prison." (Handbook for Prison Staff – International Centre for Prison Studies, London, 2009)
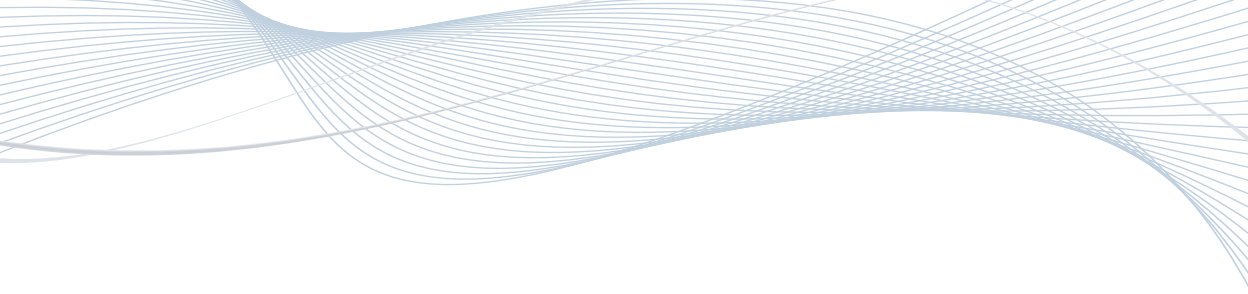
INTRODUCTION

The rehabilitation process is the fundamental objective of the prison sentence in the Macedonian penitentiary system. Several preconditions should be met for a successful rehabilitation of the prisoners and for implementing the individual treatment programmes for prisoners and juveniles. For this purpose, it is necessary that the prison staff has basic and specialised skills for performing the tasks in the penitentiary and juvenile institutions. The internal conflicts among various factors in the institutions can have negative influence on the prisoners and the prison staff, and it can cause serious difficulties in the institution's functioning. Learning the conflict management skills is one of the biggest challenges and it is of crucial importance for successful implementation of individual treatment programmes for prisoners and juveniles, and for improving the effectiveness of the staff's team work.

The Trainer Manual titled: Prevention and Conflict Management Training contains training programme for ten sessions and offers practical strategies for solving inter-personal conflicts at work in the penitentiary and juvenile institutions. This Manual will contribute to changing the attitudes and behaviour of the individuals and will reduce the conflicts in the institutions. The Programme is intended for employees in different sectors, mainly the Rehabilitation Sector and the Prison Police. The drafting process of the Programme and its Manual are part of the activities of the 2009 IPA Project "Capacity Building of the Law Enforcement Agencies for Appropriate Treatment of Detained and Sentenced Persons" implemented by Council of Europe.

The Trainer Manual was prepared by Mr. John Teasdale from G. Britain, Council of Europe international consultant, in cooperation with the working group established by the Directorate for Execution of Sanctions composed of: Biljana Mladenovska – Member, Magdalena K. Dedik – Member and Snezana Migeska – Member. The objective of this Manual is to assist the trainers in the training implementation and to increase the staff skills and knowledge for giving presentations and implementing training in this specific field. The Manual is composed of structured programme for 2-day training for preventing and managing conflicts, within a framework of ten sessions.

PROGRAMME STRUCTURE

The iceberg on the cover of this Manual represents the symbolism of conflict management in inter-personal relations. The part of the iceberg above the water surface is only a small part of the iceberg: only the visible part in the conflict situation-the appearance and the behaviour of persons involved in the conflict. But, below the water surface there is much bigger part of the iceberg, which cannot be seen and this is the part that represents the attitudes, feelings, motivations and values of the persons involved in the conflict. The changes in these non-apparent contents will cause changes in the visible part: behaviour, verbal and non-verbal communication in conflict situations in inter-personal relations.

DAY ONE

Session 1: Introduction by participants and trainers, information about the Training's objectives and expectations

Session 2: Problem solving

Session 3: Negotiating skills

Session 4: Conflicts and Conflict Management Styles

Session 5: Overview of the day

DAY TWO

Session 6: Preventing and Conflict Management through behaviour

Session 7: Emotional Intelligence

Session 8: Pro-social modelling

Session 9: Pro-social modelling

Session 10: Overview of the day and the training

DAY 1

Morning session

WELCOME AND REGISTRATION

Session 1: Introduction by participants and trainers, information about the Training's objectives and expectations

Session 2: Problem solving

Lunch break

Afternoon session

Session 3: Negotiating skills

Session 4: Conflicts and Conflict Management Styles

Session 5: Overview of the day

NECESSARY MATERIAL FOR THE DAY 1:

- LCD projector, lap-top/computer
- Flipchart paper and easel
- Paper, envelopes, markers for the exercises
- Slides
- Printouts
- Hand-outs

SESSION 1 – INTRODUCTIONS

SLIDE NUMBER 1(1): WELCOME TO THE TRAINING COURSE
SLIDE 1(2)

OBJECTIVE:

At the end of this session participants will:

- Have started to meet each other and the trainers
- Feel welcomed and respected
- Understand the expectations for this course
- Understand the concept of setting objectives at different levels
- Be introduced to the issue of evaluation

MATERIALS REQUIRED:
Paper
Pens
Envelopes

TRAINER NOTES:

The trainer welcomes the group and introduces the training team members, who each say something about themselves. At this point, each trainer will have their own detailed script, but it should include an acknowledgement of what an important course this is and how important the group is as they will be responsible for taking forward their learning and deliver training to other staff working in prisons to a wide range of staff.

At this point, the trainer should explain the programme for prevention and managing conflicts, introduce the participants with the Agenda for the day and the break times.

EXERCISE – INTRODUCTIONS

This is an exercise first in pairs and then in groups of four. This exercise is intended to get people talking to each other who may not have met before. The exercise should be conducted sensitively and is not intended to reveal personal and private personal information about individuals to the group. Find someone to pair whom you do not know.

- The first person of each pair spends about two minutes telling their partner about themselves
- After two minutes the trainer signals them to swap around and the other partner spends two minutes telling the other participant about themselves
- At the trainer's signal each pair joins with another pair and in turn each member of the group introduces their original partner to the new pair, using some of the information they learnt earlier in the exercise
- You do not have to spend two minutes on each introduction; a few key points will be enough.

Feedback: The trainer takes general feedback and explains that this is an icebreaker exercise that could carry on until everyone has met everyone else, but time prevents us from doing that.

TRAINER INPUT:

Now we have spent a little time to start to get to know each other it is time to start the course. The starting point for us today and it should always be the starting point for any course is what we call the Ground Rules or the Learning Expectations. These are the behaviours we expect of each other to ensure a constructive learning environment. Would anyone like to suggest what the Ground Rules should contain?

TRAINER NOTES:

Trainer uses the flipchart to record suggestions from the audience. Depending on what is said, the trainer can ask if any are more important than the others.

TRAINER INPUT:

Thank you for your suggestions which are very helpful. These were some of our ideas.

SHOW SLIDE 1(3) GROUND RULES

SLIDE 1(3) GROUND RULES

- Always arrive on time and ready to learn
- Return from breaks promptly to avoid delaying the start of sessions
- Turn off mobile phones during sessions
- Treat all members of the group with equal respect and consideration
- Listen when others are talking – do not interrupt or talk over others.

Perhaps the most important reason for setting Learning Expectations is to ensure that every member of the group feels included in the learning experience. The next slide expands on that.

SHOW SLIDE 1(4) – VALUING INDIVIDUALS

SLIDE 1(4) VALUING INDIVIDUALS

- Each member of the group has a valid contribution to make, which will be valued and listened to
- Where there are differences in views, these will be heard sensitively or questioned in a way which is constructive and enabling to the process of the group and its objectives
- We are all at different starting points. Some people may have more knowledge and experience than others, but this does not mean that the contributions of those with less knowledge or experience has less value
- The group as a whole takes responsibility for each other's learning
- Participants will support the principle of confidentiality about personal feelings or issues which are shared during our work together
- Naive questions will be considered the norm.

TRAINER INPUT:

This slide is one of the most important we will show you in this course. It is important to establish an inclusive and positive atmosphere from the start. Whoever we are outside of the training room, inside we are all learners.

As trainers you will be meeting many different people. Participants come with different experiences, different lifestyles and different values and attitudes. They may also come with different attitudes to and expectations of training. What we want to establish is an atmosphere that values difference and diversity.

In conclusion then, we are a diverse group, we are different and it does make a difference. But there are also things that bind us together and they may transcend our job roles, status or experience. This does not mean there are no restrictions; we must ensure that we all work within agreed boundaries.

In the training room we are equal and everyone is a valued member of a group that shares an understanding of what is acceptable behaviour.

Now we turn to another important principle of training. Throughout this course you will hear us talk about being clear about what you are doing and why and what the purpose of our work is. We are expressing these as objectives.

We can set objectives at different levels. For example, each day this week we will be setting objectives for the day. Here are today's:

SHOW SLIDE 1(5) – OBJECTIVES FOR DAY 1

SLIDE 1(5) OBJECTIVES FOR DAY 1

By the end of the day participants will:

- Have been introduced to each other and the trainers
- Understood the importance of Learning Expectations and atmosphere in establishing an inclusive learning environment
- Be clear about the objectives of this training programme and have set personal objectives for themselves
- Have a greater understanding of Managing and Preventing Conflict and its importance.

You will note that these are expressed as a set of outcomes for you as participants. They are known as Outcome Objectives and are very useful in being precise about what you want to achieve. We have used this approach to set objectives for the course as whole and also for each individual session as you will see when you go through your manual.

To provide a comparison we have also given objectives for each section

of the course, which are expressed more generally. Again you will see these in your manual.

Both are valid and you will decide which approach to take (and there are others). The most important thing is that you have a set of clear objectives to help you describe the purpose and intentions of the work.

Now it is time to introduce you to the overall Outcome Objectives for this course.

SHOW SLIDE 1(6) – OVERALL OBJECTIVES FOR MANAGING CONFLICT AND SENTENCE PLANNING COURSE

By the end of the week participants will:

Have an understanding of the importance of Managing Conflict and Sentence Planning

- Understand the importance of Self-Management and Control
- Understand the importance of Planning and Preparation
- Be more aware of how Communication can aid effectiveness.

TRAINER NOTE:

Ask for any comments, reaction or feedback from the group.

TRAINER INPUT:

As well as the various levels of objectives set for the group or the course we all come to training with our own expectations and hopes. These can also be reflected as a set of personal objectives.

EXERCISE - MY PERSONAL OBJECTIVES

Principle – setting your own objectives helps you to focus on what you hope to achieve and what you might need to do to get there. Reviewing these at regular intervals is important and enables you to reflect on what has happened and what you need to do next.

This is an individual personal exercise.

1. **Think for a few minutes about what you are expecting of this week and what you are hoping to achieve**
2. **Express these as a set of outcome objectives for yourself. For example, 'by the end of this week I will....'**
3. **Write them on a piece of paper and seal them in an envelope with your name on.**

10 Minutes

Feedback: Trainer collects the envelopes in.

TRAINER INPUT:

At the end of the week we will re-open the envelopes and you will be able to assess how far you have met your personal objectives.

This brings us on to the third major principle we want to introduce, which is the importance of evaluation. It is very important that we build into our work the capability to judge the impact we are having. Is the course achieving what it is set out to do, are the participants learning and receiving the information we want them to have?

By setting clear objectives we already have a way of testing the actual outcome with what we set out to do. At the end of each day this week we will spend some time reflecting on how far we met the day's objectives and this is a process of evaluation. You will also be able to test your learning against the objectives set for each session or section of the course. Of course at the end of the week we will review the overall objectives and you will open your envelopes and see how far your personal objectives have been met.

What this shows is that evaluation is an on-going process, not an isolated event at the end of a course.

Testing against objectives is not the only way to evaluate. You can devise and use various check lists and questionnaires to assess sessions or exercises.

TRAINER NOTE:

We will also be asking you to complete an evaluation of the course before you leave this week. At different points in the course we will return to evaluation and the main point to emphasize in this introductory session is that along with Learning Expectations and Setting Objectives, Evaluation is one of the key ingredients of effective training.

SESSION 2: PROBLEM SOLVING
SHOW SLIDE 2(1)
SESSION OBJECTIVES:

By the end of this session participants will:

- Understand the steps of problem solving
- Be more able to apply the skills of problem solving to their own problems
- Be able to learn how applying problem solving skills successively improves the more you practice them.

TRAINER'S INPUT:

This is the first of two sessions which will look at Problem Solving, Negotiation and Finally Dealing with Conflict in turn. All of these three skills are again crucially important social skills, which allow individuals to manage day to day living in an effective way without the need to resort to conflict, verbal or physical violence and withdrawal from interactions with others. They are essential personal tools and we have difficulty in managing without them. We sometimes think the acquisition of these skills is complex and complicated – however, we can teach them and help those with skill deficits to make progress and improve their abilities to put these skills to use. This first session that focusses almost exclusively on Problem Solving involves the use of information giving, exercises and discussion to promote enhanced skills.

TRAINER NOTE:

Trainers may wish to adapt the exercise or substitute it for another, which may be more familiar, however the focus of the session needs to clearly remain on ensuring improvements in problem solving ability.

MATERIALS REQUIRED:

- Flipchart and Easel
- Paper, pens for exercises
- Power point slides etc.

TRAINER INPUT:

Display slide 2(1) and read out the objectives for this session.

TRAINER NOTE:

Explain that this session is the first of three sessions, which will in turn deal with problem solving, negotiation and finally decision making.

TRAINER INPUT:

These issues are important because one of the problems people often face is that they want to achieve things very quickly and get everything right from the beginning. Those working in prison often also have to deal with a number of problems all at the same time. But there is no easy fix, things take time and you are bound to face obstacles and unexpected events, which will effect whatever plans you have. You also can't do this on your own. You will need the help of other people; including colleagues and how well you engage them to help you will determine how successful you are. So the issues of problem solving, negotiating, decision making and working with others are critical skills and the foundation for successful work practice.

Problem Solving involves dealing with what may be or feel like difficult situations and finding a route through, a solution, a resolution, which best solves the situation or problem for both you and others.
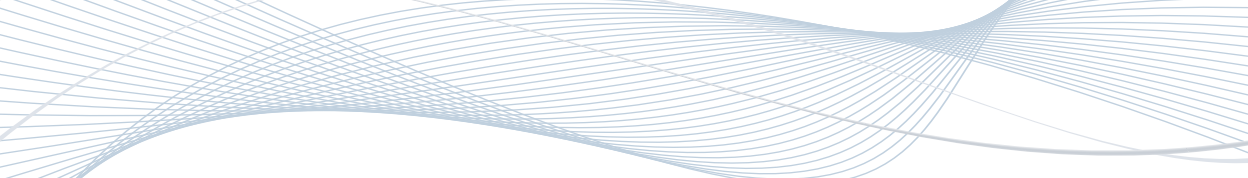
SHOW SLIDE 2(2)

Problem solving in its simplest form requires you to undertake the following steps:

- Collecting information about the problem
- Sifting and sorting out information to find a route through it
- Identifying a number of options and deciding on the consequences of each option
- Making a decision on what is the best option to choose
- Implementing the option you have chosen.

EXERCISE 2.1

Understanding that most problems can have a number of solutions and there is rarely one way of doing things, although whatever solution you choose to pursue will have a range of consequences.

Divide the group into pairs and ask each pair to identify ten different ways to get from where they are now to Skopje (if you are in Skopje then choose another city as your destination). Ask each pair to consider the implications of each way / mode of travelling e.g. fly, walk, route chosen etc. – Time taken, costs involved, and any other consequences of each of their ten choices.

Discuss with each of the pairs within the large group, examples of the choices each pair has made and the advantages and disadvantages and consequences of each choice. This exercise is intended to open up thinking about the whole issue of problem solving and should incorporate the steps mentioned above which are the essential ingredients of problem solving.

EXERCISE 2.2

TRAINER INPUT:

The trainer divides the large group into small groups of 3-4 people and each small group is given 30 minutes to complete the exercise before providing feedback to the large group.

You have been asked to prepare a meal for 4-6 colleagues one of whom is leaving. You have to decide:

- Who to invite
- What to cook (you must assume you can cook) and what refreshments to provide for your guests
- Where to sit people at the table
- Decide on a realistic budget. You have three hours to prepare the meal and two hours to serve and eat it
- You have to decide on any rules and regulations, e.g. the time people arrive and leave
- Decide how people are going to get to your venue and home again. You must assume that some or all of them won't have their own transport
- Whether to have any entertainment, e.g. background or live music.

You have 30 minutes to complete this task. You will need to make notes and write your decision on a flipchart. You will also need to agree one person from each group to feedback to the larger group.

Feedback from the Exercise.

TRAINER NOTE:

Each group feeds back in turn and you should allow questions from other participants. The key issue is to explore how the group has solved the issues and problems as a group. The simple steps outlined above should be displayed for the group to refer to during the exercise and the group should focus on the problem solving steps when giving feedback.

FINISH BY SAYING:

You should also recognize by now that problem solving is a step-by-step process. Everyone by now should realize that problem solving is easy if you take a step-by-step approach to it and if you break the problem down into a number of manageable parts.

ACTIVITY 2.2 - END OF SESSION

- The trainer displays the session objectives and asks group members if the objectives have been met
- Close session with group members in turn stating one thing they have learned from the session about how to communicate more effectively
- Thank participants for their contribution.

SESSION 3: NEGOTIATION SKILLS
SHOW SLIDE 3(1)
SESSION OBJECTIVES:

By the end of this session participants will:

- Understand what you need to consider when negotiating with others
- Understand how to apply negotiated agreements when making minor and major decisions in your daily life
- Understand about managing conflict: how to defuse, rather than escalate situations, which could lead to a conflict between yourself and others.

MATERIALS REQUIRED:

- Flipchart easel and pad for group exercises
- Written copies of the exercises for each participant
- Power Point slides etc.
- Flood description forms for exercise
- Hand-out.

TRAINER'S NOTE:

The purpose of this session is to get staff thinking about the very important part that negotiation plays in most of our lives. If we are to be effective both in our work and personal lives then compromise and negotiation are very important skills we need to use on a daily basis. Some staff may have failed to learn this skill adequately and will have problems in negotiating successfully. A lack of ability to compromise, negotiate and see things from a range of perspectives and take into account a range of views and attitudes can cause real problems for all involved. It is therefore crucial that staff working in prisons begin to develop negotiating skills as a priority. We have set three important objectives for this session and have reflected these over a series of exercises. Trainers can of course use exercises they know, which will have the same outcomes, although we recommend that the focus of the session must result in improved recognition of the importance of developing enhanced negotiation skills. Negotiation can almost always be the best way to resolve conflict and disputes, so this session is one of the most important in this section of the Manual.

3.1. TRAINER INPUT:

'The aims of this session are shown on the screen **slide 3(1).** Negotiation is about compromise, not competition, neither is it about escalating or making a situation worse. It is about seeking a win-win situation, not a win-lose situation. For most people, negotiation skills and learning how to reach a compromise do not occur naturally but have to be learned. In many situations we will want a different outcome from what other people require and we need to learn how to consider other people's needs and wishes and how we can reach a compromise with them. For example, if your spouse or partner wanted to go to visit their mother when you would rather go to visit friends, it would usually be better to negotiate what you should do, rather than either of you imposing your wishes on the other person. If you did impose your wishes on others, this could also escalate and make the situation worse.

When we face situations which can lead to conflicts, such as arguments or verbal or physical disputes, it can be tempting to escalate a situation, particularly if we feel emotionally upset or angry. However, there are negotiating techniques we can learn to resolve or defuse a situation rather than escalating it'.

EXERCISE 3.2

3.2.1. Start this exercise as follows:

- "In your life, sometimes you have to negotiate with others often in situations where there is no right or wrong answers. For example, if a family member suddenly becomes seriously ill, the remaining members of the family may have to negotiate about sharing their care... or there may be situations, such as deciding where you want to go for holiday with your spouse and children."

At this point, ask each group member to give one example of a situation where they have had to negotiate with others and write these examples on the flipchart.

- "The exercise that I now want you to do concerns such a decision-making process. You will probably not be faced in daily life with the example given in this exercise, but this example points to the problems we may face in daily life."

3.2.2. Explain to the group members that in this exercise, they will have to make a very serious decision about what items are important, in a crisis situation.

3.2.3. Distribute to all group members copies of the Flood Description Forms.

FLOOD DESCRIPTION FORM

You are returning home from a holiday and it has been raining in the city where you live for three days without interruption. As soon as you enter the house, it is announced from a police car that everybody has to evacuate their homes due to the danger of the river bed flooding. You request a few minutes from the police officer to enter your house and take a few valuable things and finally the police officer accepts it. When you enter the house you realize that you have a maximum of five minutes to decide what to take with you and you will be able to save up to four things before leaving the house. Which four items from the list below would you save? If you have the time, identify the four according to your priorities.

A wooden model of a sail ship that you have been working on for several months and that you have prepared to submit to an annual competition.

A photo album of your child's first three years.

A radio.

The wedding ring of your grandmother, which was given to you or your spouse or which you have been keeping for your wedding.

Your diary for the last year.

A ship model in a bottle, which you made when you were eleven and sick in bed for six weeks.

An expensive guitar, which you bought by saving for a long time and which gives a sound 50 times better than your previous guitar.

Membership records and receipts of a local football team (a group that is important for you).

A pair of quality boots that you wear when walking and working.

Your address book.

Your school reports cards and exam result documents, which you have kept since primary school.

A finely bound atlas from 1887 which you borrowed from a friend.

A valuable carpet, which your uncle brought from Isparta and which you are proud to have on your living room floor.

A tray full of pot flowers, which are known to be difficult to grow, but you managed to grow and which started to blossom recently.

A special stamp collection, which your father had been collecting since the 1920s and which is worth thousands of YTL.

The love letters of your first real boyfriend/girlfriend.

A CD which you kept for special days and which has special songs in it.

DON'T FORGET:
WHATEVER YOU FAIL TO SAVE WILL BE ALMOST DESTROYED BECAUSE OF THE FLOOD. YOU HAVE FIVE MINUTES TO DECIDE.

Give them time to read, and allow five minutes for them to select the four most important items. Remind them when there is only one minute left.

3.2.4. After everyone makes a selection of four items, divide the groups into four or five and give each group ten minutes to select the four materials they will rescue as a group. Emphasize that it is important for them to reach a group decision.

3.2.5. Remind them of the time left when three minutes are left before the time runs out.

3.2.6. Spokespersons: Ask each group to choose a spokesperson and form a group of spokespersons in the middle of the room. The spokespersons have to negotiate together to reach an agreement for all members of the group. Ask both the spokespersons and the groups to comply with the following rules while communicating with each other:

- "Group members may speak with each other and hear what their spokesperson says; they may communicate with their spokesperson only by writing notes.
- During the entire discussion, you may send only two written notes.
- The spokesperson may not answer messages sent by any of the group members."

3.2.7. Give the spokesperson **ten minutes** to negotiate a common decision.

3.2.8. Allow at least 10 to 15 minutes for group discussion after an agreement is reached within the group about the situation.

3.2.9. Open for discussion the main points of the negotiation process on which a joint agreement has been reached, using the Notes to the Trainer below. In addition, discuss the difficulties involved in expressing the opinions of others. Where relevant, consult the **Trainer Notes on 'Working with Others'** (page 12).

TRAINER'S NOTES:

Please focus the group by bringing out the following points about negotiating a joint agreement:

Definition of 'agreement': If the group jointly reaches a decision after everyone in the group feels that their opinions have been sufficiently expressed, this is called an agreement. The group decision may not be the same as the initial opinion of everybody. Certain compromises may be made, but

the best agreement is based on negotiating and persuading the group, rather than putting pressure for group unanimity.

When is it appropriate to negotiate a decision with another individual or amongst a small group of people?
The attempt to reach an agreement is appropriate where:
- The group is rather small or there is just one other individual involved with yourself;
- Opinions overlap in the group or between you and the other individual involved – if there is no longer ground between you, a negotiated agreement is very difficult to achieve;
- There are no clear right or wrong answers / decisions.
- There is time for everyone to state their opinion and it is not necessary to make a sudden decision.

NEGOTIATING A JOINTLY AGREED DECISION: ADVANTAGES AND DISADVANTAGES

ADVANTAGES of a jointly agreed decision:
* Usually, it is formed through combining the best opinion of everyone.
* Everyone has a part in the decision. It creates harmony within the group.
* The persons in a minority within the group are less likely to think that an unacceptable idea has been imposed on them.
* Everyone has the opportunity to state their opinion. This is not like a vote where the situation appears very hopeless because a person in the minority is well behind in numbers.
* Since it is necessary to reach a group decision, this prevents the individuals in the group from competing with each other in order to 'win'.

DISADVANTAGES:
* Negotiating an agreed decision may require a great deal of patience, listening and understanding on the part of the group members.
* It may be very difficult to make a decision if there are wide differences between opinions.

Negotiating a jointly agreed decision: What does it take?

MAKING AN AGREED DECISION REQUIRES THE FOLLOWING:

- Listening carefully
- Being ready for a compromise
- Patience
- Encouraging others to state their opinions
- Tolerating the opinions of a minority of members in the group
- Putting oneself in the place of others; being able to see things from their point of view (empathy); and
- Checking any tendency you may feel that your initial view is the only correct one.

NOTE: Do not act as if you were a spokesperson to restate your opinions. Do not forget the group you represent. However, do not consistently advocate the opinion of your own group on the road to reaching an agreement even if this may sometimes look like a failure. In this way, you will assist the negotiating process.

EXERCISE 3.3 TRAINER'S FEEDBACK
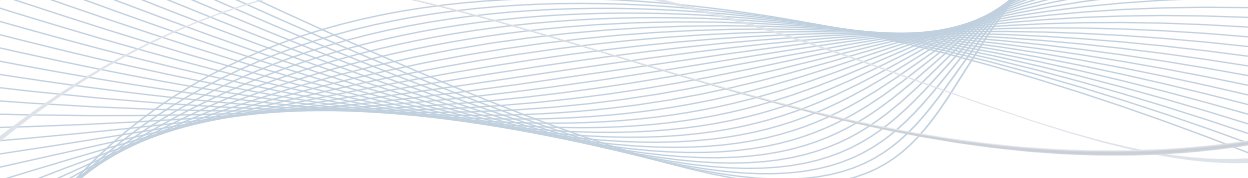
After this negotiation exercise and discussion is complete and a decision has been made, inform the group of any points you observed during the game and wish to emphasize.

Training Note: *Working with others:*
- "Working with others is a situation we may face at every stage of our lives. To be able to work efficiently, first there must be a team; in other words, the group must clearly determine what they will do together, their aim."
- "The forms of behaviour that negatively affect group work are as follows: not allowing others to speak even one word, continually interrupting others, interfering, raising disputes for no reason, degrading others, wasting time by showing off, withdrawing oneself, and not taking on responsibility."

Ask "How healthy was the group process in negotiating an agreement?" and the exercise with the group is discussed in the framework of the following questions.
- Did the contributions made by each group member help to solve the

problem/to reach a decision?

- Was there a spirit of compromise or not?
- If any conflict emerged, how was it overcome?
- Did everyone participate in the negotiation?
- What issues were negotiated and how were the decisions made in the group?

TRAINER INPUT:

After the last question is discussed, start to explain the negotiation process by displaying and discussing the following issues.

- Your style and approach – Are you and the other person open to ideas from the other person(s) and are you willing to compromise?
- Are you aware of your own and the other person's "bottom line", i.e. what they or you are and are not willing to negotiate on?
- Can you find a mutually acceptable compromise that gives you both as much of what you want as possible?
- Who has what power in the relationship?
- Who controls resources? Who stands to lose the most if agreement isn't reached? What power does the other person have to deliver what you want?
- Have you considered **all** of the possibilities and possible compromises might there be?
- Do you consider creative solutions and alternatives when negotiating, including proposing different solutions by introducing factors that have not been considered?
- Do you avoid making a decision so that the matter is decided elsewhere or by others?

Training Note: *Did any of the following happen?*
- Sharing information
- Exchanging information
- Be creative: for example, the subjects may be redrafted or comments made on them
- Set out the alternatives: for example, if you decide to include a subject, you may have to think about its effects on the rest of the programme; and
- Determine the priorities.

TRAINER INPUT:

MAKING EFFECTIVE AGREEMENTS

Explain the subject of agreement as follows:

If everyone in the group reaches a joint decision after feeling that their opinions have been sufficiently expressed, this is called agreement. The group decision may not be the same as everyone's initial opinion. Some compromises may be made, but the best agreement is based on persuading the group, rather than putting pressure for group unanimity. The attempt to reach agreement is appropriate where:

- The group is rather small
- Opinions in the group always overlap
- There is not a clear right or wrong answer / decision
- There is time for everyone to state their opinions and it is not necessary to make a sudden decision.

"Making an agreed decision requires listening carefully, being ready for a compromise, patience, encouraging others to state their opinions, tolerating opinions in a minority within the group, putting oneself in the place of others, for example, being able to see things from the viewpoint of others (empathy) and checking the tendency to try to make a show of oneself."

- Did the participants exhibit an effective listening skill?
- Was there a leader?
- If there was, did he/she emerge spontaneously or was he/she elected by vote?
- What were the election criteria? Were they related to the task? (For example, the knowledge of individuals).
- Were they hard-pressed in this task?
- Was the leader effective and how did he/she manage the conflict?
- How was the style of the leader? Did he/she have an aggressive approach?
- Did he/she try to make a democratic decision?
- Did he/she waive his/her responsibilities?
- Was there anyone else who tried to act like a leader?
- Did the group effectively and correctly perform the specified task?
- How were the decisions made?

CONFLICT RESOLUTION

TRAINER NOTE:

The trainer needs to lead a group discussion about conflict resolution and should write the feedback from group members on the flipchart:
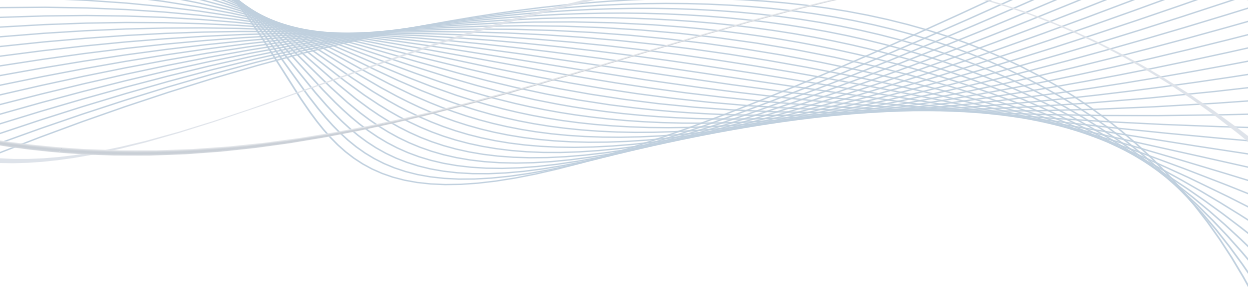
TRAINER INPUT:

"Conflict is a normal and necessary part of healthy relationships with family, friends, colleagues and those who have authority over us. After all, two people can't be expected to agree on everything at all times. Therefore, learning how to deal with conflict, rather than avoiding it, is crucial.

When conflict is mismanaged, it can harm your relationships with others. But when handled in a respectful and positive way, conflict provides an opportunity for growth, ultimately strengthening the bond between people. By learning the skills you need for successful conflict resolution, you can face disagreements with confidence and keep your personal and professional relationships strong and growing."

SHOW SLIDE 3(3)

- **A conflict is more than just a disagreement**
- **Conflicts continue to fester when ignored**
- **We respond to conflicts based on our perceptions**
- **Conflicts trigger strong emotions**
- **Conflicts are an opportunity for growth**
- **A conflict is more than just a disagreement.** It is a situation in which one or both parties perceive a threat (whether or not the threat is real)
- **Conflicts continue to fester when ignored.** Because conflicts involve perceived threats to our well-being and survival, they stay with us until we face and resolve them
- **We respond to conflicts based on our perceptions** of the situation, not necessarily to an objective review of the facts. Our perceptions are influenced by our life experiences, culture, values, and beliefs
- **Conflicts trigger strong emotions.** If you aren't comfortable with your emotions or able to manage them in times of stress, you won't be able to resolve conflict successfully
- **Conflicts are an opportunity for growth.** When you're able to resolve conflict in a relationship, it builds trust. You can feel secure, knowing your relationship can survive challenges and disagreements.

HAND-OUT 1.

Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:

- An inability to recognize and respond to the things that matter to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming and fear of abandonment
- An inability to compromise or see the other person's side
- The fear and avoidance of conflict; the expectation of bad outcomes.

Healthy responses to conflict:

- The capacity to recognize and respond to the things that matter to the other person
- Calm, non-defensive, and respectful reactions
- A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
- The ability to seek compromise and avoid punishing
- A belief that facing conflict head is the best thing for both sides.

TRAINER INPUT:

SHOW SLIDE 3(4)

- **Successful conflict resolution depends on your ability to regulate stress and manage your emotions**

Conflict triggers strong emotions and can lead to hurt feelings, disappointment and discomfort. When handled in an unhealthy manner, it can cause irreparable rifts, resentments and break-ups. But when conflict is resolved in a healthy way, it increases our understanding of one another, builds trust, and strengthens our relationship bonds.

If you are out of touch with your feelings or so stressed that you can only pay attention to a limited number of emotions, you won't be able to understand your own needs. If you don't understand your needs, you will have a hard time communicating with others and staying in touch with what is really troubling you. For example, couples often argue about petty differences - the way she hangs the towels, the way he parts his hair, rather than what is really bothering them.

The ability to successfully resolve conflict depends on your ability to:

- **Manage stress quickly while remaining alert and calm**
- **Control your emotions and behavior**
- **Pay attention to the feelings being expressed**
- **Be aware of and respectful of differences.**

TRAINER NOTE:

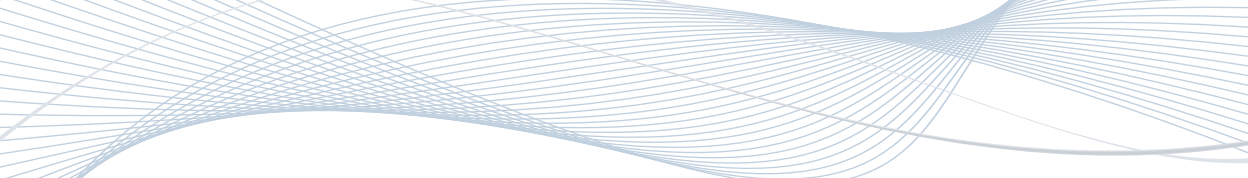*Here is some extra detail to help explain the power point slide.*
- **Manage stress quickly while remaining alert and calm.** By staying calm, you can accurately read and interpret verbal and nonverbal communication
- **Control your emotions and behavior.** When you're in control of your emotions, you can communicate your needs without threatening, frightening, or punishing others
- **Pay attention to the feelings being expressed,** as well as the spoken words of others
- **Be aware of and respectful of differences.** By avoiding disrespectful words and actions, you can resolve the problem faster.

In order to do this, you will need to learn and practice two core skills: the ability to quickly reduce stress in the moment and the ability to remain comfortable enough with your emotions to react in constructive ways even in the midst of an argument or a perceived attack. We will say more about this in tomorrow's session on Emotional Intelligence.

Exercise 5.5. Ask the group members to work in pairs and give each other an example of a situation where they have faced conflict with a friend, family member, colleague or person who has authority over them. Ask each pair to provide between them one example where the actions of one of them escalated the situation and the conflict and one example where their actions diffused the situation.

Ask the group to refer to the information from the last slide as to what they did to escalate or diffuse the conflict.

Take feedback from each pair and discuss some of their examples to determine what their behaviour meant to them when they escalated a conflict

and what they could have done to deescalate it. Lead a discussion of what group members could do in future to manage conflicts. Write the responses and solutions on the flipchart.

EXERCISE: OVERVIEW OF THE DAY

- The Trainer displays the session objectives and asks group members if the objectives have been met
- Close the session with group members in turn stating the one thing they have learned from the session about how to communicate more effectively
- Thank the participants for their contribution.

SESSION 4: CONFLICTS AND CONFLICT MANAGEMENT STYLES
SESSION OBJECTIVES

By the end of the session the participants shall increase their:

SHOW SLIDE 4(1)
CONTENTS OF THE SLIDE:

- familiarity with the reasons why conflicts occurs
- shall understand some of the methods of conflict management
- shall establish skills to be applied in establishing safety and order
- shall be introduced with Conflict Management styles.

MATERIALS REQUIRED:
Flipchart
Pens paper
Hand-outs

NOTE FOR THE TRAINER:
The trainer notes on a flipchart the reasons that lead to conflict that the participants identify following a question: According to you, what are the most frequent reasons for conflict situations? Then he leads the participants to think of conflict situations, how they impacted them, and what kind of reactions arose. He divides the participants in pairs and tells them to discuss it with the partner. Once the pairs finish discussing, a discussion in the group is initiated and based on the discussion the most effective ways of conflict resolution are being identified.

SHOW SLIDE 4(2)
CONTENTS OF THE SLIDE:
- Forcing - forms of expression are: outspeaks the other person, forces the other person, convinced to be right, not caring about the other person's feelings
- Giving in - forms of expression are: talking to the other person and saying you are not right and you want to prove that you are learning from you mistakes

- Avoiding - forms of expression are: withdrawal when there are differences, postponing the discussions about the issue to a future point in time, redirecting the issue with jokes for example
- Discussion and cooperation - forms of expression are: orientation towards the solution, examining and calculating the motives, needs, etc.
- Looking for compromise - forms of expression are: readiness for agreement, both sides bring the same influence and power, professional and practical behavior.

The trainer explains that there are five styles of conflict management:

Forcing - the person who uses this style is primarily oriented towards the objective he wants to achieve and does not pay attention to his attitude. This style is based on force; all means to achieve the proper goal are used. It is a style that leads to win or lose. Forcing can be useful in situations in which it is required to make a quick decision or when somebody is hesitant to cut the knot.

Giving in - opposite of forcing. The person who yields is neglecting his own task in favor of the other. The yielding is applied in situations in which you are trying to get points with the other demonstrating your good side or in a situation in which the issue is not of significance for you, while it is very important for the others. In yielding the attitude is considered a more important than the task itself.

Avoiding - the person who avoids solving a conflict is not oriented neither towards his talks, nor his attitude. He simply does not enter into conflict. It happens in situations in which it is considered that the issue is not important. Or in situations in which it is so much tense that it is cleverer to wait for the situation to calm down. Avoiding means diplomatic avoiding, postponing or withdrawing from threatening situations.

Discussion and cooperation - contrary to avoiding. A person who cooperates is ready together with the other person to invest time, money, energy in concentrated work towards solution. You are ready to share your opinion, desires and emotions with the other person and to respect his.

Looking for compromise - means looking for acceptable completion of the tasks and professional attitude. Both parties cooperate to come to solution. The compromise is applied in situations in which the parties have little time, but it is necessary to find a quick solution. Or it is used in situations when other styles did not lead to results.

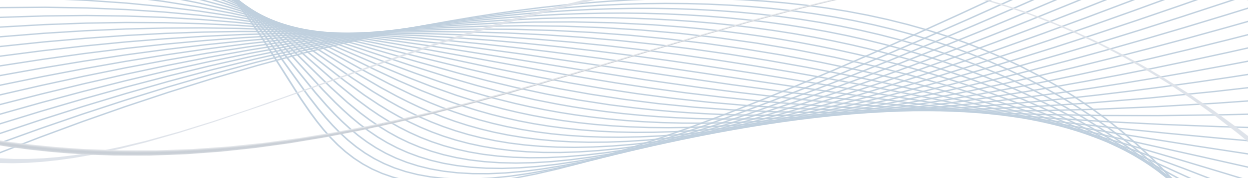**Exercise: Conflict management styles**

Principle - The trainer gives an instruction for the group to think of situations in which their desires were different than the desires of the others. How do they react in such situations? The purpose of this exercise is to identify from the given statements the possible behavior in a given situation and to mark the attitude that is most close to their behavior. The answers are given as A and B and the participants respond by marking the right answer without consulting each other.
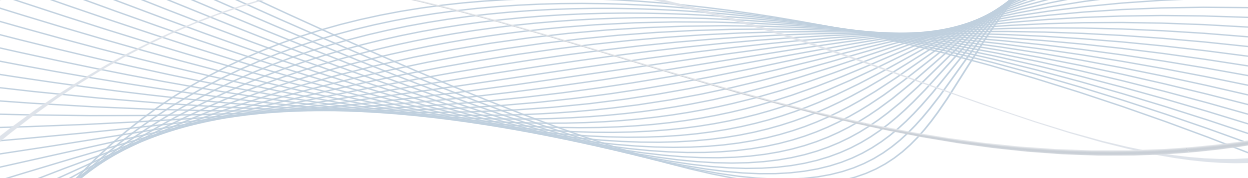
SHOW SLIDE 4(3)

HAND-OUT

1. A – I sometimes allow others to take the responsibility for solving the problems.

   B – Instead of negotiating about things that we disagree on, I am trying to put an emphasis on the things that we disagree on.

2. A – I am trying to find a compromise.

   B – I am trying to satisfy all my and others' interests.

3. A – I am strictly determined to achieve my objectives.

   B - I am trying to satisfy all my and all his interests.

4. A – I am trying to find a compromise.

   B – I am sometimes sacrificing my own needs in favour of others' wishes.

5. A – I am asking the other person for help in order to come up with solution.

   B – I am trying to do what is necessary in order to prevent unnecessary tension.

6. A – I am trying to prevent unpleasant situations for myself.

   B – I am trying to win with my position.

7. A - I am trying to postpone the issue for a while in order to think about it.

   B – I am giving up the issue in exchange for other issues.

8. A – I am strictly determined to realize my own objectives

   B – I am immediately trying to get an insight into all interests and disputes.

9. A – I consider that it is not always worth it to get upset about the differences that exist

   B – I am somewhat engaging to be pleased.

10. A – I am determined to achieve my own objectives.

    B – I am trying to immediately get a compromise solution.

11. A – I am immediately trying to get an insight into interest disputes.

    B – I am sometimes trying to calm the other person down in order to preserve our relationship.

12. A – Sometimes I am not allowing myself to take position which can lead to controversy.

    B – I am trying to concede on my stance if the other is not conceding his.

13. A – I am asking for assistance from the other person in order to come up with solution

    B – I am trying to prove my position to the end.

14. A – I am expressing my opinion and I ask for his.

    B – I am trying to demonstrate the logic and the advantages of my position.

15. A – Sometimes I am trying to calm the other person down in order to preserve our relationship.

    B – I am trying to do what is necessary to prevent tense situations.

16. A – I am trying not to hurt the other person's feelings.

    B – I am trying to convince the other about the advantages of my position.

17. A – I am strictly determined to achieve my objectives.

    B – I am trying to do what is necessary to prevent unnecessary tensions.

18. A – If the other person is happy, I am not changing his point of view.

    B – I am conceding somewhat my stance, if the other person is doing so too.

19. A – I am trying to immediately get an insight into all interests and disputes.

    B – I am trying to delay the issue for a while in order to think about it.

20. A – I am trying immediately to deeply analyze our differences.

    B – I am trying to find a reasonable combination of profit and loss for both of us.

21. A – I am approaching the negotiations with a due consideration about the other's wishes.

B – I always intend to discuss the problem straightforward.

22. A – I am trying to meet the other person in the middle.

B – I stick to my wishes.

23. A – Very often I set the objective to satisfy all our needs.

B – I sometimes let others be responsible for solving the problem.

24. A – If the position of the other person is very important to him, I would try to satisfy his needs.

B – I am trying to convince him to be satisfied with a compromise.

25. A – I am trying to demonstrate the logic and the advantages of my position.

B – In my approach to the negotiations I am trying to take in consideration the wishes of the other.

26. A – I propose to meet in the middle.

B – Almost always I set as an objective to satisfy all our needs.

27. A – I am sometimes trying to take position which lead to controversy.

B – If that makes him happy, I am not changing his ideas on the subject.

28. A – I am usually uncompromised in the attempt to realize my objectives.

B – I am usually asking others for help in devising a solution.

29. A – I propose to meet in the middle.

B – I think that it is not always worth it to get upset about the existing differences.

30. A – I am trying not to hurt other people's feelings.

B – I always consider that the other is a partner in finding a joint solution to the problem.

CONTENTS OF THE SLIDE:

TABLE: CONFLICT MANAGEMENT STYLES

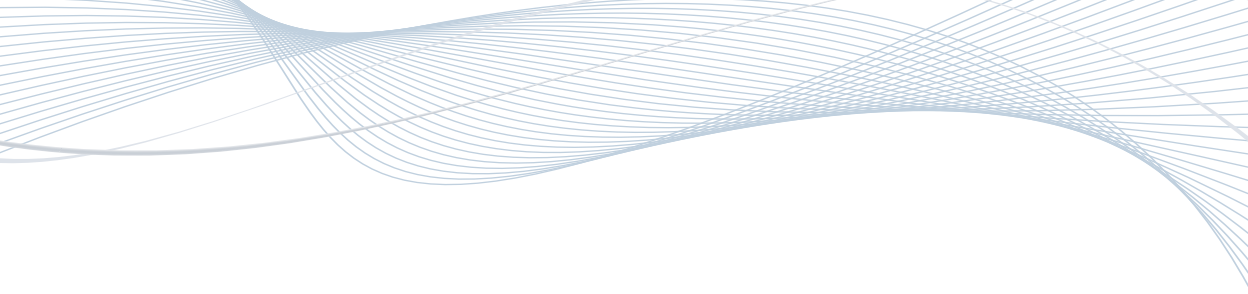| No.	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23			B		A
24	A				B
25		B	A		
26				A	B
27	A	B			
28			A	B	
29		B			A
30			B		A

Styles	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
Total:					

Trainer input: The results obtained shall be inserted in the table by the trainer. The table demonstrates the styles of conflict management and columns with possible results with 0-very rarely used to 12 very often used.

NOTES FOR THE TRAINER:

After the management style of each of the participants is identified, the trainer tells that one style is not better than the other. **The situation should determine which style is the most efficient at a given moment.**

SESSION 5: OVERVIEW OF THE DAY

Session 5 is a thirty minute opportunity at the end of the day, to review what has been learnt throughout the day and to ensure the learning objectives have been met. It provides an opportunity to ask any outstanding questions and clarify any outstanding issues.

SLIDE 5(1) OVERVIEW OF THE DAY

QUESTIONS:
What I learned during the day and how will I apply it in my daily work?
Was the day positive?
What should be improved?
What should be discussed?
Comments, suggestions for the trainers
Comments about the general feeling in the group

DAY TWO

Morning

Session 6: Preventing and Conflict Management through behaviour
Session 7: Emotional Intelligence

Lunch break

Afternoon

Session 8: Pro-social modeling
Session 9: Pro-social modeling
Session 10: Overview of the day and the training

Programme evaluation (filling the evaluation forms)

NECESSARY MATERIAL FOR DAY 1:

- LCD projector, lap-top/computer
- Flipchart paper and easel
- Paper, envelopes, markers for the exercises
- Slides
- Printouts
- Hand-outs

SESSION 6: PREVENTION AND CONFLICT MANAGEMENT BY USING YOUR BEHAVIOR

SLIDE 6(1) OBJECTIVES

By the end of the session participants will:

- Understand the importance of behaviour in relation to staff effectiveness
- Understand the contribution personal behaviour can make to preventing conflict
- Understand the contribution personal behaviour can make to managing conflict.

MATERIALS REQUIRED:

Pens
Paper
Power point slides etc.

TRAINER INPUT:

Contemporary prison management is about creating a safe and secure environment, which has a positive ethos and in which staff and prisoners are able to make a contribution. Prison staff's ability to do this is often limited to the quality of relationships that they form and develop with other people and the way they exercise their authority.

BEHAVIOUR AND INFLUENCE

Influencing is the means of getting people to do what you want them to do. It is the means or method to achieve two ends: operating and improving. But there's more to influencing than simply passing along orders. The example you set is just as important as the words you speak. And you set an example – good or bad – with every action you take and word you utter, on or off duty. Through your words and example, you must communicate purpose, direction and motivation.
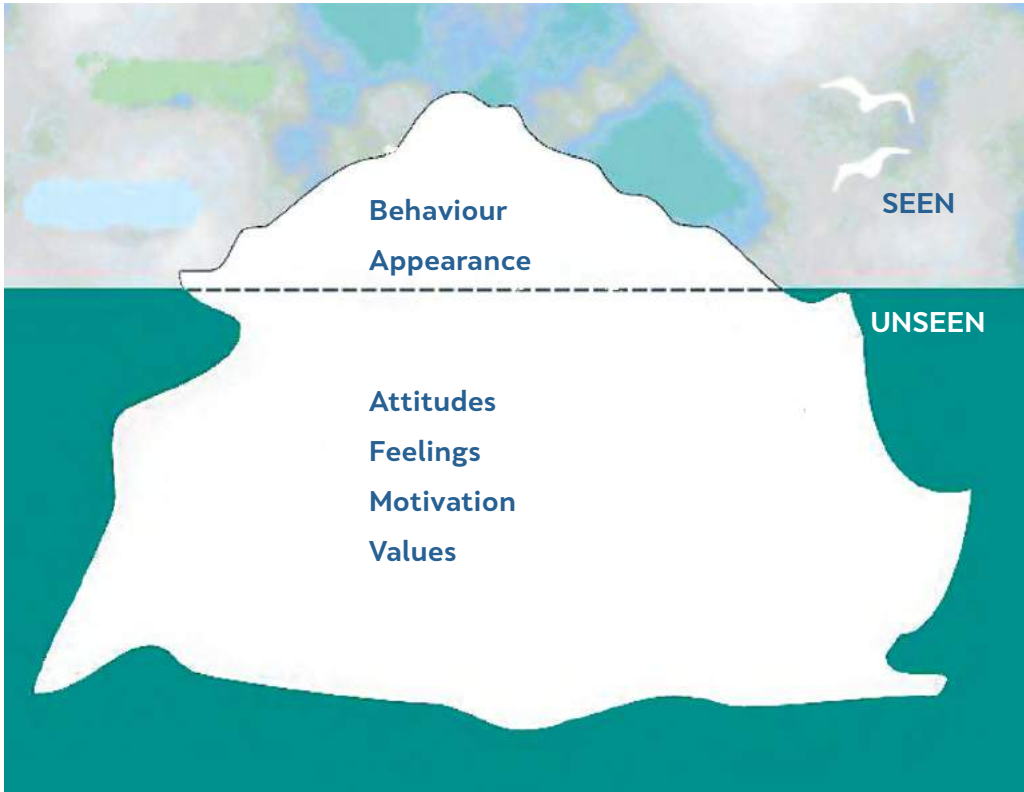
You are your behaviour – what you say, what you do and how you appear are the things that people see and they are the things that define you and allow people to make judgments about you – behaviour and the way you behave towards others is critical to your effectiveness. What you think, what you feel, what motivates you and what you believe can all be reflected through the way you behave and the way you appear to others.

You can use your behaviour to great advantage to reduce and manage conflict, if you understand the following.

SLIDE 6(3)

BEHAVIOUR BREEDS BEHAVIOUR

- You reap what you sow in terms of your own behaviour
- People mirror and reflect the behaviour of others
- Being helpful almost always elicits a positive response
- Being obstructive almost always makes the situation more difficult

SLIDE 6(4)

YOU CAN CHOOSE YOUR BEHAVIOUR

- Behaviour isn't fixed; you choose how to behave 90 percent of the time
- Choosing the right behaviour at the right time is critical to being effective
- It isn't particularly difficult to do
- It's about awareness and discipline.

SLIDE 6(5)

YOU CAN USE YOUR BEHAVIOUR TO HINDER A TRANSACTION

- People under stress behave irrationally and often make the wrong choices
- Responding emotionally makes things worse and rarely improves the situation
- Behaving in these ways does not demonstrate effectiveness.

SLIDE 6(6)

YOU CAN USE YOUR BEHAVIOUR TO HELP YOUR INTERACTIONS WITH OTHERS

- Responding helpfully is the quickest way to a successful outcome
- It's easier on ourselves in the short and long term.

SLIDE 6(7)

BEHAVIOUR IS EXPRESSED

- Verbally – by what we say
- Visually – by our body language

EXERCISE: Ask the participants to identify two occasions when they used their behavior to resolve a difficult situation – what did they do and what was the outcome and secondly, ask them to identify two situations when their behavior escalated the difficulty of a situation – what did they do and what was the outcome. Ask individuals to share this experience in small groups and discuss. Feedback to the large group. Each group should feed-back at least two positive outcomes and two negative.

TRAINER NOTE:

This session on behavior is timed to last approximately one hour. The final thirty minutes of this session (if not required for questions or discussion can be used to move on to the next session on Emotional Intelligence, which includes much more content and therefore could benefit from the extra time).

SESSION 7: EMOTIONAL INTELLIGENCE

SLIDE 7(1)
OBJECTIVES

By the end of the session participants will:

- Understand the importance of self–awareness when dealing with conflict
- Understand the importance of self–management when dealing with conflict
- Understand the importance of social awareness when dealing with conflict
- Understand the importance of relationship management when dealing with conflict.

MATERIALS REQUIRED:

Pens
Paper
Power point slides etc.

A leadership quality that we need to consider is Emotional Intelligence. During the last decade this quality has become ever more important and recognized as an essential part of the Leader's toolkit. In 1980 Reuven Bar-on was researching the qualities that lead to success. He was able to demonstrate that IQ and traditional intelligence were not enough on their own and developed the concept of Emotional Intelligence or EQ (Emotional Quotient) as it is sometimes known.
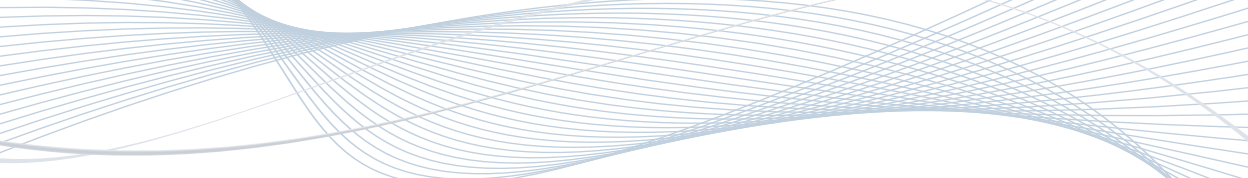
In 1985 an influential psychologist called Howard Gardner also challenged the traditional view of intelligence.

The idea that success in both life and work - at least where managing people is a significant factor - became highly credible and organizations have begun to recognize how their best leaders and managers need to develop an understanding of themselves and others.

In 1995 Daniel Goleman published the best – seller "Emotional Intelligence", which has done a great deal for popularizing the subject.

Recent research says that it accounts for as much as 85% of our effectiveness.

This research has been developed mostly over the last fifteen years.

We know from studying the results of IQ testing that roughly 50% of the population will score between 90 and 110, 25% of the population will score between 110 and 130 and the remaining 25% less than 90.

We generally assume that those scoring highest are likely to be most successful and those scoring lowest will not achieve as much and some will require help and support to fulfil their potential.

As parents we usually want our children to attend school, work hard and do well and we almost all hope that they will develop their academic ability and be successful in life and work.

We almost all attribute and attach great importance to academic ability and prize it as something of great value - and it is - but recent research into intelligence says that other abilities or intelligences which we also possess do not attract such attention, but are also of great value to us all.

Research into intelligence would say that some people possess Kinaesthetic Intelligence – the ability to use your body or parts of your body in an intelligent way. If we think of sportsmen and women we begin to understand they demonstrate this ability.

Potters who can fashion ceramic forms from a lump of clay, woodcarvers who can turn a piece of wood into a work of art and weavers, sewers and others who can produce beautiful carpets, woven textiles etc.

We often describe these people as gifted, talented and even blessed but what they appear to have developed and refined is Kinaesthetic Intelligence.

Consider what the research calls Emotional Intelligence and says is an ability which is essential for those working with, for and amongst people – Managers, Leaders, Teachers, Social Workers and others.

We know and understand that we can all get angry; anger is an emotion which we have all felt ourselves and witnessed in others: - We all get angry and this can be easy to do. When we are angry if we shout, bang doors or stamp our feet - then we are not using emotional intelligence. However, if we can contr ol our anger and channel it in constructive and positive ways - this **is** Emotional Intelligence.

Aristotle the great philosopher said – "Anyone can be angry – that is easy – But to be angry with the right person, to the right degree at the right time for the right purpose and in the right way – this is not easy".

Emotional Intelligence, however, is not just about your level of self-control and awareness, but also how you engage in inter-personal relationships.

SLIDE 7(2)

EMOTIONAL INTELLIGENCE IS THE ABILITY TO ENCOMPASS:

- **Self – Awareness**
- **Self – Management**
- **Social Awareness**
- **Relationship Management**

Self-Awareness – The ability to recognize your own emotions and how they affect your thoughts and behaviour: Know your strengths and weaknesses: Have self-confidence.

Self-Management – The ability to control impulsive feelings and behaviours: Manage your emotions in healthy ways: Take initiatives: Follow through on commitments: Adapt to changing circumstances.

Social Awareness – The ability to understand the emotions, needs and concerns of other people: pick up on emotional cues: feel comfortable socially: and recognize the power dynamics in a group or organisation.

Relationship Management – The ability to develop and maintain good relationships: communicate clearly: inspire and influence others: work well in a team: manage conflict.

TRAINER INPUT:

Quick stress relief: The first core conflict resolution skill

Being able to manage and relieve stress in the moment is the key to staying balanced, focused, and in control, no matter what challenges you face. If you don't know how to stay centered and in control of yourself, you will become overwhelmed in conflict situations and unable to respond in healthy ways.

TRAINER NOTE:

You may wish to use the following driving analogy to describe the three most common ways people respond when they're overwhelmed by stress.

TRAINER INPUT:

- **Foot on the gas**. An angry or agitated stress response. You're heated, keyed up, overly emotional, and unable to sit still.
- **Foot on the brake**. A withdrawn or depressed stress response. You shut

down, space out, and show very little energy or emotion.

- **Foot on both gas and brake.** A tense and frozen stress response. You "freeze" under pressure and can't do anything. You look paralyzed, but under the surface you're extremely agitated.

SHOW SLIDE 7(3)

Stress interferes with the ability to resolve conflict by limiting your ability to:

- **Accurately read another person's nonverbal communication**
- **Hear what someone is really saying**
- **Be aware of your own feelings**
- **Be in touch with your deep-rooted needs**
- **Communicate your needs clearly.**

TRAINER INPUT:

Is stress a problem or you?
You may be so used to being stressed that you're not even aware you are stressed. Stress may be a problem in your life if you identify with the following:

- You often feel tense or tight somewhere in your body
- You're not aware of movement in your chest or stomach when you breathe
- Conflict absorbs your time and attention.

Emotional Intelligence: The second core conflict resolution skill
Emotional Intelligence is the key to understanding yourself and others. If you don't know how you feel or why you feel that way, you won't be able to communicate effectively or smooth over disagreements. Although knowing your own feelings may seem simple, many people ignore or try to sedate strong emotions like anger, sadness, and fear. But your ability to handle conflict depends on being connected to these feelings. If you're afraid of strong emotions or if you insist on finding solutions that are strictly rational, your ability to face and resolve differences will be impaired.

Why emotional intelligence is a key factor in resolving conflict?

Emotional Intelligence - consciousness of your *moment-to-moment* emotional experience -and the ability to manage all of your feelings appropriately is the basis of a communication process that can resolve conflict.

Emotional Intelligence helps you:
- Understand what is really troubling other people
- Understand yourself, including what is really troubling you
- Stay motivated until the conflict is resolved
- Communicate clearly and effectively
- Attract and influence others.

Assessing your ability to recognize and manage emotions

The following questions can help you assess your level of emotional intelligence. Answer the following questions with: *almost never, occasionally, often, very frequently,* or *almost always*. There is no right or wrong response, only the opportunity to become better acquainted with your emotional responses.

QUESTIONS. WHAT KIND OF RELATIONSHIP DO I HAVE WITH MY EMOTIONS?
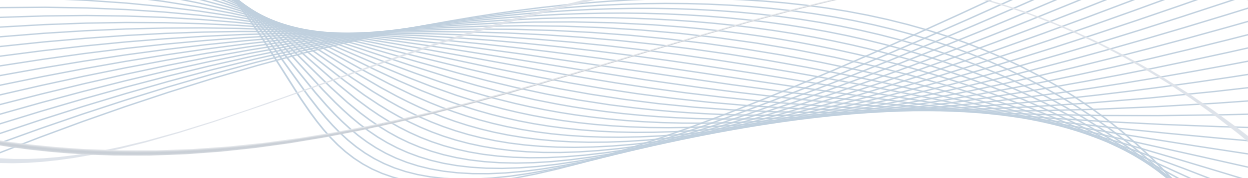
- **Do I experience feelings that flow**, encountering one emotion after another as your experiences change from moment to moment?
- **Are my emotions accompanied by physical sensations that you experience** in places like your stomach or chest?
- **Do I experience discrete feelings and emotions**, such as anger, sadness, fear, joy, each of which is evident in subtle facial expressions?
- **Can I experience intense feelings** that are strong enough to capture both your attention and that of others?
- **Do I pay attention to your emotions?** Do they factor into your decision making?

If any of these experiences are unfamiliar, your emotions may be turned down or turned off.

Nonverbal communication plays a big role in conflict resolution

The most important information exchanged during conflicts and arguments is often communicated non-verbally. Non-verbal communication is conveyed by emotionally-driven facial expressions, posture, gesture, pace, tone and intensity of voice. The most important communication is wordless.

When people are upset, the words they use rarely convey the issues and needs at the heart of the problem. When we listen for what is felt, as well as said, we connect more deeply to our own needs and emotions and to those of other people. Listening in this way also strengthens us, informs us and makes it easier for others to hear us.

When you are in the middle of a conflict, paying close attention to the other person's non-verbal signals may help you figure out what the other person is really saying, respond in a way that builds trust and get to the root of the problem. Simple non-verbal signals, such as a calm tone of voice, a reassuring touch, or an interested or concerned facial expression can go a long way toward relaxing a tense exchange.

Your ability to accurately read another person depends on your own emotional awareness. The more aware you are of your own emotions, the easier it will be for you to pick up on the wordless clues that reveal what others are feeling.

Humour, judiciously used, can effectively defuse conflict
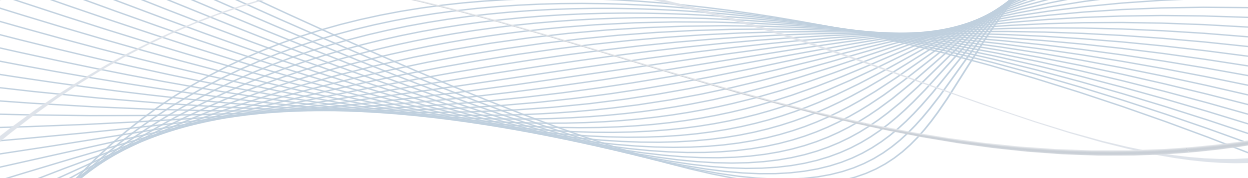
Once stress and emotion are brought into balance your capacity for joy, pleasure and playfulness is unleashed. Joy is a deceptively powerful resource. Studies show that you can surmount adversity, as long as you continue to have moments of joy. Humour plays a similar role when the challenge you're facing is conflict.

You can avoid many confrontations and resolve arguments and disagreements by communicating in a playful or humorous way. Humor can help you say things that might otherwise be difficult to express without creating a flap. However, it's important that you laugh *with* the other person, not *at* them. When humor and play is used to reduce tension and anger, reframe problems, and put the situation into perspective, the conflict can actually become an opportunity for greater connection and intimacy.

Tips for managing and resolving conflict

Managing and resolving conflict requires the ability to quickly reduce stress and bring your emotions into balance. You can ensure that the process is as positive as possible by sticking to the following conflict resolution guidelines:

- **Listen for what is felt as well as said**. When we listen we connect more deeply to our own needs and emotions, and to those of other people. Listening in this way also strengthens us, informs us, and makes it easier for others to hear us.

- **Make conflict resolution the priority, rather than winning or "being right".** Maintaining and strengthening the relationship, rather than

"winning" the argument, should always be your first priority. Be respectful of the other person and his or hers viewpoint.
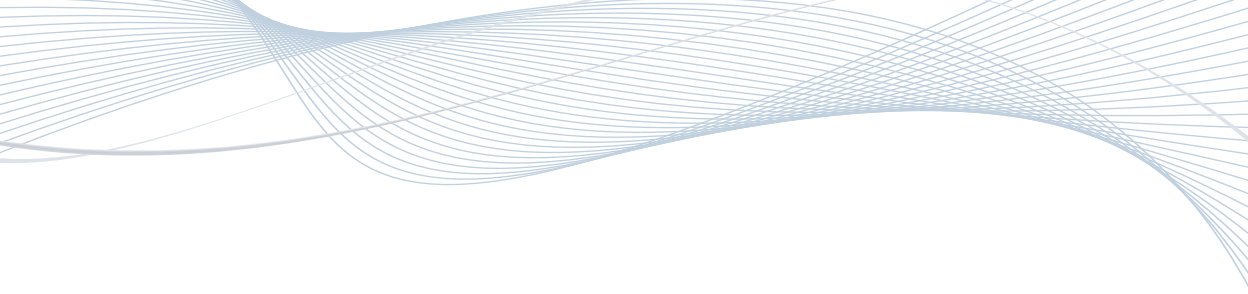
- **Focus on the present**. If you're holding on to old hurts and resentments, your ability to see the reality of the current situation will be impaired. Rather than looking to the past and assigning blame, focus on what you can do in the here-and-now to solve the problem.

- **Pick your battles.** Conflicts can be draining, so it's important to consider whether the issue is really worthy of your time and energy. Maybe you don't want to surrender a parking space if you've been circling for 15 minutes. But if there are dozens of spots, arguing over a single space isn't worth it.

- **Be willing to forgive.** Resolving conflict is impossible if you're unwilling or unable to forgive. Resolution lies in releasing the urge to punish, which can never compensate for our losses and only adds to our injury by further depleting and draining our lives.

- **Know when to let something go.** If you can't come to an agreement, agree to disagree. It takes two people to keep an argument going. If a conflict is going nowhere, you can choose to disengage and move on.

Exercise 5.5. Ask the group members to work in pairs and give each other an example of a situation where they have faced conflict with a friend, family member, colleague or person who has authority over them. Ask each pair to provide between them one example where the actions of one of them escalated the situation and the conflict and one example where their actions diffused the situation. Ask the group to refer to the information from the last slide as to what they did to escalate or diffuse the conflict.

Take feedback from each pair and discuss some of their examples to determine what their behaviour meant to them when they escalated a conflict and what they could have done to deescalate it. Lead a discussion of what group members could do in the future to manage conflicts. Write the responses and solutions on the flipchart.

EXERCISE

- The trainer displays the session objectives and asks group members if the objectives have been met
- Close session group members in turn stating one thing they have learned from the session about how to communicate more effectively
- Thank participants for their contribution.

SESSIONS 8 AND 9: PRO-SOCIAL MODELLING

TRAINER NOTE:
POWER POINT SLIDES FOR SESSION 8 ALSO COVER SESSION 9.

OBJECTIVES – BY THE END OF THE DAY PARTICIPANTS WILL:

SLIDE 8(1)
- Understand the meaning of pro-social modelling in relation to theory and practice
- Have considered its application in the workplace
- Recognize that it builds on existing skills and can enhance effectiveness

MATERIALS REQUIRED:
Pens
Paper
Powerpoint slides etc.

TRAINER NOTE:
Show slide

SLIDE 8(2)
'What Works'
- Risk clarification
- Criminogenic Needs
- Responsivity
- Community Base
- Treatment Modality
- Programme Integrity

Research indicates briefly that:

Risk Classification – resources should be targeted at those who present the greatest risk, whether that risk be to others, self or reoffending.

Criminogenic needs – Workers should concentrate on those factors that cause people to commit crime if they want to change their criminal behaviour.

Community Base – there is some evidence to suggest that programmes aimed at changing criminal behaviour are most successful when operated in the communities where people live rather than in institutions.

Treatment Modality – If a programme is developed to operate in a particular way using specific approaches and methods, these should not be changed / amended / altered by individual workers charged with delivering the original programme. To change approaches and methods of working mid –programme has been found to be unhelpful.

Programme Integrity – Staff delivering programmes of work, which have been evidenced to produce the required outcomes should not alter the programmes whilst they are in progress.

Explain to the group that it is the principle of **responsivity** that we are going to look at today because not only does it apply to our work with offenders, but it also works effectively in our work with each other.

Chris Trotter (Monash University, Australia) has done a lot of research linking some of the principles of responsivity to the approach we adopt to our work, the way we work with offenders and the way we work with each other. His work focuses on the skills of Problem Solving, Reflective Listening and Pro-Social approaches and it is the Pro-Social approaches that we are going to look at today.

TRAINER NOTE:

Show Slide 3(8) Pro-Social Approach and talk through each slide.

SLIDE 8(3)

PRO-SOCIAL APPROACHES

- Reduces anti-social behaviour
- Increases positive attitudes
- Uses prisoner and staff skills to advantage
- Motivates
- Helps to engage people positively
- Increases rapport
- Increases job satisfaction
- Increases morale

SLIDE 8(4)

WE WANT TO ENCOURAGE

- Safe environment for staff and prisoners
- Positive life skills
- Good relationships
- Good coping skills
- Increased self-worth
- Reduction of conflict
- Achievement of targets
- Improved listening skills

SLIDE 8(5)

WHAT PRO-SOCIAL MODELING IS

- The way we work with others
- The way we work with each other
- Positive interventions
- Positive change

SLIDE 8(6)

WHAT PRO-SOCIAL MODELING IS NOT?

- A simple solution
- New

- Difficult
- Something to be afraid of
- Charter to do what you like

TRAINER INPUT:

The key ingredients of adopting this approach involve:

SLIDE 8(7)

PRO-SOCIAL MODELING – KEY INGREDIENTS

- High Quality Relationship
- Modeling
- Re-enforcement
- Disapproval

TRAINER NOTE:

Talk through the slide giving some detail about each of the ingredients and then introduce the following exercise.

EXERCISE

The purpose of this exercise is to get participants thinking about what qualities are required to build and maintain high quality relationships with others. All high quality relationships will have some of the same elements e.g. trust, boundaries and limits.

In does need to be remembered however that professional and personal relationships are different and will have some qualities that are not the same in each case, e.g. personal relationships will probably contain some level of intimacy, which high quality professional relationships do not require.

> **Divide the large group into small groups of 3 or 4 and ask them to list the essential ingredients of a high quality relationship. Allow 10 – 15 minutes.**
>
> **Take feedback and list their responses on a flipchart – spend a small amount of time in discussion about what they have written.**

TRAINER NOTE:

When you have done this, show slide 2(14) and talk it through.

SLIDE 8(8)

HIGH QUALITY RELATIONSHIPS

- Worker style – open, warm flexible, attentive, understanding and enthusiastic
- Freedom to express opinions, feelings and share experiences
- Mutual liking and respect
- Humour
- Frequent contact
- Shared understanding of limits/boundaries.

TRAINER INPUT:

Acting as a positive role model and leading by example is the next essential ingredient of effective leadership.

EXERCISE – WHAT MAKES A GOOD ROLE MODEL?

Ask the group again in the same small groups as the previous exercise, the following question – What qualities would you expect to see from a good Role Model?
Ask the group again to make a list and take feedback.

TRAINER INPUT:

Show the following series of slides and talk them through:

SLIDE 8(9)

EFFECTIVE MODELING

- Concrete and vivid demonstration
- Detailed description
- Emphasis on rewards
- Recognition of fear and distrust
- Emphasizes common humanity.

SLIDE 8(10)

WHAT COULD BE DESCRIBED AS MODELLING PRO-SOCIAL BEHAVIOUR?

What can we say and do?
- Be punctual and reliable
- Be honest and open
- Respect other people's feelings
- Respect offender's feelings
- Understand the offender's point of view.

SLIDE 8(11)

WHAT COULD BE DESCRIBED AS MODELLING PRO-SOCIAL BEHAVIOUR? CONTINUES

- Express views about the negative effects of criminal behaviour
- Be open about problems you may have had which are similar to the offender's
- Express positive views about the value of social pursuits, such as good family relations, non-criminal friends.

TRAINER INPUT:

The New Zealand Prison Service has developed the following guidelines to assist staff:

Modelling is the most potent source of influence. It is a background factor, rather than a direct method of response. A prisoner is more likely to be influenced by your words and behaviour if it appears that you have 'got your act together'.

SLIDE 8(12)

YOU WILL DEMONSTRATE PSM WHEN YOU SHOW:

- respect of rules and legitimate authority
- self-control
- rejection of violence
- honesty and reliability
- respect for others.

SLIDE 8(13)

RESPECT FOR RULES

The following are some examples of showing respect for rules and legitimate authority:

- Always follow correct (prison) procedures, including completing incident reports and misconducts as appropriate
- Always be fair and impartial ensuring that personal biases do not influence on-the-job behaviour or decision-making
- Carry out the technical, though often mundane, aspects of the job thoroughly and conscientiously
- Be punctual, well-presented and well-groomed
- Avoid any collusion with prisoners' claims to innocence, having been 'set-up', persecuted by Police etc.

SLIDE 8(14)

SELF-CONTROL

The following are some examples of showing self-control:

- Manage your own emotions effectively - avoid any display of foul temper, bad language, etc.
- Maintain composure in the face of hostility and provocation
- Deal with conflict firmly, but patiently.

SLIDE 8(15)

REJECTION OF VIOLENCE

The following are some examples of showing rejection of violence:

- Consistently use verbal skills to defuse situations where violence threatens
- Do not respond in kind to prisoners' intimidating / threatening behaviour
- Avoid any comments, remarks, jokes, etc. which imply validation of violence
- If physical force is necessary (e.g. C&R) carrying this out humanely and using minimum necessary levels of force.

SLIDE 8(16)

HONESTY AND RELIABILITY

The following are some examples of showing honesty and reliability:

- Always speak the truth
- Always carry out what you have promised
- Admit when you are wrong. Do not attempt to falsify information to cover mistakes.

SLIDE 8(17)

RESPECT FOR OTHERS

The following are some examples of showing respect for others:

- Have a respectful attitude to colleagues, prisoners and visitors
- Avoid any racist or sexist remarks or jokes
- Demonstrate helpfulness and interest in the individual.

TRAINER INPUT:

Reinforcing pro-social behaviour is the third ingredient of this approach and it is used to ensure we continually reinforce the kinds of behaviour we wish to promote by rewarding them as they happen.

TRAINER NOTE:

Show the following series of slides and talk them through.

SLIDE 8(18)

EFFECTIVE REINFORCEMENT

- Strong, emphatic and immediate
- Clear reasons
- Distinct from 'background' support, concern and interest
- Empathic.

SLIDE 8(19)

WHAT REWARDS CAN WE OFFER?

- Praise
- Time

- Positive comments in files and reports
- Advocacy
- Increased/decreased levels of contact
- Going an extra half mile.

TRAINER NOTE TO SLIDE 8(19):

Time - *Using time is an interesting concept and can be used to both reinforce and deter particular types of behaviour – it is the way in which YOU use the time which is important!!! You can, if you choose to spend extra time with people to help, assist and encourage them or you can use time to give extra control and manage difficult behaviours. Time is an important feature of this approach but it why you give people extra time that is important not the time itself and you need to be explicit about this.*

Advocacy is a way of offering extra support to someone by helping them and speaking or advocating on their behalf, for example with an employer or with an educational establishment so they can access them more easily.

Increasing or decreasing levels of contact can also be supportive if you are explicit why you are doing it. E.g. I am giving you extra contact because I believe it will help you to achieve your aims or I am decreasing our level of contact because you are doing so well on your own and I can see you are self-motivated. It is why you do it that is important and your professional judgment and knowledge about how the individual works that is important here.

Going an extra half mile simply means doing something extra for that person as an acknowledgement of their progress making extra efforts on their behalf over and above what you might do in ordinary circumstances.

SLIDE 8(20)

REINFORCEMENT

Praise is the most powerful reinforcement currently available to staff
- It is most important that the reinforcement is clearly linked to a specific piece of behaviour and is explicit enough for the offender to be able to make the link
- Reinforcement should never be general
- Reinforcement should be genuinely meant and not automatic
- Automatic reinforcements soon lose their impact
- Reinforcement should always be contingent on behaviour.

TRAINER NOTE: SLIDE 8(20)

Reinforcement should never be general. This means if you are giving reinforcement for a specific piece of behavior, you need to say more than - that was good – this kind of statement is what would be classed as background support and too general for someone to learn from. You need to always be specific about exactly what you liked. Reinforcement should always be genuine, otherwise it has no impact; people will not believe you and you will come across as patronizing and insincere.

__Automatic reinforcements__ are like wage packets - you get them regularly and after a while they lose their impact as a reward and encouragement – rewards and encouragements work much better when they are unexpected.

TRAINER INPUT:

Expressing disapproval about unacceptable behaviour is the fourth ingredient of Trotter's pro-social approach. Disapproval should not seek to blame, punish or judge – these approaches are doomed to failure and we shall say something about that later. When we talk about expressing disapproval, we need to ensure the following:

TRAINER NOTE:
SHOW SLIDES 8 (21) AND 8 (22) AND TALK THEM THROUGH.

SLIDE 8(21)
EFFECTIVE DISAPPROVAL
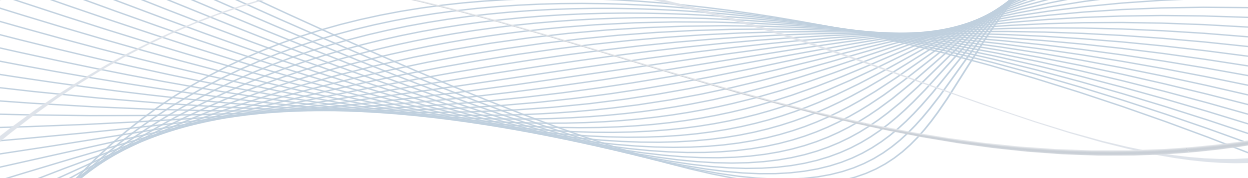
- Strong, emphatic and immediate
- Elaboration of reasons
- Contrast to previous levels of warmth, interest and concern
- Immediate response to change.

NB 4:1 RULE
Behaviour not person
Realistic targets

TRAINER NOTE FOR SLIDE 8(21):

__4:1 Rule__ – we have a tendency to emphasize the things that people do wrong and focus upon their weaknesses and mistakes. What this research says is

that we should concentrate on the things people do well and give more positives than negatives – concentrate on peoples' strengths, not their weaknesses, i.e. 4 positives for every negative.
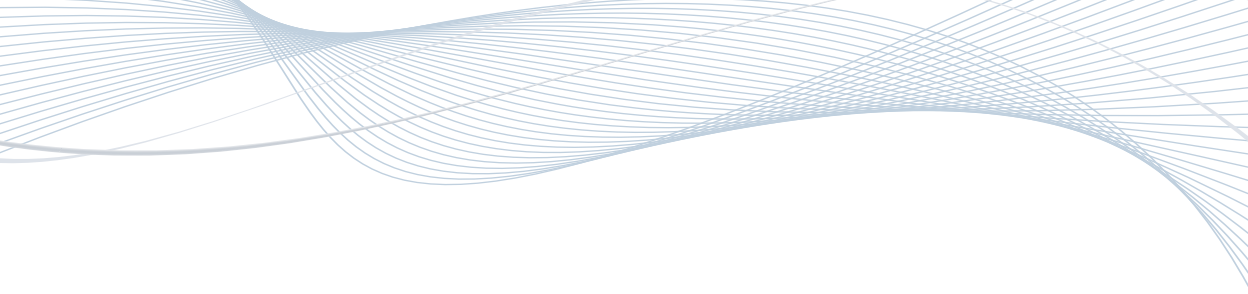
SLIDE 8(22)

WHAT APPROACHES CAN BE USED?

- Delayed response
- Explaining why you disagree
- Negative comments in files/reports
- Increased / decreased contact.

TRAINER NOTE FOR SLIDE 8(22):

*   **Delayed response** *Many people learn as they go through life that they can quickly gain attention by misbehaving or diverting or subverting what is going on – this research recognizes this and says that sometimes it is appropriate to ignore this diversionary behaviour and not provide the attention that the diverter craves – in this way, the unwanted behaviour will reduce - staff need to be less reactive to these situations in order to manage them – this takes skill and professional judgment but can work well at times.*

SESSION 10: OVERVIEW OF THE DAY

Session 10 is a thirty minute opportunity at the end of the day, to review what has been learnt throughout the day and to ensure the learning objectives have been met. It provides an opportunity to the sessions to ask any new outstanding questions and clarify any outstanding issues.

QUESTIONS:

What I learned during the day and how will I apply it in my daily work?
Was the day positive?
What should be improved?
What should be discusses?
Comments, suggestions for the trainers
Comments about the general feeling in the group
What did I learn during the training and how will I apply it in my daily work?

APPENDIX 1 – PPT PRESENTATION FOR THE TRAINER

SLIDE NUMBER 1(1) WELCOME TO THE TRAINING COURSE

SLIDE 1(2) OBJECTIVES:

At the end of this session participants will:

- Have started to meet each other and the trainers
- Feel welcomed and respected
- Understand the expectations for this course
- Understand the concept of setting objectives at different levels
- Be introduced to the issue of evaluation.

SLIDE 1(3) GROUND RULES

- Always arrive on time and ready to learn
- Return from breaks promptly to avoid delaying the start of sessions
- Turn off mobile phones during sessions
- Treat all members of the group with equal respect and consideration
- Listen when others are talking - do not interrupt or talk over others.

SLIDE 1(4) VALUING INDIVIDUALS

- Each member of the group has a valid contribution to make, which will be valued and listened to
- Where there are differences in views, these will be heard sensitively or questioned in a way which is constructive and enabling to the process of the group and its objectives
- We are all at different starting points. Some people may have more knowledge and experience than others, but this does not mean that the contributions of those with less knowledge or experience has less value
- The group as a whole takes responsibility for each other's learning
- Participants will support the principle of confidentiality about personal feelings or issues, which are shared during our work together
- Naive questions will be considered the norm.

SLIDE 1(5) OBJECTIVES FOR DAY 1

By the end of the day participants will:

- Have been introduced to each other and the trainers
- Understood the importance of Learning Expectations and atmosphere in establishing an inclusive learning environment
- Be clear about the objectives of this training programme and have set personal objectives for themselves
- Have a greater understanding of Managing and preventing Conflict and its importance.

SLIDE 1(6) – OVERALL OBJECTIVES FOR MANAGING CONFLICT AND SENTENCE PLANNING COURSE

By the end of the week participants will:

- Have an understanding of the importance of Managing Conflict and Sentence Planning
- Understand the importance of Self-Management and Control
- Understand the importance of Planning and Preparation
- Be more aware of how Communication can aid effectiveness.

SLIDE 2(1) SESSION OBJECTIVES:

By the end of this session participants will:

- Understand the steps of problem solving
- Be more able to apply the skills of problem solving to their own problems
- Be able to learn how applying problem solving skills successively, improves the more you practice them.

SLIDE 2(2) PROBLEM SOLVING IN ITS SIMPLEST FORM REQUIRES YOU TO UNDERTAKE THE FOLLOWING STEPS:

- Collecting information about the problem
- Sifting and sorting out information to find a route through it
- Identifying a number of options and deciding on the consequences of each option
- Making a decision on what is the best option to choose
- Implementing the option you have chosen.

SLIDE 3(1)

By the end of this session participants will:

- Understand what you need to consider when negotiating with others
- Understand how to apply negotiated agreements when making minor and major decisions in your daily life
- Understand about managing conflict: how to defuse rather than escalate situations which could lead to a conflict between yourself and others.

SLIDE 3(2) MAKING AN AGREED DECISION REQUIRES THE FOLLOWING:

- Listening carefully
- Being ready for a compromise
- Patience
- Encouraging others to state their opinions
- Tolerating the opinions of a minority of members in the group
- Putting oneself in the place of others; being able to see things from their point of view (empathy); and
- Checking any tendency you may feel that your initial view is the only correct one.

SLIDE 3(3)

- A conflict is more than just a disagreement
- Conflicts continue to fester when ignored
- We respond to conflicts based on our perceptions

- Conflicts trigger strong emotions
- Conflicts are an opportunity for growth.

SLIDE 3(4)
- Successful conflict resolution depends on your ability to regulate stress and manage your emotions.

SLIDE 3(5) THE ABILITY TO SUCCESSFULLY RESOLVE CONFLICT DEPENDS ON YOUR ABILITY TO:
- Manage stress quickly while remaining alert and calm
- Control your emotions and behavior
- Pay attention to the feelings being expressed
- Be aware of and respectful of differences.
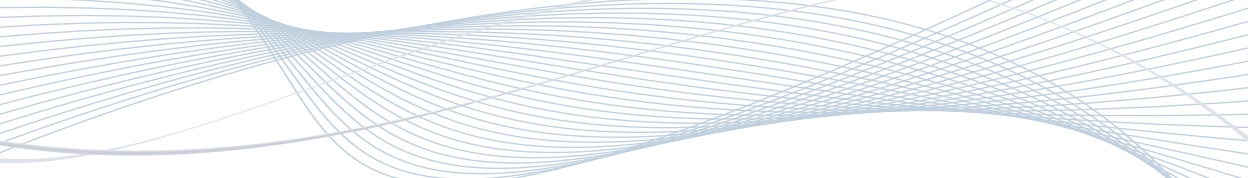
SLIDE 4(1)
- Familiarity with the reasons why conflicts occurs
- Shall understand some of the methods of conflict management
- Shall establish skills to be applied in establishing safety and order
- Shall be introduced with conflict management styles.
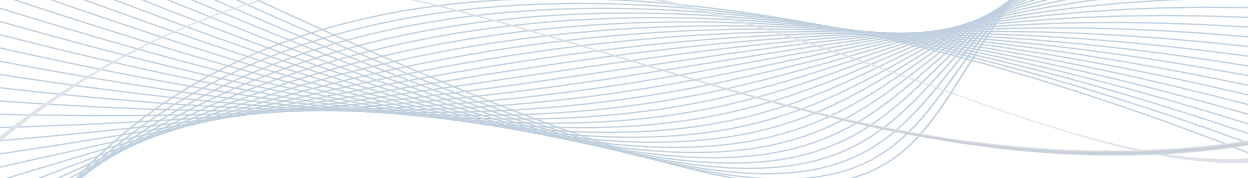
SLIDE 4(2)
- Forcing-forms of expression are: outspeaks the other person, forces the other person, convinced to be right, not caring about the other person's feelings
- Giving in-forms of expression are talking to the other person and saying you are not right and you want to prove that you are learning from you mistakes
- Avoiding –forms of expression are withdrawal when there are differences, postponing the discussions about the issue to a future point in time, redirecting the issue with jokes for example
- Discussion and cooperation-forms of expression are orientation towards the solution, examining and calculating the motives, needs, etc.
- Looking for compromise-forms of expression are readiness for agreement, both sides bring the same influence and power, professional and practical behavior.

SLIDE 4(3)

1. A – I sometimes allow others to take the responsibility for solving the problems.

   B – Instead of negotiating about things that we disagree on, I am trying to put an emphasis on the things that we disagree on.

2. A – I am trying to find a compromise.

   B – I am trying to satisfy all my and others interests.

3. A – I am strictly determined to achieve my objectives.

   B - I am trying to satisfy all my and all his interests.

4. A – I am trying to find a compromise.

   B – I am sometimes sacrificing my own needs in favour of others' wishes.

5. A – I am asking the other person for help in order to come up with solution.

   B – I am trying to do what is necessary in order to prevent unnecessary tension.

6. A – I am trying to prevent unpleasant situations for myself.

   B – I am trying to win with my position.

7. A - I am trying to postpone the issue for a while in order to think about it

   B – I am giving up the issue in exchange for other issues.

8. A – I am strictly determined to realize my own objectives.

   B – I am immediately trying to get an insight into all interests and disputes.

9. A – I consider that it is not always worth it to get upset about the differences that exist

   B – I am somewhat engaging to be pleased.

10. A – I am determined to achieve my own objectives.

    B – I am trying to immediately get a compromise solution.

11. A – I am immediately trying to get an insight into interest disputes.

    B – I am sometimes trying to calm the other person down in order to preserve our relationship.

12. A – Sometimes I am not allowing myself to take position which can lead to controversy.

    B – I am trying to concede on my stance if the other is not conceding his.

13. A – I am asking for assistance from the other person in order to come up with solution

B – I am trying to prove my position to the end.

14. A – I am expressing my opinion and I ask for his.

B – I am trying to demonstrate the logic and the advantages of my position.

15. A – Sometimes I am trying to calm other person down in order to preserve our relationship.

B – I am trying to do what is necessary to prevent tense situations.

16. A – I am trying not to hurt other person's feelings.

B – I am trying to convince the other about the advantages of my position.

17. A – I am strictly determined to achieve my objectives.

B – I am trying to do what is necessary to prevent unnecessary tensions.

18. A – If the other person is happy, I am not changing his point of view.

B – I am conceding somewhat my stance, if the other person is doing so too.

19. A – I am trying to immediately get an insight into all interests and disputes.

B – I am trying to delay the issue for a while in order to think about it.

20. A – I am trying immediately to deeply analyze our differences.

B – I am trying to find a reasonable combination of profit and loss for both of us.

21. A – I am approaching the negotiations with a due consideration about the other's wishes.

B – I always intend to discuss the problem straightforward.

22. A – I am trying to meet the other person in the middle.

B – I stick to my wishes.

23. A – Very often I set the objective to satisfy all our needs.

B – I sometimes let others be responsible for solving the problem.

24. A – If the position of the other person is very important to him, I would try to satisfy his needs.

B – I am trying to convince him to be satisfied with a compromise.

25. A – I am trying to demonstrate the logic and the advantages of my position.

B – In my approach to the negotiations I am trying to take in consideration the wishes of the other.

26. A – I propose to meet in the middle.

    B – Almost always I set as an objective to satisfy all our needs.

27. A – I am sometimes trying to take position which lead to controversy.

    B – If that makes him happy, I am not changing his ideas on the subject.

28. A – I am usually uncompromised in the attempt to realize my objectives.

    B – I am usually asking others for help in devising a solution.

29. A – I propose to meet in the middle.

    B – I think that it is not always worth it to get upset about the existing differences.

30. A – I am trying not to hurt other people's feelings.

    B – I always consider that the other is a partner in finding a joint solution to the problem.

SLIDE 4(4) CONTENTS OF SLIDE
TABLE: CONFLICT MANAGEMENT STYLES

No.	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23			B		A
24	A				B
25		B	A		
26				A	B
27	A	B			
28			A	B	
29		B			A
30			B		A

Styles	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
Total:					

SLIDE 5(1) OVERVIEW OF THE DAY

QUESTIONS:

What I learned during the day and how will I apply it in my daily work?
Was the day positive?
What should be improved?
What should be discussed?
Comments, suggestions for the trainers
Comments about the general feeling in the group.

SLIDE 6(1) OBJECTIVES

By the end of the session participants will:

- Understand the importance of behaviour in relation to staff effectiveness
- Understand the contribution personal behaviour can make to preventing conflict
- Understand the contribution personal behaviour can make to managing conflict.

SLIDE 6(3) BEHAVIOUR BREEDS BEHAVIOUR

- You reap what you sow in terms of your own behaviour
- People mirror and reflect the behaviour of others
- Being helpful almost always elicits a positive response
- Being obstructive almost always makes the situation more difficult.

SLIDE 6(4) YOU CAN CHOOSE YOUR BEHAVIOUR

- Behaviour isn't fixed; you choose how to behave 90 percent of the time
- Choosing the right behaviour at the right time is critical to being effective
- It isn't particularly difficult to do
- It's about awareness and discipline.

SLIDE 6(5) YOU CAN USE YOUR BEHAVIOUR TO HINDER A TRANSACTION

- People under stress behave irrationally and often make the wrong choices
- Responding emotionally makes things worse and rarely improves the situation
- Behaving in these ways does not demonstrate effectiveness.

SLIDE 6(6) YOU CAN USE YOUR BEHAVIOUR TO HELP YOUR INTERACTIONS WITH OTHERS

- Responding helpfully is the quickest way to a successful outcome
- It's easier on ourselves in the short and long term.

SLIDE 6(7) BEHAVIOUR IS EXPRESSED:

- Verbally – by what we say
- Visually – by our body language

SLIDE 7(1) OBJECTIVES

By the end of the session participants will:

- Understand the importance of self–awareness when dealing with conflict
- Understand the importance of self–management when dealing with conflict
- Understand the importance of social awareness when dealing with conflict
- Understand the importance of relationship management when dealing with conflict.

SLIDE 7(2) EMOTIONAL INTELLIGENCE IS THE ABILITY TO ENCOMPASS:

- Self – Awareness
- Self – Management
- Social Awareness
- Relationship Management.

SLIDE 7(3) STRESS INTERFERES WITH THE ABILITY TO RESOLVE CONFLICT BY LIMITING YOUR ABILITY TO:

- Accurately read another person's nonverbal communication
- Hear what someone is really saying
- Be aware of your own feelings
- Be in touch with your deep-rooted needs
- Communicate your needs clearly.

SLIDE 8(1)

- Understand the meaning of pro-social modelling in relation to theory and practice
- Have considered its application in the workplace
- Recognize that it builds on existing skills and can enhance effectiveness.

SLIDE 8(2) 'WHAT WORKS'

- Risk clarification
- Criminogenic Needs
- Responsivity
- Community Base
- Treatment Modality
- Programme Integrity

SLIDE 8(3) PRO-SOCIAL APPROACHES

- Reduces anti-social behaviour
- Increases positive attitudes
- Uses prisoner and staff skills to advantage
- Motivates
- Helps to engage people positively
- Increases rapport
- Increases job satisfaction
- Increases morale.

SLIDE 8(4) WE WANT TO ENCOURAGE

- Safe environment for staff and prisoners
- Positive life skills
- Good relationships
- Good coping skills
- Increased self-worth
- Reduction of conflict
- Achievement of targets
- Improved listening skills.

SLIDE 8(5) WHAT PRO-SOCIAL MODELLING IS?

- The way we work with others
- The way we work with each other
- Positive interventions
- Positive change

SLIDE 8(6) WHAT PRO-SOCIAL MODELLING IS NOT?

- A simple solution
- New
- Difficult
- Something to be afraid of
- Charter to do what you like

SLIDE 8(7) PRO SOCIAL MODELLING – KEY INGREDIENTS

- High Quality Relationship
- Modelling
- Re-enforcement
- Disapproval

SLIDE 8(8) HIGH QUALITY RELATIONSHIPS

- Worker style – open, warm flexible, attentive, understanding and enthusiastic
- Freedom to express opinions, feelings and share experiences
- Mutual liking and respect

- Humour
- Frequent contact
- Shared understanding of limits/boundaries

SLIDE 8(9) EFFECTIVE MODELLING
- Concrete and vivid demonstration
- Detailed description
- Emphasis on rewards
- Recognition of fear and distrust
- Emphasizes common humanity

SLIDE 8(10) WHAT COULD BE DESCRIBED AS MODELLING PRO-SOCIAL BEHAVIOUR?

WHAT CAN WE SAY AND DO?
- Be punctual and reliable
- Be honest and open
- Respect other people's feelings
- Respect offender's feelings
- Understand the offender's point of view

SLIDE 8(11) WHAT COULD BE DESCRIBED AS MODELLING PRO-SOCIAL BEHAVIOUR? CONTINUES

Express views about the negative effects of criminal behaviour
- Be open about problems you may have had which are similar to the offender's
- Express positive views about the value of social pursuits such as good family relations, non-criminal friends.

SLIDE 8(12) YOU WILL DEMONSTRATE PSM WHEN YOU SHOW:
- respect of rules and legitimate authority
- self-control
- rejection of violence
- honesty and reliability
- respect for others

SLIDE 8(13) RESPECT FOR RULES

The following are some examples of showing respect for rules and legitimate authority:

- Always follow correct (prison) procedures, including completing incident reports and misconducts as appropriate
- Always be fair and impartial ensuring that personal biases do not influence on-the-job behaviour or decision-making
- Carry out the technical, though often mundane, aspects of the job thoroughly and conscientiously
- Be punctual, well-presented and well-groomed
- Avoid any collusion with prisoners' claims to innocence, having been 'set-up', persecuted by Police etc.

SLIDE 8(14) SELF-CONTROL

The following are some examples of showing self-control:
- Manage your own emotions effectively – avoid any display of foul temper, bad language, etc.
- Maintain composure in the face of hostility and provocation
- Deal with conflict firmly but patiently.

SLIDE 8(15) REJECTION OF VIOLENCE

The following are some examples of showing rejection of violence:
- Consistently use verbal skills to defuse situations where violence threatens
- Do not respond in kind to prisoners' intimidating / threatening behaviour
- Avoid any comments, remarks, jokes, etc. which imply validation of violence
- If physical force is necessary (e.g. C&R) carrying this out humanely and using minimum necessary levels of force.

SLIDE 8(16) HONESTY AND RELIABILITY

The following are some examples of showing honesty and reliability:
- Always speak the truth
- Always carry out what you have promised

- Admit when you are wrong. Do not attempt to falsify information to cover mistakes.

SLIDE 8(17) RESPECT FOR OTHERS

The following are some examples of showing respect for others:
- Have a respectful attitude to colleagues, prisoners and visitors
- Avoid any racist or sexist remarks or jokes
- Demonstrate helpfulness and interest in the individual.

SLIDE 8(18) EFFECTIVE REINFORCEMENT

- Strong, emphatic and immediate
- Clear reasons
- Distinct from 'background' support, concern and interest
- Empathic

SLIDE 8(19) WHAT REWARDS CAN WE OFFER?

- Praise
- Time
- Positive comments in files and reports
- Advocacy
- Increased/decreased levels of contact
- Going an extra half mile

SLIDE 8(20) REINFORCEMENT

Praise is the most powerful reinforcement currently available to staff
- It is most important that the reinforcement is clearly linked to a specific piece of behaviour and is explicit enough for the offender to be able to make the link
- Reinforcement should never be general
- Reinforcement should be genuinely meant and not automatic
- Automatic reinforcements soon lose their impact
- Reinforcement should always be contingent on behaviour.

SLIDE 8(21) EFFECTIVE DISAPPROVAL

- Strong, emphatic and immediate
- Elaboration of reasons
- Contrast to previous levels of warmth, interest and concern
- Immediate response to change

NB 4:1 RULE

Behaviour not person
Realistic targets

SLIDE 8(22) WHAT APPROACHES CAN BE USED?

- Delayed response
- Explaining why you disagree
- Negative comments in files/reports
- Increased / decreased contact

SLIDE 10(1) OVERVIEW OF WHAT WAS LEARNED

QUESTIONS:

What have I learned during the day and how can I apply it in my every-day work?
Was the day positive?
What needs to be improved?
What needs to be discussed?
Remarks for the trainer, suggestions
Remarks for the group's atmosphere

What have I learned during the training and how can I apply it in my everyday work?

APPENDIX 2 – HAND-OUTS

Healthy and unhealthy ways of managing and resolving conflict

Unhealthy responses to conflict:

- An inability to recognize and respond to the things that matter to the other person
- Explosive, angry, hurtful, and resentful reactions
- The withdrawal of love, resulting in rejection, isolation, shaming, and fear of abandonment
- An inability to compromise or see the other person's side.
- The fear and avoidance of conflict; the expectation of bad outcomes.

Healthy responses to conflict

- The capacity to recognize and respond to the things that matter to the other person
- Calm, non-defensive, and respectful reactions
- A readiness to forgive and forget, and to move past the conflict without holding resentments or anger
- The ability to seek compromise and avoid punishing
- A belief that facing conflict head is the best thing for both sides.

APPENDIX 3 – QUESTIONNAIRE FOR CONFLICT MANAGEMENT STYLES

1. A – I sometimes allow others to take the responsibility for solving the problems.

   B – Instead of negotiating about things that we disagree on, I am trying to put an emphasis on the things that we disagree on.

2. A – I am trying to find a compromise.

   B – I am trying to satisfy all my and others interests.

3. A – I am strictly determined to achieve my objectives.

   B - I am trying to satisfy all my and all his interests.

4. A – I am trying to find a compromise.

   B – I am sometimes sacrificing my own needs in favour of others' wishes.

5. A – I am asking the other person for help in order to come up with solution.

   B – I am trying to do what is necessary in order to prevent unnecessary tension.

6. A – I am trying to prevent unpleasant situations for myself.

   B – I am trying to win with my position.

7. A - I am trying to postpone the issue for a while in order to think about it

   B – I am giving up the issue in exchange for other issues.

8. A – I am strictly determined to realize my own objectives.

   B – I am immediately trying to get an insight into all interests and disputes.

9. A – I consider that it is not always worth it to get upset about the differences that exist

   B – I am somewhat engaging to be pleased.

10. A – I am determined to achieve my own objectives.

    B – I am trying to immediately get a compromise solution.

11. A – I am immediately trying to get an insight into interest disputes.

    B – I am sometimes trying to calm the other person down in order to preserve our relationship.

12. A – Sometimes I am not allowing myself to take position which can lead to controversy.

B – I am trying to concede on my stance if the other is not conceding his.

13. A – I am asking for assistance from the other person in order to come up with solution

    B – I am trying to prove my position to the end.

14. A – I am expressing my opinion and I ask for his.

    B – I am trying to demonstrate the logic and the advantages of my position.

15. A – Sometimes I am trying to calm other person down in order to preserve our relationship.

    B – I am trying to do what is necessary to prevent tense situations.

16. A – I am trying not to hurt other person's feelings.

    B – I am trying to convince the other about the advantages of my position.

17. A – I am strictly determined to achieve my objectives.

    B – I am trying to do what is necessary to prevent unnecessary tensions.

18. A – If the other person is happy, I am not changing his point of view.

    B – I am conceding somewhat my stance, if the other person is doing so too.

19. A – I am trying to immediately get an insight into all interests and disputes.

    B – I am trying to delay the issue for a while in order to think about it.

20. A – I am trying immediately to deeply analyze our differences.

    B – I am trying to find a reasonable combination of profit and loss for both of us.

21. A – I am approaching the negotiations with a due consideration about the other's wishes.

    B – I always intend to discuss the problem straightforward.

22. A – I am trying to meet the other person in the middle.

    B – I stick to my wishes.

23. A – Very often I set the objective to satisfy all our needs.

    B – I sometimes let others be responsible for solving the problem.

24. A – If the position of the other person is very important to him, I would try to satisfy his needs.

    B – I am trying to convince him to be satisfied with a compromise.

25. A – I am trying to demonstrate the logic and the advantages of my position.

B – In my approach to the negotiations I am trying to take in consideration the wishes of the other.

26. A – I propose to meet in the middle.

B – Almost always I set as an objective to satisfy all our needs.

27. A – I am sometimes trying to take position which lead to controversy.

B – If that makes him happy, I am not changing his ideas on the subject.

28. A – I am usually uncompromised in the attempt to realize my objectives.

B – I am usually asking others for help in devising a solution.

29. A – I propose to meet in the middle.

B – I think that it is not always worth it to get upset about the existing differences.

30. A – I am trying not to hurt other people's feelings.

B – I always consider that the other is a partner in finding a joint solution to the problem.

SLIDE 4(4) CONTENTS OF SLIDE
TABLE: CONFLICT MANAGEMENT STYLES

No.	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23			B		A
24	A				B
25		B	A		
26				A	B
27	A	B			
28			A	B	
29		B			A
30			B		A

Styles	Forcing	Discussion and cooperation	Looking for a compromise	Avoiding	Giving in
Total:					