

NATIONAL
PREA
RESOURCE
CENTER



THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

IMPACT/JUSTICE

Cultures of Safety in Corrections

Supervising a Sexually Safe Culture

Conflict Management and De-escalation
Facilitator Guide

2020



Table of Contents

Acknowledgments	3
Culture in Corrections Overview	4
Goals Target Audience	4
Target Audience	4
Facilitator Qualifications and Expectations	4
Facilitator Guide Organization	5
Facilitator Icons	5
Resources and Supplemental Materials	5
Conflict Management and De-escalation Scenario	6
Culture in Corrections: Conflict Management	7
Conflict Management Objectives	8
Conflict in the Workplace	9
Conflict Management and De-escalation	10
Role of the Supervisor	11
Discussion Questions	12
Strategies for Managing Conflict	13
Influence vs. Authority	14
Conflict Management Scenario, Part One	16
Conflict Management Scenario, Part Two	17
Conflict Management Scenario, Part Three	18
Conflict Management Scenario, Part Four	19
Commitment Statement	20
PREA Resources	21
Thank You	22

Acknowledgments

The PREA Resource Center (PRC), a project funded through a cooperative agreement between the Bureau of Justice Assistance (BJA) and Impact Justice, is working to address sexual safety in confinement, and to assist state and local jurisdictions with implementation of the Department of Justice National PREA Standards.

Notice of Federal Funding and Federal Disclaimer – This project was supported by Grant No. 2015-RP- BX-K001 awarded by the Bureau of Justice Assistance. Points of view or opinions in this document are those of the author and do not represent the official position or policies of the United States Department of Justice.

The Moss Group, Inc. (TMG) would like to thank PRC for its continued support and championing for sexual safety in all confinement as well as its commitment to PREA.

Copyright © 2020
The Moss Group
1312 Pennsylvania Avenue, SE
Washington, DC 20003

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 that 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 creating 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 pragmatic, 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 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 for 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, it's 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 on Page 5.

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

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 the 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.

Conflict Management and De-escalation Scenario

Objectives

1. Determine the situations that supervisors face while managing conflict at work and de-escalating situations between staff members.
2. Review conflict management and de-escalation techniques that supervisors can use to manage situations in the workplace.
3. Apply conflict management and de-escalation strategies in the corrections environment through a reality-based scenario.

Timing

This is a 60-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: Conflict Management	1
2	Conflict Management and De-escalation Objectives	1
3	Conflict in the Workplace	2
4	Conflict Management and De-escalation	3
5	Discussion Question	8
6	Role of the Supervisor	4
7	Strategies for Managing Conflict	10
8	Influence vs. Authority	5
9	Conflict Management Scenario, Part One	4
10	Conflict Management Scenario, Part Two	4
11	Conflict Management Scenario, Part Three	5
12	Conflict Management Scenario, Part Four	8
13	Commitment Statement	4
14	PREA Resources	1
15	Thank You	--
	Estimated Total Time (minutes):	60

Cultures of Safety in Corrections: Conflict Management

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Conflict Management
and De-escalation

Month XX, XXXX



THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

IMPACT/JUSTICE

NATIONAL
PREA
RESOURCE
CENTER

Slide 1

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources

- Do:** Welcome the class to the Conflict Management and De-escalation module within the Culture in Corrections training package.
- Say:** *In this module, we will focus on the role of a supervisor in managing conflict among your staff and strategies for navigating these often-complicated situations.*

Conflict Management Objectives

Objectives

- Determine the situations that supervisors face while managing conflict at work and de-escalating situations between staff members.
- Review conflict management and de-escalation techniques that supervisors can use to manage situations in the workplace.
- Apply conflict management and de-escalation strategies in the corrections environment through a reality-based scenario.

2

NATIONAL
PREA
RESOURCE
CENTER

Slide 2		Timing (mins.)
Icons	Facilitator Talking Points	Notes and Resources
	Do: Review the objectives on the slide.	

Conflict in the Workplace

Conflict in the Workplace

- 



Conflict is inevitable.
- 

It can be good or bad.
(functional vs. dysfunctional)
- 

Unresolved conflict is toxic to workplace culture.

NATIONAL
PREA
RESOURCE
CENTER

3

Slide 3 Icons	Facilitator Talking Points	Timing (mins.) 2 Notes and Resources
 	<p>Say: Conflict among staff is inevitable, especially in a correctional environment where tensions are high and safety is a top priority. As a supervisor, you do your best to manage conflict; however, in reality, it is unavoidable, and it is your responsibility to mitigate and resolve those conflicts.</p> <p>Conflict isn't always a bad thing. Sometimes conflict can be healthy and functional, especially when it leads to professional growth or enhancements of a particular practice. The critical role of supervisors is navigating the dysfunctional conflict that keeps people from getting their work done and doesn't leave room for compromise.</p> <p>Ask: Those unresolved and dysfunctional conflicts are toxic to workplace culture.</p> <p>What kinds of conflicts do you deal with on a daily basis?</p> <p>How do you see these conflicts affecting the culture?</p>	

Conflict Management and De-escalation

Conflict Management and De-escalation

<p>↓ Resistance and conflict can be increased or decreased depending on your response to it.</p>	<p>↓ De-escalation requires a non-confrontational approach.</p>
<p>↓ Resistance is often viewed as defiance; however, as a supervisor, it's helpful to perceive "resistance" as someone having a different perspective.</p>	<p>↓ Effective supervisors communicate their perspective without imposing it on others and instead explore the different perspective.</p>

4

NATIONAL
PREA
RESOURCE
CENTER

Slide 4

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources



Do: Review the points on the slide and confirm with some of the responses from the discussion questions.

Say: *When you observe what may be considered defiant behavior, it's important for you to take a step back and think about why this individual could be reacting adversely to the situation. For instance, is there something going on in their personal life? Is there a particular bias, motivation, or angle that this person may have?*

Exploring the differing perspectives is essential in finding practical solutions. A solution is more likely to stick if the individuals involved come to a conclusion on their own.

Ask: *How would you define the role of a supervisor in managing conflict? What are your goals when navigating these situations with your staff?*

Role of the Supervisor

Role of the Supervisor

Manage, resolve, and prevent conflict

- ✓ Listen and gain a full understanding of the issue.
- ✓ Remain impartial, fair, and equitable .
- ✓ Restore respect between coworkers.
- ✓ Develop solutions or ensure a solution is identified .
- ✓ Motivate staff to work through differences.
- ✓ Follow -up and make adjustments as needed .



5

Slide 5		Timing (mins.) 4
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Review the points on the slide and draw connections to participant responses regarding the role and goals of supervisors in managing conflict.</p> <p>Say: <i>It's very important for supervisors to follow up with staff who have had conflicts to ensure that the agreements made to resolve these conflicts are still in place and working properly. If the solutions aren't addressing the issue, supervisors need to guide the process of determining alternatives.</i></p> <p><i>Supervisors aren't solely responsible for identifying or imposing solutions. In fact, it's encouraged to include the parties involved in identifying the best course of action to remedy the conflict.</i></p>	



Discussion Questions

Discussion Questions

1. What are ways supervisors **ineffectively** deal with conflict or de-escalate a situation?
2. What are ways supervisors **effectively** deal with conflict or de-escalate a situation?

6

NATIONAL
PREA
RESOURCE
CENTER

Slide 6	Timing (mins.)	8
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Facilitate a large group discussion with the two questions on the slide.</p> <p>Or, facilitators have the option to have small groups discuss both or one of the questions and then report out to the larger group. For this option, assign each group three roles: facilitator, recorder, and reporter. The facilitator is tasked with ensuring that all members of the group are actively participating and ensuring that the conversation stays on target; the recorder will write down the group's responses; and the reporter will report out the group's responses to the class.</p>	

Strategies for Managing Conflict

Strategies for Managing Conflict

Pick the right time and place.	Be prepared and solution-focused.	Focus on behaviors and ideas, not the person.
Own the message—use “I” language.	Be supportive—don’t judge or be accusatory.	Avoid focusing on the validity of your suggestions.
Ask questions—curiosity as an advantage.	Monitor their reactions and have an exit or pause strategy.	Use the power of influence, not just authority.

7

NATIONAL
PREA
RESOURCE
CENTER

Slide 7	Facilitator Talking Points	Timing (mins.) 10
Icons	Notes and Resources	
	<p>Do: Review the points on the slide and ask the class to provide examples.</p> <p>Say: <i>Pick the right time and place: Ensure that you aren’t correcting staff where others can see or overhear. Be discreet and select a time when you have time to talk through any clarifying questions and if they want to strategize some solutions with you.</i></p> <p><i>Be prepared and solution-focused: Do your homework. Make sure that you have specific examples of the behavior that you are addressing as well as helpful strategies or resources.</i></p> <p><i>Don’t spend time on the validity of your suggestions: Often you’ll encounter some pushback or “defiance,” especially when people aren’t ready to embrace the needed changes or don’t acknowledge their own culpability in a situation.</i></p> <p><i>Make it meaningful: “I’m just trying to help you get home safely.”</i></p> <p><i>Monitor reactions and have a pause or exit strategy: “Why don’t you process what we’ve talked about so far and let’s talk tomorrow.” As a supervisor, this is very important. Depending on the severity of the conflict, staff may not be in a place where everything can be resolved in one meeting. Managing the conflict is an ongoing process.</i></p> <p><i>Ask questions and use curiosity to an advantage: “What was your rationale? Or, “How do you think this situation came to be?”</i></p>	

Influence vs. Authority

Influence vs. Authority

INFLUENCE

- Choice, buy-in, and involvement in outcomes.
- Multi-directional, opportunity to change attitudes.
 - Long-term solutions.
- More likely to be accepted.
- Power of persuasion, social proof, congruent and consistent to your own self-image.

AUTHORITY

- Giving orders and making decisions.
- Offers no other alternative but to comply.
 - Short-term solutions.
- More likely to be resisted.
- Power from position, control of resources, legitimate expertise, and personal characteristics others follow.

NATIONAL
PREA
RESOURCE
CENTER

8

Slide 8	Timing (mins.)
Icons	5
Facilitator Talking Points	Notes and Resources
<p>Say: Influence: <i>Influence represents internal change. Here you offer the opportunity for the person you're communicating with to participate in the dialogue, which gets them more engaged in the outcomes. The power of influence is multi-directional, meaning it's not just top-down; supervisors can be influenced by direct care staff, case managers can be influenced by operations staff, and so on. This is where you change attitudes. This is how you change culture.</i></p> <p><i>With the rapport you've achieved, others are more likely to accept your influence and buy into the possibilities or validity of your suggestions. Influence can also be aligned with the power of persuasion—I'm not telling you to do this, I'm showing you why it's a great idea.</i></p> <p><i>Also, with influence you can demonstrate social proof. Have you ever noticed that if you're driving down the interstate and you move into the left lane, you can look in your rearview mirror and see other people doing the same thing? It's natural to look to others to decide how to act or determine if something is right or wrong. The more people doing it, the more correct it seems. Another example is at sporting events—you may not be one to stand up and scream at home when your team scores, but at a game where everyone else is jumping and stomping, you are more likely to do so as well, even if it isn't in your nature.</i></p> <p><i>This is the style you use that resonates with you and where you've seen and had the most success with—it's been reinforced—and is congruent with your own self-image. It's not just 'as I say,' it's also 'as I do.'</i></p>	

Authority: Authority represents external change. This is useful for immediate action or compliance, but not for long-term behavior change. It is categorized by giving orders and making strict decisions with no alternative but to comply.

This is an effective model for immediate behavior changes. However, as I'm sure you've all experienced, it's often met with resistance (talking back, eye rolls, etc.). This power generally stems from the power of position—boss to direct report, staff to resident or client; someone who has control of resources, such as PTO, scheduling, performance reviews, etc. Sometimes authority is based on legitimate expertise. We listen when the accountant, plumber, or HVAC person tells us what to do because we have faith in their expertise. In some instances, authority is also associated with people who have certain characteristics that others are willing to follow, such as charisma, charm, and often strong persuasion and influential skills.

The important distinction here is that you will be more effective as a supervisor, particularly when working across generational differences, if you can do more influencing and not just use authority.

Conflict Management Scenario, Part One



Conflict Management Scenario, Part One

How would you deal with conflict or de-escalate the situation?



NATIONAL
PREA
RESOURCE
CENTER

9

Slide 9		Timing (mins.)	4
Icons	Facilitator Talking Points	Notes and Resources	
	Say: Now we are going to watch a scenario and have some discussions about the handling of this situation.		
	Do: Play the first clip. Facilitate a discussion with the class.		
	Ask: As a supervisor, what would your concerns be in this situation? What would your reaction be? Would you talk to either staff member? Why or why not?		

Conflict Management Scenario, Part Two



Conflict Management Scenario, Part Two

What concerns do you have with this situation?



NATIONAL
PREA
RESOURCE
CENTER

10

Slide 10		Timing (mins.)	4
Icons	Facilitator Talking Points	Notes and Resources	
	<p>Do: Play the second clip.</p> <p>Facilitate a discussion with the class.</p>		
	<p>Ask: <i>What concerns do you have with this situation? Is the situation escalating?</i></p> <p><i>Could the supervisor have done anything to prevent this? If so, what (e.g., tracking overtime)?</i></p>		

Conflict Management Scenario, Part Three



Conflict Management Scenario, Part Three

What led to the tension in this situation?



NATIONAL
PREA
RESOURCE
CENTER

11

Slide 11	Timing (mins.)	5
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Play the third clip.</p> <p>Facilitate a discussion with the class.</p> <p>Ask: <i>What would your reaction be now? Would you intervene? If so, how?</i></p> <p><i>What challenges is the tension between these two creating now?</i></p> <p><i>What are some of the consequences of this conflict?</i></p> <p><i>What would you say to them?</i></p>	

Conflict Management Scenario, Part Four

Conflict Management Scenario, Part Four

Was the supervisor's approach to addressing the situation effective?





NATIONAL
PREA
RESOURCE
CENTER

12

Slide 12

Timing (mins.) 8

Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Play the last clip.</p> <p>Facilitate a discussion with the class.</p> <p>Ask: <i>What did the supervisor do well when addressing the conflict?</i></p> <p><i>What could the supervisor have done differently?</i></p> <p><i>What did you see happen with the two staff members (e.g., found common ground)?</i></p> <p><i>As a supervisor, what is your biggest takeaway from watching this scenario?</i></p>	

Commitment Statement

Commitment Statement

“As a supervisor, to enhance my conflict management and de-escalation skills, I will continue to _____, stop _____, and begin to _____.”




NATIONAL
PREA
RESOURCE
CENTER

13

Slide 13

Timing (mins.) 4

Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Ask the class to think about their role as a supervisor in managing conflict and what they each can do to improve their skills and maintain a healthy culture.</p> <p>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.</p> <p>Call on willing participants to share the commitment statement. Ideally, all participants will be able to contribute.</p>	

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.
- Kouzes, J. M. and Posner, B.Z. (2017) *The Leadership Challenge*. San Francisco, CA: Jossey-Bass.

14



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>	

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.



THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

NATIONAL
PREA
RESOURCE
CENTER

15

Slide 15

Timing (mins.) -

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>	