



Cultures of Safety in Corrections

Supervising a Sexually Safe Culture

Communication and Staff Buy-in
Facilitator Guide

2020

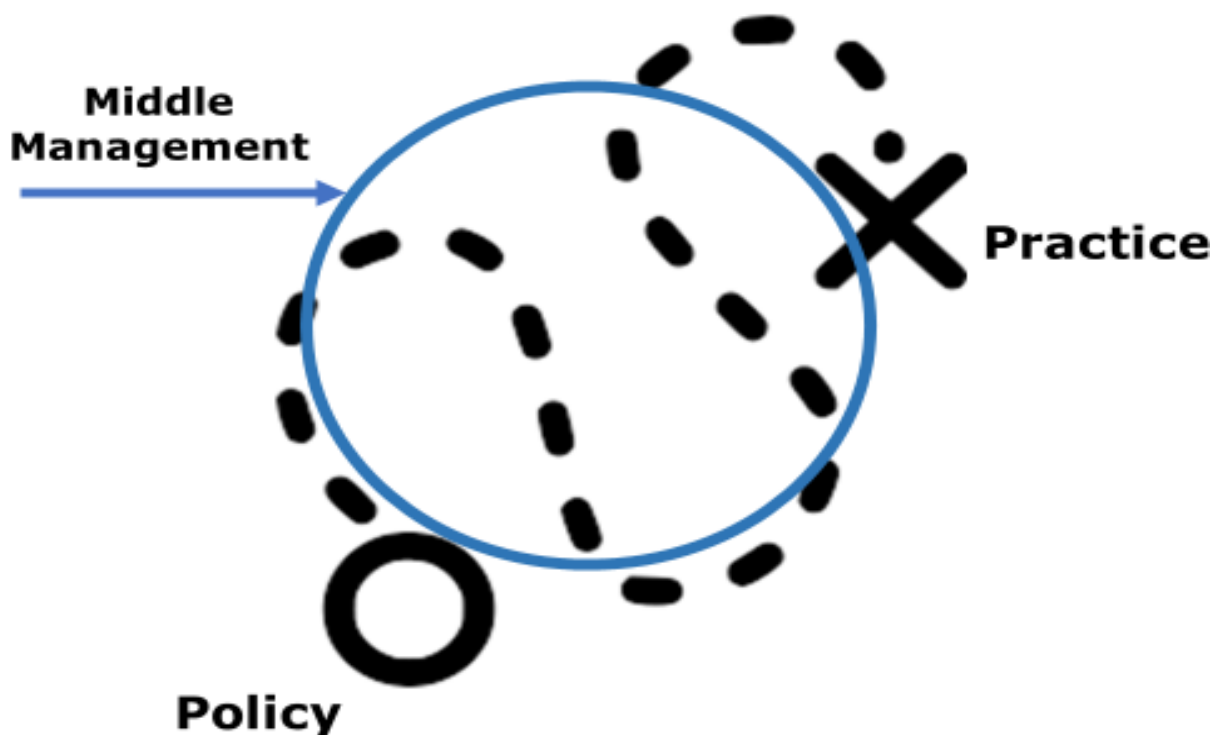


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This training is provided by The Moss Group, Inc. (TMG), a Washington, DC-based criminal justice consulting firm. Our mission is to be a trusted partner to leaders and their organizations in creating optimal safety and well-being for staff and those persons under their care. We specialize in assisting state, local, federal, and private organizations in developing strategic solutions to often sensitive issues that face correctional administrators. Our customer-focused philosophy ensures we deliver programs, products, and solutions on issues responsive to our customers' needs.

Cultures of Safety in Corrections Overview

Goals

This scenario and guide are a component of a training package of interactive vignettes to be used to supplement existing training. It is designed for trainers in adult corrections and juvenile justice to supplement training sessions with interactive, pragmatic scenarios to encourage class discussion and ensure a deeper understanding of the need to create a culture of sexual safety. The goals for this curriculum are listed below.

- Build upon pre-existing knowledge of the Prison Rape Elimination Act (PREA) Standards and best practices in prisons, jails, community confinement, and juvenile detention facilities to support a culture of safety, especially sexual safety.
- Provide reality-based scenarios to first- and second-level supervisors for working with staff and ensuring a culture of respect and safety.
- Provide resources to trainers related to subject matter to ensure effective delivery of the material.
- Offer alternatives to corrections and juvenile justice facilities for training first- and second-level supervisors by providing facilitation alternatives, such as small group work, shift briefing, and individual work exercises.

Target Audience

This material is designed to support first- and second-level supervisors in establishing and maintaining day-to-day cultural norms that support sexual safety with those whom they supervise. This is accomplished by gaining staff buy-in, using effective communication skills, and role modeling appropriate behaviors when responding to allegations of sexual assault and harassment.

Facilitator Qualifications and Expectations

The facilitator should be an individual with strong facilitation skills who consistently demonstrates respect for training participants and has established credibility in their agency or as an agency stakeholder. It is encouraged to supplement the material with related examples from participants' and facilitators' experiences to strengthen the connection with training concepts.

Effective facilitation is influenced by class size, time management, and comfort with the subject matter. Facilitators are expected to plan a variety of delivery methods and facilitation strategies in advance of the training, such as small groups, triads, or large group discussion, and debriefing strategies. Tips have been added to the guide on options for modification based on class size, time, and experience with the subject matter.

Facilitator Guide Organization

Each lesson contains detailed facilitation notes to assist in the effective delivery of the vignette. The facilitation notes contain everything needed to teach; however, you are encouraged to include relevant examples from your experience, as appropriate. During the activity, refer to the facilitator guide to stay on track with time and ensure that all key points are addressed. A three-column text box is used to demonstrate the intended design of the activity, which is further explained below.

Icons	Facilitator Script or Talking Points	Notes and Resources
References additional training features.	<p>Say: <i>Recommended script to use.</i></p> <p>Do: <i>An action for the facilitators to take.</i></p> <p>Ask: <i>A discussion question for the group.</i></p>	<p>Timing (mins.) 0.0</p> <p><i>Guidance on facilitation, source citations, and additional resources.</i></p>

Facilitator Icons

This facilitator guide enables facilitators to easily scan each page, using facilitator icons to quickly visualize if an additional training feature is being used. The icons are in the first column on the left. The following icons are used throughout this curriculum and signify each type of activity or action that is incorporated into a slide.



Chart on Pad indicates when to document on an easel pad.



Multimedia indicates when to show a multimedia file.



Handout indicates a supplemental document to be distributed to the class.



Small Group Activity contains instructions for completing an activity in a small group.



Individual Activity indicates when each participant will conduct an activity.



Large Group Discussion indicates the opportunity for open discussion.

Resources and Supplemental Materials

This section is located at the end of each scenario and contains resource material for conducting the activities, including tip sheets for activities, participant handouts, and additional resources related to the subject matter and facilitation skills.

Communication and Staff Buy-in Scenario

Objectives

1. Discuss the importance of the role of first- and second-level supervisors in messaging and supporting agency initiatives to establish staff buy-in creating cultures of safety.
2. Determine concrete strategies to effectively communicate and influence staff buy-in.
3. Commit to using the skills discussed in this lesson to effectively communicate and promote buy-in within your organization.

Timing

This is a 45-minute lesson plan.

Instructional Outline

This instructional outline is a blueprint for the session. It provides an overview of the slide number, title, and anticipated duration for each slide. Use the instructional outline to conduct the session within a predictable timeframe, keep track of progress, and make modifications as needed.

Slide No.	Activity	Minutes
1	Culture in Corrections: Communication and Staff Buy-in	1
2	Communication and Staff Buy-in Objectives	1
3	Deciding to Change	2
4	Experience of Intentional vs. Imposed Change	4
5	Predictable Issues and Questions	5
6	Supervisors are Caught in the Middle	2
7	Role of the Supervisor	3
8	Practitioner Perspective	5
9	Discussion Questions	8
10	Strategies for Influencing Staff Buy-in	3
11	Values and Strategies for Influencing Staff Buy-in	3
12	Values and Strategies for Influencing Staff Buy-in	3
13	Commitment Statement	4
14	PREA Resources	1
15	Thank You	--
	Estimated Total Time (minutes):	45

Cultures of Safety in Corrections: Communication and Staff Buy-in

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Communication and Staff Buy-in

Month XX, XXXX



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Slide 1	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
Do:	Welcome the class to the Communication and Staff Buy-in module within the Culture in Corrections training package.	
Say:	<i>In this module, we will focus on the role of a supervisor in communicating change to staff and establishing buy-in with those who you supervise, to ensure that the agency's vision and its policies are aligned with the practices and commitment of staff.</i>	

Communication and Staff Buy-in Objectives

Objectives

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- Determine concrete strategies to effectively communicate and influence staff buy-in.
- Commit to using the skills discussed in this lesson to effectively communicate and promote buy-in within your organization.

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Slide 2		Timing (mins.)
Icons	Facilitator Talking Points	1
	Do: Review the objectives for this module.	Notes and Resources

Deciding to Change

Deciding to Change



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3

Slide 3

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>Think about some of the biggest changes you've made in your life—quitting a job, getting married or divorced, buying a house, etc. Some of these changes may have been for the better and the decision for the change was intentional and controlled; other changes may have been made for you and led you to feel anxious, scared, or uncertain. Either way, the concept of “change” can make us all a little uneasy.</i></p> <p><i>We also may handle the same change very differently depending on the motivation and circumstances for the change. For instance, think about the pioneers who decided to move west. For some, the move meant prosperity, land, and new opportunity. For others, the change was terrifying and uncertain and imposed upon them based on family dynamics or job and land scarcity. Let's explore the concept of intentional versus imposed change further.</i></p>	

Experience of Intentional vs. Imposed Change

Experience of Intentional vs. Imposed Change

For those who make decisions, change is:

- A conscious decision.
- Anticipated.
- Gradual.
- Planned.
- Paced.
- Problem-solving.
- An opportunity for growth.


For those required to implement the change, change is:

- Without choice.
- Unexpected.
- Sudden.
- Chaotic.
- Rapid.
- Problem creating.
- Disruptive of what's comfortable.

Conner, D.R. *Managing at the Speed of Change*. Random House.

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4

Slide 4		Timing (mins.) 1
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the points on the slide.</p> <p>Ask: <i>In your role as a supervisor, have you ever felt this disconnect? Do you feel it with PREA?</i></p> <p><i>What did it look like? Feel like? Sound like?</i></p> <p>Say: <i>When establishing and maintaining compliance with the PREA Standards, many supervisors get caught in the middle between the intentional changes mandated by PREA and agency leadership and the concerns and uncertainties of staff about successful implementation.</i></p> <p><i>In your role, there are some predictable issues and questions that you may have seen or can anticipate as a supervisor when implementing change, especially culture change.</i></p>	<p>Potential responses might include the following:</p> <ul style="list-style-type: none"> • Staff stress • A lot of whining • Felt tense • Obstinace • Unappreciation • Disrespect • Micro-managing • Loss of trust • Miscommunication • Inconsistency

Predictable Issues and Questions


Predictable Issues and Questions



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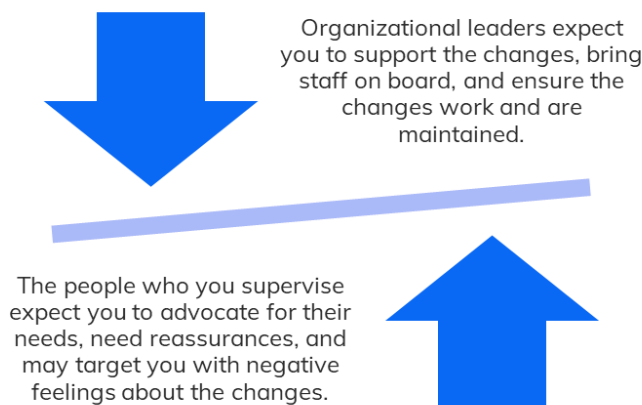
CPP Type and Change Leaders Resource Guide, 1997.

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Slide 5	Timing (mins.) 1
Icons	Notes and Resources
	<p>Say: When implementing change, you no doubt have faced challenges related to loyalty, expertise, credibility, and consistency. These are the questions that staff often think about when change is coming and, as supervisors, you can use this as an opportunity to ensure that these concerns are addressed when communicating the change and modeling the behavior.</p> <p>Loyalty is often something questioned in relation to PREA. Many staff perceive the rollout of PREA to suggest that “administration cares more about the people who are confined than they do the staff.” It’s important as a supervisor to make the connection that sexual safety for the population equates to safety for the entire facility.</p> <p>Do:</p> <p>Ask: Review the remaining points on the slide.</p> <p>How could a supervisor address this concern? (Ask after reviewing each predictable issue.)</p>

Supervisors are Caught in the Middle

Supervisors are Caught in the Middle



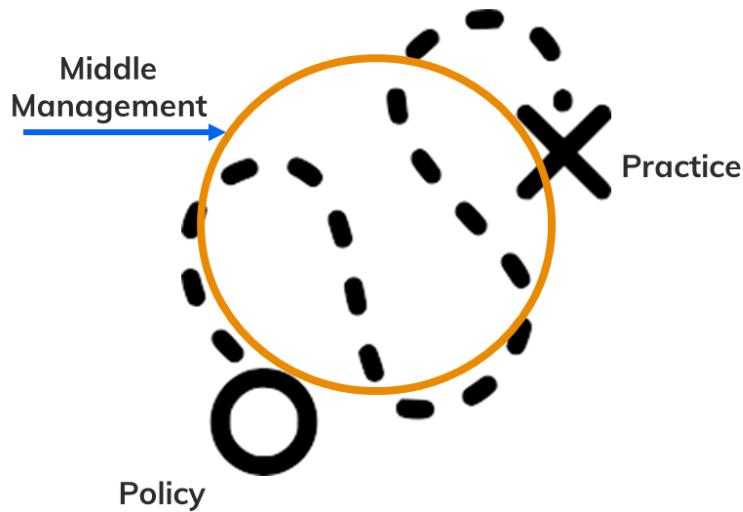
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Slide 6	Facilitator Talking Points	Timing (mins.) 1
Icons	Facilitator Talking Points	Notes and Resources
Do:	Review the information on the slide.	
Ask:	<p><i>Have you seen or felt these sometimes-conflicting forces as it relates to PREA?</i></p> <p><i>What have you experienced?</i></p>	
Say:	<p><i>Middle management in any organization often feels this pinch. Middle managers are the change agents who make a real difference between expectation and reality, which goes both ways. Often, administration and leadership are too far removed from the work and may miss critical realities that affect the success or failure of an initiative. Similarly, staff often aren't aware of some of the realities that administrators deal with on a daily basis.</i></p> <p><i>It's your critical function as a supervisor to ensure that you're listening to and supporting those above and below you in the hierarchy—mitigating behaviors and attitudes from staff that could undermine the success of PREA and a sexually safe culture as well as communicating staff concerns and potential implementation hazards to administration.</i></p>	

Role of the Supervisor

Role of the Supervisor



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Slide 7	Timing (mins.)	1
Icons	Facilitator Talking Points	
	Notes and Resources	
Say:	The key to implementing PREA successfully is ensuring that the culture supports the overall notion of sexual safety as important and necessary.	
Ask:	In this work, we know that what exists in policy may not be exactly how it works in practice. Conversely, not everything that occurs in practice is written in policy.	
Say:	Who is responsible for ensuring that these two align?	
Ask:	[Click] The work that connects policy and practice relies on you, the first- and second-level supervisors, to enforce and monitor.	
Do:	PREA is a federal mandate that identifies the Standards for best practices in sexual safety. However, it is not an implementation guide. You, as a supervisor, are where the rubber meets the road to ensure that policy turns into practice.	
Do:	What are some examples of where or when you, as a supervisor, have had to bridge this gap? How did it go?	
	Take one or two examples from the class and comment as appropriate.	

Practitioner Perspective



Practitioner Perspective

How does this make you feel about your role?



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Slide 8	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Play the video clip and debrief with the class.</p> <p>What are your thoughts about this?</p> <p>Ask: How does this make you feel about your role?</p> <p>What did you think of the uniform example? Could that work with your agency?</p> <p>Do we always have the time to be patient with staff?</p>	

Discussion Questions

Discussion Questions



1. How have you been successful in establishing buy-in?
2. How have you been challenged with establishing buy-in?
3. What advice would you give to a new supervisor for gaining buy-in?

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Slide 9

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Facilitators can facilitate this activity in any of the following ways:</p> <ol style="list-style-type: none"> 1) Large group discussion with one question at a time. 2) Small groups discuss all three questions and then contribute to a large group debrief of responses. 3) Three groups where each group answers one question and then a large group discussion is facilitated based on group responses. <p>Whichever option is used, ensure that responses are captured on an easel chart. If small groups are used, it's helpful to establish the role of the reporter, recorder, and facilitator for each group.</p>	

Strategies for Influencing Staff Buy-in

Strategies for Influencing Staff Buy-in

The Four Ps

Purpose	<ul style="list-style-type: none"> • Why are we doing this? • What are we trying to solve? • Based on what evidence? • What happens if we don't?
Picture	<ul style="list-style-type: none"> • What will it look like? • How will it feel? • What will be different? • What will stay the same?
Plan	<ul style="list-style-type: none"> • When will this happen? • How and when will I be trained? • What do I do tomorrow? • What happens next?
Part	<ul style="list-style-type: none"> • What is my role? • Will I have an opportunity for input? • How can I help?


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Bridges, W. and Bridges, S. (2017). *Managing Transition: Making the Most of Change*, 4th Edition Revised. Nicholas Brealey Publishing, London.

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Slide 10

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: <i>Most change in any organization comes from the top down. PREA is no different. However, while the PREA Standards and agency policies roll downhill, the implementation of those Standards and the established culture begins with your staff.</i></p> <p>Do: <i>A helpful strategy to influence staff buy-in and to continue anchoring PREA for sustainability is to use the four Ps.* These cover the general questions that will help you establish a culture of sexual safety.</i></p> <p>Ask: <i>Review each of the four Ps. For each topic, ask the following question.</i></p> <p>Do: <i>How can supervisors communicate PREA and maintain a sexually safe culture with their staff using this technique?</i></p> <p><i>If helpful, have at least one participant practice with the delivery of the message for each technique.</i></p>	<p>Resource: Bridges, W. and Bridges, S. (2017). "Managing Transition: Making the Most of Change, 4th Edition Revised." Nicholas Brealey Publishing, London.</p> <p>If time allows, this is a great opportunity to use a real-time change initiative that the agency is implementing. Break the class into four groups and assign each group one of the Ps and report out to the class.</p>


Values and Strategies for Influencing Staff Buy-in

Values and Strategies for Influencing Staff Buy-in

- Promote a facility staff climate that is predicated on **mutual respect** and **trust** that recognizes and embraces **diversity** and that **values** the contributions of all staff.
- Reassure staff and the population of your **professional commitment** to maintaining a healthy environment that is safe and contributes to their **well-being** and to the **safety** of the **entire facility**.
- Emphasize the importance of the **zero-tolerance** policy to sexual abuse and harassment through your **example** and during unannounced rounds.

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Slide 11		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the strategies on the slide. For each strategy, ask the class how they can, as supervisors, implement each value or strategy.</p>	<p>Potential responses might include the following:</p> <ul style="list-style-type: none"> • Pledge during shift briefing. • Use respectful language with staff and the confinement population. • Be consistent in what you preach and what you practice. • Hold staff accountable. • Be consistent. • Don't tolerate disrespectful language. • Don't tolerate incivility or bullying.


Values and Strategies for Influencing Staff Buy-in

Values and Strategies for Influencing Staff Buy-in

- Include questions related to PREA and sexual safety during management meetings regarding higher **leadership involvement** as well as during shift briefings to ensure **staff know the why** not just the *how*.
- **Stay connected** to practice and assess whether the plan is working and be **open to feedback** and making enhancements as needed.
- **Follow-up** with staff individually, and as a whole, to gauge comfort with the changes, determine adherence or resistance, and **provide guidance and support** when needed.

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Slide 12		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the strategies on the slide. For each strategy, ask the class how they can, as supervisors, implement that strategy.</p>	<p>Potential responses might include the following:</p> <ul style="list-style-type: none"> • During shift briefings. • Set goals that include one for each staff member about positively contributing to culture; review this goal during performance reviews; use a comment box. • Check-in about the number of staff grievances. • One-on-one meetings. • Observations.

Commitment Statement

Commitment Statement

“As a supervisor, to ensure that I communicate in a way that promotes buy-in from my staff, I will continue to _____, stop _____, and begin to _____.”



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Slide 13

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources



Do: Ask the class to think about communication and staff buy-in and what he or she can do as a supervisor to encourage buy-in for PREA and sexual safety.

Encourage the class to draw on all the activities and material that's been covered to identify goals that they can achieve in the near future.

Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.

PREA Resources

PREA Resources

PREA

- Talk to the agency PREA Coordinator or the PREA Compliance Manager.
- Visit the PREA Resource Center website: <http://www.prearesourcecenter.org>.

Books

- Lencioni, P. (2002) *The Five Dysfunctions of a Team* . San Francisco, CA: JosseyBass.
- Oshry, B. (2007) *Seeing Systems, Unlocking the Mysteries of Organizational Life*. Oakland, CA: Berrett -Koehler Publishers.

Report

- National Prison Rape Commission Report, June 2009
 - Finding 2, page 5



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Slide 14		Timing (mins.)
Icons	Facilitator Talking Points	1
	<p>Do: Instruct participants on where they can go for additional information and resources about PREA and sexual safety.</p>	Notes and Resources

Thank You

Thank you!

Have questions, comments, or concerns? Please reach out to The Moss Group, Inc. at 202-546-4747 or info@mossgroup.us.



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Slide 15

Timing (mins.) 1

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Close the module, thank the participants for their time and attention, and ask the class if there are any additional questions related to the subject.</p>	