Trainers' Guide for Good Working Relationships Training Program

Module 1:
(Staff)

GOOD WORKING RELATIONSHIPS
Module 1: GOOD WORKING RELATIONSHIPS

Rationale: Technological, economic and social influences have led to an increasing level of complexity at work - from the diversity of people, the variety of tasks to perform to the range of expectations of a manager. One of the most important challenges for supervisors and managers is their pivotal role in creating good working relationships.

Managers need to understand what their role actually means, what is required to meet their responsibilities and how far the boundaries of their role extend.

Aim: To provide employees with staff management responsibilities with an overview of their role in creating and maintaining good working relationships.

Learning objectives: By the end of the training, participants will be able to identify and describe:

- factors that contribute to good working relationships
- staff's role in creating and maintaining good working relationships

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: All staff

Time: 2 hours

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PREPARATION

Make sure that you have available:

**Equipment:** Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 1 OHTs (1.1 - 1.17)
- Module 1 Handouts (1.1 - 1.5)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  "Welcome to Module 1: Good Working Relationships"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
## INTRODUCTIONS

**Inform participants:** About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

**Introduce:** Yourself, and if appropriate, your co-trainer.

**Write on W/B:** “I like coming to work because....”

**Say:** Please introduce yourselves by giving your name, work location and one word or a short phrase to complete the sentence on the board - “I like coming to work because....”

But there’s a catch! Remember the game, “I went to market”? The first person says: “I went to market and I bought a pig”. The next person says: “I went to market and I bought a pig and a hat.” Each person repeats what the person before them said, and adds their own. Well, that’s what we are going to do.

*Go around the group, starting with yourself. Say: “My name is... I work at... and I like coming to work because....” (eg “it gets me out of the house.”)*

**Show OHT:** LEARNING OUTCOMES FOR THIS MODULE ARE:

By the end of the training, participants will be able to identify & describe:

- factors that contribute to good working relationships
- the importance of leadership in creating good working relationships
- the skills needed by managers to fulfil their role in preventing & managing grievances

**Ask:** Are there any outcomes you would like to add?

*Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.*
WORK AS A SOCIAL SYSTEM

Say: Work dominates our lives. We spend more of our waking hours on the job than we do anywhere else.

Our jobs decide, to a large extent:

• where we live
• how well we live
• our social contacts
• the type of recognition we receive from others in and outside of work
• how we regard ourselves

Despite this, many people think of work as something we do mainly because we need the money.

We tend to overlook the other needs which are either satisfied or frustrated at work. The needs which are largely met by having “good working relationships”.

Say: Before we start to examine this question of what makes “good working relationships”, we need to consider the context of these relationships which is, obviously, work.

Show OHT: WORK AS A SOCIAL SYSTEM

GOALS
RULES
COOPERATION

Say: The world of work is a miniature social system, which produces (at least a minimum of) cooperative behaviour which leads to the attainment of goals, by playing within certain rules.

Show OHT: WORK AS A SOCIAL SYSTEM

GOALS
RULES
COOPERATION
Let's look first at goals.

Everyone in paid employment operates within the context of an organisation. These organisations always have overall goals. In most of private enterprise these goals are usually quite obvious and relate simply to productivity and the resulting profit.

In government departments such as Corrective Services the goals may not be quite as simple to state.

Ask:

Can someone come up with the official rhetoric that describes the basic, overall goal of the Department?

Write answer(s) on W/B:

Whiteboard

(eg meeting duty of care responsibilities)

Ask:

Now what about staff (at all levels)? What are your own most basic goals in coming to work?

Write answer(s) on W/B:

Whiteboard

Answers to include: to get paid, safe working conditions

Show OHT:

WORK AS A SOCIAL SYSTEM

GOALS
RULES
COOPERATION

Say:

The “rules” which govern relationships at work must aim to satisfy both sets of goals - the organisation’s and the individuals’.

Show OHT:

WORK AS A SOCIAL SYSTEM

GOALS
RULES
COOPERATION

Say:

In order to satisfy the goals of both the Department and the staff, there must be at least a minimum of cooperative behaviour.
Some of the rules will directly relate to producing this cooperative behaviour, for example rules about security procedures or someone "arranging a relief" when you need to leave your post while on duty.

So you can see that all three - goals, rules and cooperation, are inter-related.

But individuals need more from work than having their basic survival needs met.

Discuss where good working relationships would fit on the pyramid.

Physical  
- Food, Drink, Air, Warmth, Sleep, Shelter

Safety - Security  
- Protection from threat, Lack of threat

Social  
- Sense of belonging, Giving friendship, Receiving friendship, Social activities

Self Esteem  
- Self respect, Respect of others, Autonomy / Responsibility, Appreciation / Recognition, Achievement, Knowledge, Status

Self Realisation  
- Growth, Personal development, Accomplishment, Talents fully used, Creativity

Using this framework, good working relationships can be seen, not as a luxury, but as satisfying "higher order" needs.
Ask: Are good working relationships necessary to achieve the goals of individuals?

So are good working relationships necessary to achieve the overall goals of the Department?

RELATIONSHIPS

Say: Many studies have shown that satisfaction with co-workers, supervision and management are major components of job satisfaction. Other studies have found that when people have good working relationships, especially with peers, they are less anxious, less depressed and healthier - physically and mentally.

However, poor working relationships can be a major source of stress.

Let's look for a minute at how complex relationships are. Relationships are multi-dimensional and multi-faceted (and multi-cultural).

Show OHT: RELATIONSHIPS (Directions) OHT 1.7

NON-WORK (formal & informal) WORK (formal & informal)

Parents Manager

Friends / siblings Self Colleagues

Children Staff

Say: We have very different rules for situations with various people. These rules are based on the relationships between people.

Discuss
RELATIONSHIPS (Dimensions)

Equal
- Opposing negotiators
- Political opponents
- Business rivals
- Business partners
- Team mates
- Co-workers

Competitive & Hostile
- Disliked people
- Supervisor & staff
- Interviewer & job applicant
- Guard & prisoner

Cooperative & Friendly
- Sales reps & reg customers
- Nurse & invalid
- Teacher & pupil

Unequal

Adapted from Argyle & Henderson (1985)

As you can see, based on their research, Argyle and Henderson placed Correctional Officers and inmates at the highest level of competition, hostility and inequality. This chart is based on research done before 1985. Does this fit for Corrective Services today?

Where, on a chart for Corrective Services today, would you place:

- supervisors and staff?
- co-workers?

5 minutes

Time out for a 5 minute stretch-coffee-tea-break!

35 minutes

RELATIONSHIP “RULES” & ROLES

Now that we’ve looked at the context of and the complexity of working relationships, let’s think about what makes good working relationships happen.

RULES ARE:
- shared beliefs & opinions about what should or shouldn’t be done
All relationships are governed by rules, formal and/or informal, spoken and/or silent, general and/or specific, overt and/or covert.

Even the most informal of situations have rules. In every situation, no matter how informal, where there is more than one person involved, there are some things which would be seen as inappropriate.

The reason we may find this hard to acknowledge, is that we have internalised the rules to such an extent that it feels like “natural” behaviour.

The other thing about rules is that they are not static or fixed - for example what was acceptable a few years ago in the workplace may be totally unacceptable today. Yet these changes are not always articulated.

What sort of problems might this cause in a work situation?

Rules can be the most effective key to understanding relationships. They are only one feature, but they are in many ways the most important feature of relationships.

Some rules obviously are more important than others. A good measure of the importance of a rule, is whether breaking it would mean disrupting the relationship.

We are going to think about relationship rules in 3 ways:

- What do we want / need from those above us?
- What do we want / need from those beside us?
- What do we want / need from those below us?

Think in terms of sets of informal “rules”. Not the sort of rules that you will find written down in policies and procedures, but the sort of unspoken rules that govern all social interaction.

WORKSHEET FOR “RELATIONSHIP RULES”

SAMPLES OF “RELATIONSHIP RULES”

“Rules” for Co-Workers:
1. Accept one’s fair share of the work load
2. Respect other’s privacy
3. Be cooperative with regard to the shared physical working conditions (eg light, temperature, noise)
4. Be willing to help when requested.
5. Keep confidences
6. Work cooperatively despite dislikes
7. Don’t denigrate to superiors
8. Address co-worker by first name
9. Ask for help and advice when necessary
10. Look the co-worker in the eye during conversations
11. Don’t be over-inquisitive about the other’s private lives
12. Repay debts and favours
13. Don’t engage in sexual activity with the co-worker
14. Stand up for the co-worker in their absence
15. Don’t criticise the co-worker publicly

“Rules” for Supervisors:
1. Plan and assign work efficiently
2. Keep subordinates informed about decisions affecting them
3. Respect the other’s privacy
4. Keep confidences
5. Consult subordinates in matters that affect them
6. Advise and encourage subordinates
7. Fight for the subordinate’s interests where necessary
8. Don’t be jealous of the subordinate’s ability
9. Don’t give commands without explanation
10. Be considerate regarding the subordinate’s personal problems
11. Don’t say derogatory things about the subordinate
12. Look the subordinate in the eye during conversations
13. Don’t criticise the subordinate publicly
14. Don’t supervise too closely
15. Don’t engage in sexual activity with the subordinate
16. Repay debts and favours

Rules for Subordinates:
1. Don’t hesitate to question when orders are unclear
2. Use initiative where possible
3. Put forward and defend own ideas
4. Complain first to supervisor before going to others
5. Respect other’s privacy
6. Be willing and cheerful
7. Don’t be too submissive
8. Be willing to accept constructive criticism
9. Keep confidences
10. Be willing to take orders
11. Don’t say derogatory things about the supervisor
12. Look the supervisor in the eye during conversation
13. Don’t criticise the supervisor publicly
14. Repay debts and favours

(Argyle & Henderson 1985)

Say: For each of the three categories, list on the worksheet, what you consider to be the 5 most important rules, plus at least one original rule for your workplace. Remember - a good measure of how important a rule is, is how damaging breaking it would be to the relationship.

Say: The sample rules provided are based on British research, so you may feel they are inappropriate for your workplace. You may not wish to use any of them and design all original rules. It’s up to you.
Debrief:

Allow 10 minutes, then:

What were your rules? (Ask each group)

Which rules are already in place?

Are they formal (sanctioned by law or policy) or informal?

What makes them happen?

What are the consequences of some people obeying them and others flaunting them?

What happens when they are broken?

If all your rules were in place would you have good working relationships? If not, why not? If yes, how?

How do these “relationship rules” relate to staff’s role in creating and maintaining good working relationships?

Discuss further this role of staff generally, and of the participants in particular.

HOW DO WE KNOW IF IT’S WORKING?

Say:

Let’s talk about how we will know if the Good Working Relationships Program was successful. The “Good Working Relationships Program” consists of:

- this training program,
- the implementation of the Prevention of Harassment Policy and Guidelines, and
- the implementation of the Grievance Resolution Policy and Procedures.

Say:

How will we measure its success? We need some “indicators” - things that can be measured so that we can say with confidence, “yes, it is working” or “no, its failed”.

Trainers’ Guide - Module No 1: Good Working Relationships (Staff)
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Possible indicators could include:

- staff are not as stressed
- there is less in-fighting within workgroups / sections
- staff feel better about coming to work
- staff feel they are well-informed
- significant improvement in staff morale
- all staff perceive the Grievance Resolution policy is effective

Ask:

Do managers have a role in making these things happen?

Do staff have a role for making these things happen?

Does this have implications for what needs to be done sooner than later? If so, please describe.

Say:

Now that indicators have been identified by you, it will be interesting to re-visit them towards the end of the Good Working Relationships Training Program.

<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
</tr>
</thead>
</table>
| Ask:   | Do managers have a role in making these things happen?  
         Do staff have a role for making these things happen?  
         Does this have implications for what needs to be done sooner than later? If so, please describe. |
| Say:   | Now that indicators have been identified by you, it will be interesting to re-visit them towards the end of the Good Working Relationships Training Program. |

**RECAP AND CLOSE**

**Hand out:** SUMMARY OF THIS SESSION

Check with participants that this session achieved:

- the learning objectives, and
- the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say:

In the next training module, No.2 “Relationships at Work - What Can Go Wrong”, we will look at what can go wrong in interpersonal relationships at work, particularly involving harassment.

In module No.3 “Policies and Legislation”, we will go thoroughly into both legal and the Department’s guidelines for dealing with things going wrong at work.
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
<th>Time/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>In module No.4: “What To Do When Things Go Wrong”, we will go thoroughly into the Department’s procedures for dealing with grievances, particularly harassment.</td>
<td></td>
</tr>
<tr>
<td>Hand out:</td>
<td><strong>EVALUATION / ASSESSMENT SHEET</strong></td>
<td>Handout 1.5</td>
</tr>
<tr>
<td>Say:</td>
<td>Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Collect OHT pens, other materials and Evaluation /Assessment Sheets from participants as they leave.</em></td>
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</tr>
<tr>
<td>Close</td>
<td></td>
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</tbody>
</table>
Trainee's Guide for Good Working Relationships
Training Program

Module 1:
(Supervisors & Managers)

GOOD WORKING RELATIONSHIPS
Module 1: GOOD WORKING RELATIONSHIPS

Rationale: Technological, economic and social influences have led to an increasing level of complexity at work - from the diversity of people, the variety of tasks to perform to the range of expectations of a manager. One of the most important challenges for supervisors and managers is their pivotal role in creating good working relationships.

Managers need to understand what their role actually means, what is required to meet their responsibilities and how far the boundaries of their role extend.

Aim: To provide employees with staff management responsibilities with an overview of their role in creating and maintaining good working relationships.

Learning objectives: By the end of the training, participants will be able to identify and describe:

- factors that contribute to good working relationships
- the importance of leadership in creating good working relationships
- the skills needed by managers to fulfil their role in preventing and managing grievances

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers

Time: 2 hours
PREPARATION

Make sure that you have available:

Equipment: Whiteboard & Overhead transparency (OHT) projector

Materials:

- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  Use either the provided A4 sheet copied onto an OHT, or
  copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program
  showing where this training module fits
- Module I OHTs (1.1 - 1.11)
- Module I Handouts (1.1 - 1.5)

On the actual day:

Before you start:

- Write on the whiteboard:
  "Welcome to Module 1: Good Working Relationships"
- As they arrive, ask participants to write one different thing
  each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with
  them at the end of the session.
- Hand each participant a copy of the outline of the Good
  Working Relationships Training Program, showing where this
  training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Write on W/B: “I like coming to work because....”

Say: Please introduce yourselves by giving your name, work location and one word or a short phrase to complete the sentence on the board - “I like coming to work because....”

But there’s a catch! Remember the game “I went to market”? The first person says “I went to market and I bought a pig”. Next person says “I went to market and I bought a pig and a hat.” Each person repeats what the person before them said and adds their own. Well, that’s what we are going to do.

Go around the group, starting with yourself. Say: “My name is... I work at... and I like coming to work because...” (eg “it gets me out of the house.”)

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE:

By the end of the training, participants will be able to identify & describe:
- factors that contribute to good working relationships
- the importance of leadership in creating good working relationships
- the skills needed by managers to fulfil their role in preventing & managing grievances

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
Work dominates our lives. We spend more of our waking hours on the job than we do anywhere else.

Our jobs decide, to a large extent:

- where we live
- how well we live
- our social contacts
- the type of recognition we receive from others in and outside of work and
- how we regard ourselves.

Despite this, many people think of work as something we do mainly because we need the money.

We tend to overlook the other needs which are either satisfied or frustrated at work. The needs which are largely met by having “good working relationships”.

Before we start to examine this question of what makes “good working relationships”, we need to consider the context of these relationships which is, obviously, work.

The world of work is a miniature social system, which produces (at least a minimum of) cooperative behaviour which leads to the attainment of goals, by playing within certain rules.
Let's look first at goals.

Everyone in paid employment operates within the context of an organisation. These organisations always have overall goals. In most of private enterprise these goals are usually quite obvious and relate simply to productivity and the resulting profit.

In government departments such as Corrective Services the goals may not be quite as simple to state.

Can someone come up with the official rhetoric that describes the basic, overall goal of the Department?

Now what about staff (at all levels)? What are your own most basic goals in coming to work?

Answers to include: to get paid, safe working conditions

The “rules” which govern relationships at work must aim to satisfy both sets of goals - the organisation’s and the individuals’.

In order to satisfy the goals of both the Department and the staff, there must be at least a minimum of cooperative behaviour. Some of the rules will directly relate to producing this cooperative behaviour, for example rules about security procedures or someone “arranging a relief” when you need to leave your post while on duty. So you can see that all three - goals, rules and cooperation, are inter-related.
But individuals need more from work than having their basic survival needs met.

**Show OHT:**

**MASLOW'S HIERARCHY OF NEEDS**

*Discus where good working relationships would fit on the pyramid.*

**Physical**

*including*

- Food, Drink, Air, Warmth, Sleep, Shelter

**Safety - Security**

*including*

- Protection from threat, Lack of threat

**Social**

*including*

- Sense of belonging, Giving friendship, Receiving friendship, Social activities

**Self Esteem**

*including*

- Self respect, Respect of others, Autonomy/Responsibility, Appreciation/Recognition, Achievement, Knowledge, Status

**Self Realisation**

*including*

- Growth, Personal development, Accomplishment, Talents fully used, Creativity

**Hand out:**

**MASLOW'S HIERARCHY OF NEEDS**

**Handout 1.1**

Using this framework, good working relationships can be seen, not as a luxury, but as satisfying “higher order” needs.

**Ask:**

Are good working relationships necessary to achieve the goals of individuals?

So are good working relationships necessary to achieve the overall goals of the Department?
RELATIONSHIPS

Say:
Many studies have shown that satisfaction with co-workers, supervision and management are major components of job satisfaction. Other studies have found that when people have good working relationships, especially with peers, they are less anxious, less depressed and healthier - physically and mentally.

However, poor working relationships can be a major source of stress.

Let's look for a minute at how complex relationships are. Relationships are multi-dimensional and multi-faceted (and multi-cultural). We have very different rules for situations with various people. These rules are based on the relationships between people:

Show OHT:

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<th>OHT 1.7</th>
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<tbody>
<tr>
<td><strong>NON-WORK</strong></td>
<td><strong>WORK</strong></td>
</tr>
<tr>
<td>(formal &amp; informal)</td>
<td>(formal &amp; informal)</td>
</tr>
<tr>
<td>Parents</td>
<td>Manager</td>
</tr>
<tr>
<td></td>
<td>↓</td>
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<tr>
<td>Friends / siblings</td>
<td>Self</td>
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<td>↓</td>
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<tr>
<td>Children</td>
<td>Staff</td>
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<td></td>
<td>Staff</td>
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<tr>
<td></td>
<td>Staff</td>
</tr>
</tbody>
</table>

Say:
Normally management training tends to only focus on the relationship between managers and their staff.

Research shows that:

- Middle and upper level managers spend between 35 and 70% of their interaction time with subordinates (the higher the level of manager the less time spent with subordinates)

- A full 30 to 60% of their time is spent interacting with peers, professional colleagues, members of other departments and outsiders.

- Of the time they spend with subordinates it is estimated that 90% of it will be with 10% of their staff, and that time is usually with “problem” staff.
**RELATIONSHIPS (Dimensions)**

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Adapted from Argyle & Henderson (1985)

**Ask:** As you can see, based on their research, Argyle and Henderson placed Correctional Officers and inmates at the highest level of competition, hostility and inequality. This chart is based on research done before 1985. Does this fit for Corrective Services today?

Where, on a chart for Corrective Services today, would you place:

- supervisors and staff?
- co-workers?

---

**RELATIONSHIP “RULES” & ROLES**

**Say:** Now that we've looked at the context of and the complexity of working relationships, let's think about what makes good working relationships happen.

**Show OHT & say:** **RULES ARE:**

shared beliefs & opinions about what should or shouldn't be done
All relationships are governed by rules, formal and/or informal, spoken and/or silent, general and/or specific, overt and/or covert.

Even the most informal of situations have rules. In every situation, no matter how informal, where there is more than one person involved, there are some things which would be seen as inappropriate.

The reason we may find this hard to acknowledge, is that we have internalised the rules to such an extent that it feels like “natural” behaviour.

The other thing about rules is that they are not static or fixed - for example what was acceptable a few years ago in the workplace may be totally unacceptable today. Yet these changes are not always articulated.

What sort of problems might this cause in a work situation?

Rules can be the most effective key to understanding relationships. They are only one feature, but they are in many ways the most important feature of relationships.

Some rules obviously are more important than others. A good measure of the importance of a rule, is whether breaking it would mean disrupting the relationship.

We are going to think about relationship rules in 3 ways:

- What do we want / need from those above us?
- What do we want / need from those beside us?
- What do we want / need from those below us?

Think in terms of sets of informal “rules”. Not the sort of rules that you will find written down in policies and procedures, but the sort of unspoken rules that govern all social interaction.
4 Be willing to help when requested.
5 Keep confidences
6 Work cooperatively despite dislikes
7 Don't denigrate to superiors
8 Address co-worker by first name
9 Ask for help and advice when necessary
10 Look the co-worker in the eye during conversations
11 Don't be over-inquisitive about the other's private lives
12 Repay debts and favours
13 Don't engage in sexual activity with the co-worker
14 Stand up for the co-worker in their absence
15 Don't criticise the co-worker publicly

"Rules" for Supervisors:
1 Plan and assign work efficiently
2 Keep subordinates informed about decisions affecting them
3 Respect the other's privacy
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Rules for Subordinates:
1 Don't hesitate to question when orders are unclear
2 Use initiative where possible
3 Put forward and defend own ideas
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10 Be willing to take orders
11 Don't say derogatory things about the supervisor
12 Look the supervisor in the eye during conversation
13 Don't criticise the supervisor publicly
14 Repay debts and favours

(Argyle & Henderson 1985)

Say:
For each of the three categories, list on the worksheet, what you consider to be the 5 most important rules, plus at least one original rule for your workplace. Remember - a good measure of how important a rule is, is how damaging breaking it would be to the relationship.

The sample rules provided are based on British research, so you may feel they are inappropriate for your workplace. You may not wish to use any of them and design all original rules. It's up to you.
Debrief:

Allow 10 minutes, then:

What were your rules?  *(Ask each group)*

Which rules are already in place?

Are they formal (sanctioned by law or policy) or informal?

What makes them happen?

What are the consequences of some people obeying them and others flaunting them?

What happens when they are broken?

If all your rules were in place would you have good working relationships?  If not, why not?  If yes, how?

Discuss further the role of supervisors and managers in ensuring that the "rules" are adhered to by staff:

Key points must include:

- It is the responsibility of supervisors/managers to create and maintain good working relationships by ensuring that the "relationship rules" are adhered to by everyone at work.

- Of course, all staff also have a role in this, but the ultimate responsibility lies with the supervisor/manager.

- In order to effectively fulfil their role, supervisors/managers need to use leadership skills necessary for preventing and managing grievances.

THE SUPERVISOR / MANAGER'S ROLE

Say:

So, we can see that as managers, we clearly have a very important role in creating and maintaining good working relationships. The acknowledgement of this aspect of your role as a manager is part of the new philosophy of management.

"Enterprising Nation" is an important report on Australian management, colloquially known as "the Karpin Report". It was produced by a team called the "Industry Task Force on Leadership and Management Skills" which was lead by David Karpin.

Let’s briefly look at this new role.
MANAGEMENT ROLE

IN THE PAST: OHT 1.10
the senior manager could have been characterised as an autocrat (planning, leading, organising & controlling)
first-line managers were supervisors
the emphasis was one of control & direction

IN CONTEMPORARY MANAGEMENT: OHT 1.11
the senior manager is expected to be more of a communicator (& the emphasis is on vision, leadership & motivation)
first-line managers are organisers
now the key words are leadership & motivation

IN THE FUTURE (Enterprising Nation suggests that): OHT 1.12
senior management will move into the role of leader / coach
first-line managers will be facilitators
the key words will be enabling, consulting & empowering

Ask: Where, in your opinion, does Corrective Services fit today?

Say: The Karpin Report has a clear message: we need better leaders and managers. It suggests some key elements of the new skills that an effective manager will require in the future.

And these skills will be required in addition to all the things managers currently do well:

CURRENT SKILLS OF MANAGERS OHT 1.13
• managing operations
• managing financial resources
• managing information
• planning & operating with both short & long term goals & targets

SKILLS NEEDED BY MANAGERS IN THE FUTURE OHT 1.14
• “people skills”
• strategic skills
• conceptual skills
• ability to empower others
• ability to manage through dialogue & interpersonal negotiation rather than through power & control
• capacity to recognise that learning is an ongoing process
Go through OHTs & ask:

Which of these skills are you using already (perhaps in a context other than work)?

Which are new skills that you will need to learn? How could you go about getting these skills?

Which skills will be particularly useful in the role of creating good working relationships?

20 minutes

HOW DO WE KNOW IF IT’S WORKING?

Say:

Let’s talk about success! How will we know if the Good Working Relationships Program is successful? The “Good Working Relationships Program” consists of:

- this training program,

- the implementation of the Prevention of Harassment Policy and Guidelines, and

- the implementation of the Grievance Resolution Policy and Procedures.

How will we measure its success? We need some “indicators” - things that can be measured so that we can say with confidence “yes, it is working” or “no, it’s failed”. In other words, what would be different in your workplace?

There are several different kinds of indicators. Let us consider both positive and negative indicators that demonstrate the overall success of the Good Working Relationships Program.

The mistake often made in this type of program is to focus only on negative indicators. For example a reduction in the numbers of complaints to the Anti-Discrimination Board (ADB).

Show OHT:

"We’ve experienced a 50% drop in the incidence of complaints of harassment"

This is a NEGATIVE indicator which actually says:

"We didn’t fail as badly as last year"
Show OHT: "We've provided training for 75% of our staff in Good Working Relationships"
This is a POSITIVE indicator relating to PROCESS which actually says:
"We have done this"

Show OHT: "The effective use of the Grievance Resolution Policy has increased"
This is a POSITIVE indicator relating to OUTCOME which actually says:
"We have achieved this"

Form groups of 3-4 & say: Let's see if we can develop a list of both positive and negative indicators.

Hand out: Blank OHTs & coloured OHT pens

Say: On your blank OHTs, list your ideas under each other on the left side. Then on the right side, show what type of indicator each idea is.

Remember, think about whether it can be measured and how it can be measured.

Possible indicators could include:

- overall reduction in time spent on grievances
- frequency / level of workers compensation "stress" claims due to interpersonal conflict
- staff feel they are well-informed
- significant improvement in staff morale
- all staff perceive the Grievance Resolution policy is effective
- appropriate training and effective human resources systems in place

Allow 10 minutes then:

Ask: How would you measure your indicators? (They do have to be measurable!)

Does this have implications for what needs to be done sooner than later? If so, please describe.
Say:

Now that indicators have been identified by you, it will be interesting to re-visit them towards the end of the Good Working Relationships Training Program.

---

5 minutes

RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION Handout 1.4

Check with participants that this session achieved:

- the learning objectives, and
- the "one thing I would like to get out of this session"

If time permits, go through summary of this session and deal with any final comments and questions.

Say:

In the next training module, No.2 “Relationships at Work - What Can Go Wrong”, we will look at what can go wrong in interpersonal relationships at work, particularly involving harassment.

In module No.3 “Policies and Legislation”, we will go thoroughly into both legal and the Department’s guidelines for dealing with things going wrong at work.

In module No.4: “What To Do When Things Go Wrong”, we will go thoroughly into the Department’s procedures for dealing with grievances, particularly harassment.

Hand out: EVALUATION / ASSESSMENT SHEET Handout 1.5

Say:

Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.
Trainers' Guide for Good Working Relationships Training Program

Module 2:

RELATIONSHIPS AT WORK

- WHAT CAN GO WRONG?
Module 2:

RELATIONSHIPS AT WORK - WHAT CAN GO WRONG?

Rationale:
People often identify themselves by their work. Because of this, and because we spend so many of our waking hours at work, the way we see ourselves at work is important to us and can result in highly charged situations - with plenty of potential for things to go wrong!

The first step in dealing with relationships at work that go wrong, is to identify what is happening. This is so that the next steps will lead to resolving the problem, and not making it worse. This module looks at what harassment is, as well as what constitutes workplace grievances.

Aim:
To enable participants to understand (a) that harassment is unacceptable workplace behaviour, (b) the impact of harassment on people and the workplace, and (c) what is a grievance.

Learning objectives:
By the end of the training, participants will be able to identify and describe:
- the costs of workplace harassment for individuals and the Department
- behaviours that can be regarded as harassment
- different forms of harassment (including unlawful harassment)
- what is a grievance

Recognition of Prior Learning (RPL):
RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience:
Supervisors & managers
All staff

Time:
2 hours
PREPARATION

Make sure that you have available:

**Equipment:**
- Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  - "One thing that I'd like to get out of today's session is..."
  - Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Prepare Handout 2.1 by:
  - selecting a sentence with the same number of words as there are participants in the group, and
  - cutting the sentence into pieces with one word and one number per piece.
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 2 OHTs (2.1 - 2.16)
- Module 2 Handouts (2.1 - 2.7)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  - "Welcome to Module 2: Relationships at Work - What Can Go Wrong"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves by giving your name, work location and tell us, in one word or short phrase, “When I think of things going wrong at work, I think of ...”

Go around the group, starting with yourself.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE:

By the end of the training, participants will be able to identify & describe:

- the costs of workplace harassment for individuals & the Department
- behaviours that can be regarded as harassment
- different forms of harassment (including unlawful harassment)
- what is a grievance

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.

ICEBREAKER: “SENTENCING”

Say: Because today’s module is about things that can go wrong at work, let us start with a short activity that models the best of cooperation. I am going to give you each a word that belongs in a sentence, and as I give it to you I would like you to remember this word so you can repeat it shortly afterwards.
Hand out: Prepare “sentencing” words from prepared sheet in the Notes for Trainers. Or use your own, by printing a sentence on a sheet of paper. Allocate and write a number beside each word. Cut the sheet so there is one number and corresponding word on each piece. Place the pieces into a box (or a hat) so participants can randomly draw out their word.

Go around the group and let each participant draw out one word per person. (For small groups, or for variety, you can go around the group twice, giving first one word of a sentence out, then a second word in round two.)

In the first round, as you count slowly out loud, let each participant, whose slip of paper contains the number you call out, simply read their word out loud.

In the second round, they say their word in the same sequence as before. After a couple of rounds, when they seem to be confident of their word, encourage them to go faster, and more importantly, to start putting expression into the sentence.

Then let them experiment in how they say their word and discover the possible meanings and emphases they can inject into the sentence. When they have mastered the sentence (and hopefully the ice is broken):

Debrief: How was that activity for you, towards the end compared to the start?

What techniques did you use to remember the previous person?

How well did it demonstrate cooperation within your group?

WHAT CAN GO WRONG IN RELATIONSHIPS AT WORK?

Ask: What can go wrong in relationships at work?

Say: When you have good working relationships it acts as a buffer between individual and stressful situations at work. However when you have bad working relationships, it can be very damaging to individuals.
Research has shown that one of the major causes of work-related stress is interpersonal conflict at work.

It is widely thought that some professions, like police officers and teachers, experience high levels of stress due to the nature of their work. Recent research contradicts this commonly held belief.

It is the work environment, i.e., the context, that is so important, and not the job itself, i.e., the content. This even includes groups like the army - even for soldiers on active service, the major cause of stress is interpersonal conflict.

How true is this for Corrective Services?

Research has shown that many workers compensation claims for stress are about unresolved interpersonal conflict or grievances at work.

10 minutes

**DEFINE WHAT IS A “GRIEVANCE”**

Would anyone like to suggest what a “grievance” is?

*Acknowledge responses, then introduce the Department’s definition of a grievance as set out in the Grievance Resolution policy.*

A GRIEVANCE IS

a work-based problem, concern or complaint

Any act, decision or omission considered to be unfair may constitute a grievance.

Grievances may be:

- work-related conflicts
- victimisation
- about allocation of work
- concerns about career development opportunities
- all forms of discrimination or harassment

Remember the “relationship rules” we discussed in the first Module: Good Working Relationships? Many grievances actually come about because these rules get broken again and again.
Hand out: EFFECT OF GRIEVANCES (Worksheet template) Handout 2.1
(including the Department’s definition of a “grievance”)

Form groups of 2-3
& ask:

1. How do grievances affect:
   - individuals?
   - the Department?

2. What are the most common types of grievances in your workplace? (that is, what could they be about?)

Write on W/B: Note types of grievances on whiteboard. Whiteboard

Debrief: What did each small group come up with? Were results similar for each group?

Was it difficult to express how individuals might feel in a grievance situation? How?

Let’s look at the types of grievances identified by most groups. Does this list of grievances give an accurate picture of what can go wrong at work? What might be the top three things that do go wrong in your workplace?

How is it usually handled?

How effective is this in settling the matter:
   - for the people directly involved?
   - for everyone else?
   - for you (when you are & also for when you are not involved)?

Say: In training modules to come you will be well supplied with information and options to effectively deal with grievances at work.

As the development of the Good Working Relationships Program came about largely due to the problem of harassment in the workplace, the modules spend some time on clarifying and dealing with this issue.
IS IT HARASSMENT?

Say:

Let's see if we can get clear on what harassment is. We all make judgements - even when we haven't really got enough information to make a well-informed judgement.

This is a normal reaction. What we learn to do, is not to show our reactions to, or to act, until we have more information.

Form groups of 2-3 & say:

To be able to discuss what harassment is, we will start by doing an activity that looks at our immediate "gut reaction" to some different situations.

This activity is in three parts. The sheet about to be handed out has ten scenarios on it. First you will each go through the scenarios individually, without discussion. Mark the sheet to decide whether the situation described is harassment or not, and where it fits on the continuum.

This is to be done fairly quickly - remember, your "gut reaction" only, so don't try to think too deeply about each one. There are no necessarily right or wrong answers.

After five minutes, you will discuss with your partner/small group, two of the examples, and describe on what criteria you have decided that it is harassment or not. We will then go through all the scenarios and discuss them briefly in the full group.

Hand out: IS IT HARASSMENT? Handout 2.2

Say:

You will see noted on the handout that instead of "he/his/him" and "she/her" we have used "they/their/them", so to complete the exercise, you may have to decide what gender the people are in the scenarios.

Allocate two scenarios to each pair/small group. Give participants about 5 minutes to go through their sheets on their own. Then direct them to discuss in pairs/small groups, for about 5 minutes, their two allocated scenarios.
Debrief: Ask the following questions of the whole group. Do not target any particular person or pair/small group for answers. It isn't necessary for everyone to reply to each question.

- Is it harassment?
- How did you feel about making judgements?
- What more information would you need?
- Were there issues other than harassment?
- What would you do about them?

Handout 2.2

1. A manager has repeatedly told a staff member from a non-English speaking background with poor work performance that if they don’t lift their game they will suffer disciplinary action. The staff member says the manager is harassing them because of their ethnicity.

Key points:
- The clue to whether it’s harassment or not is in the word “repeatedly”. Harassment is usually, though by no means always, a repeated offence.
- Other issues might include that of performance management - that is, what has the manager done to help the staff member do their job properly?
- On what basis does the staff member claim the manager is doing anything “because of their ethnicity”?

2. A senior staff member asks a junior staff member out for dinner.

Key points:
- This is first and foremost an issue of power. Whether or not the junior staff member is interested and willing to go out with the senior staff member, will be almost impossible to tell. Whatever the intention of the parties, it will be seen by others according to whatever set of values by which they operate.
- Regarding close relationships at work, refer participants to the Department’s Code of Conduct (Principle 4) and the Working Where Close Personal Relationships Exist policy.
3. A maintenance staff member has been given the job of working in a dusty basement - they are claustrophobic and asthmatic. The staff member has complained many times, but is continually told it's their job.

Key points:
- This appears to also be a clear occupational health and safety issue.
- Are participants aware of Departmental procedures in relation to reporting and dealing health and safety matters?

Ask:
Who should the staff member go to?
How do you lodge a report?
Is a verbal one good enough?

- Other issues might include that of performance management - that is, what has the manager done to help the staff member do their job properly?

4. A woman in a wheelchair complains about a colleague who constantly asks after her health, fetches things for her and offers to do her work for her.

Key points:
- It is always worth checking whether the woman in the wheelchair has actually told the colleague that she does not want help and that being in a wheelchair does not mean that she is sick or unwell.
- While the colleague apparently is demonstrating concern and interest in the woman in the wheelchair, she is in fact, by not allowing her to do for herself, dis-empowering her - by showing that she does not believe the woman in the wheelchair can manage without help. The clue here again, is in the use of the word “constantly”.

5. Two staff members argued in a First Aid class at work. One told the other they shouldn't be doing First Aid anyway because they are gay and probably have AIDS. The staff member accused of being gay thinks that everyone at work now shuns them.

Key points:
- While the first staff member seems to be acting out of fear and ignorance, it may be that other staff are doing the same.
• Perhaps this is an indicator of the need for some awareness-raising about a number of issues? These issues may include AIDS, homosexuality, occupational health and safety.

• Whether or not it is true that everyone is now shunning the staff member accused of being gay, personal and organisational support will go a long way to address this situation. Discuss what form of support this could be.

6. A junior officer who missed out on a promotion says it's only because their manager is now getting back at them for ending their affair.

Key points:
• This a recruitment and promotion issue and questions should be asked about the Department's procedures - what they are and how they were implemented.

• Refer participants to the Department's Code of Conduct (Principle 4) and the Working Where Close Personal Relationships Exist policy.

7. An Aboriginal staff member says that they are constantly left out of discussions at staff meetings and not given information about things like social events and staff development opportunities coming up.

Key points:
• This situation appears to break both formal and informal rules in the workplace.

• Other issues might include that of performance management - that is, what has the manager done to help the Aboriginal staff member do their job properly? This would include ensuring that all relevant information and staff development opportunities are provided in the same way as for everyone else.

8. A Muslim officer says that they are embarrassed in front of other staff and get into trouble with the manager because their prayer times cause disruptions at work.

Key points:
• Diversity of cultures at work can have both obvious and subtle differences. Questions to be addressed might include:
What has the Muslim officer done about negotiating their needs with the manager?

...and what has the manager's response been to accommodate the Muslim officer's needs?

How should other staff be informed or involved in addressing this issue?


9. A young manager with a hard-to-understand accent says that a staff member is mocking their accent in front of other staff.

Key points:

- The clue is in the description of behaviour as “mocking”.

- Consider how you might provide support and assistance in this situation. If staff are genuinely concerned about such a potentially sensitive, personal issue, what is required to encourage both staff and managers to use appropriate interpersonal skills to effectively deal with it?

Say: Time out for a 5-minute stretch-coffee-tea break!

PERCEPTIONS

Say: Perception is an important issue in harassment. This session is about the different ways in which an object, event or behaviour can be perceived.

Show OHT: PERCEPTION - 1 (Ks) OHT 2.3
Ask: What do you see here?

Typically you will get responses such as “Arrows”, “Three houses on their side” etc.

When you get the response “Two Ks”, immediately highlight the two Ks.

Show OHT: PERCEPTION - 2 (Hs) OHT 2.4

Ask: Now what do you see?

Very likely, you’ll get the response, “Two Hs”.

Ask: Why do you see the Hs more easily than the Ks?

Wait for any response and check that participants understand that having become aware of the Ks in the first overhead has sensitised them to the Hs in the second overhead.

Say: Through exposure to objects, events or issues you become able to recognise them more easily. Has anyone recently bought a car, a house or even a household item - after you buy one you suddenly see them everywhere. This is because you have become sensitised to seeing them.

Hand out: FLY Place upside down in front of each participant. Handout 2.3

Ask: What do you see?

For some participants, it may be necessary to hold up “Fly” the correct way up and gradually walk backwards as it is easier to make out with distance. Discuss this phenomenon, and then ask participants to turn the handout over.

Explain the following points (as set out on the reverse of “Fly”) and use examples to illustrate:
Go through key points on handout and discuss:

Key points:

- Everyone perceives the world in his or her own unique way. Life experiences, culture and gender contribute to the way we perceive the world.

- We need to be aware that what we see as acceptable behaviour, ie "relationship rules", may not be perceived as acceptable by others.

- Harassment can be the result of differing perceptions about what is acceptable: in other words, the "rules" that apply to a particular situation.

- It need not be deliberate. Often a person is not aware that his or her behaviour is offensive to another.

Ask:

Can you think of examples of behaviour that seemed funny or acceptable years ago, but which is not acceptable today?

What is for you, unique or different about the workplace culture of the correctional environment?

Say:

It must be pointed out that many things we accepted in the past are no longer acceptable because we have become sensitised to the issues and our perceptions have changed.

Look at the examples set out on the bottom of the handout, as further illustrations of this:

- Male workers may think it is acceptable behaviour to touch women who work with them. However the women working with them may find this behaviour intrusive and offensive.

- A woman may feel it is acceptable to tell sexual jokes about men to the other women she supervises. However the men she supervises may find these jokes embarrassing, belittling or offensive. And so may some of the women.
Non-Aboriginal staff who deal with Aboriginal inmates may think it acceptable to discuss unsupported but common beliefs about Aboriginal people in the staff amenities room at lunch time. Aboriginal staff may find this personally offensive and belittling. And so may other staff.

Show OHT: ABC  Show without discussion.

Ask: What do you see?

Show OHT: 12 13 14  Show without discussion.

Ask: What do you see this time?

After a few moments, whether or not participants identify that the B and the 13 are the same, place the second overhead, ie "12 13 14" over the first, ie "ABC", so the similarity becomes obvious.

SO WHAT IS HARASSMENT?

Ask: What is it about certain behaviour that makes it harassment?
For example, when I touch you on the shoulder.

Without fuss, demonstrate touching someone’s shoulder.

Form groups of 2-3

Blank OHTs

& say: Using a blank OHT, consider what would make that behaviour “harassment” and in your small groups, take 5 minutes to develop a definition that starts with “Harassment is...” Choose one person to explain your definition to the whole group.

Ask: What is your definition of harassment?

Allow 2 or 3 minutes for each group to respond and display their OHT.
Draw attention to common themes in the definitions.

Motives versus behaviour - the fact that somebody “doesn’t mean” to upset somebody else doesn’t mean the behaviour is not harassment.
Show OHT: HARASSMENT IS: OHT 2.7

behaviour that is unwanted & unasked for & that:
• humiliates
• offends
• intimidates

It includes conduct which is
☆ unwelcome
☆ demeaning
☆ unreciprocated
☆ intimidating
☆ and/or offensive

against an individual or a group of people

(POH Section 2.1.1)

Show OHT: HARASSMENT MAY BE OHT 2.8

obvious or subtle
direct or indirect

Harassment may include:

• victimisation
• intimidation/abuse
• isolation (or segregation)
• displaying offensive material

(POH Appendix)

Say:

Harassment can occur in any workplace location including those where services are delivered outside the usual workplace, for example in cars or people’s homes. Workplace harassment can involve:

• a staff member and a manager or supervisor
• co-workers
• a staff member and other person in the workplace

QUESTIONS ABOUT HARASSMENT

Say:

Certain questions are commonly raised by people when talking about harassment. We will go through and discuss them one by one. You may like to make your own notes under each question on the worksheet.

Hand out: COMMONLY ASKED QUESTIONS ABOUT HARASSMENT WORKSHEET Handout 2.4
DOES HARASSMENT HAVE TO BE INTENTIONAL?  

Show OHT:  

Say:  

Perception is a critical factor in harassment.

The issue is how it affects the person, not whether the behaviour is deliberate or unintentional.

DOES A PERSON HAVE TO OBJECT FOR THE BEHAVIOUR TO BE HARASSMENT?  

Show OHT:  

Say:  

Harassment often occurs in an environment where the balance of power is unequal, or power is improperly exercised.

Staff are frequently fearful of objecting or complaining if the harasser has power over them.

Power in this context can be authority, threats of dismissal, or an ability to make the workplace unpleasant.

Supervisors and managers are in a position of power over others and need to be particularly sensitive to this issue. Other staff may object to their behaviour, but be afraid to say anything.

Ask:  

What do you think the consequences of this would be in the workplace?

Discuss  

DOES THE BEHAVIOUR HAVE TO BE REPEATED TO BE HARASSMENT?  

Show OHT:  

Say:  

Harassment is often a repeated or continuing pattern of behaviour.

One incident can be enough in some circumstances, for example assault, or where a single comment has a serious effect on the person concerned.

The effect of an incident can influence whether it has to be repeated before it can be considered to be harassment. It can depend on specific circumstances and the perceptions of the recipient.
**Show OHT:** DON'T SOME PEOPLE INVITE HARASSMENT, FOR EXAMPLE, INVITING JOKES OR COMMENTS ABOUT WHAT THEY WEAR?

**Say:**
The way a person dresses is a matter of taste or culture and is not an excuse for harassment.

Harassment creates a threatening, hostile or offensive work environment for one or more staff members. It can undermine a person's work performance or security. No-one is going to seek harassment.

**Show OHT:** ARE SOME CLAIMS OF HARASSMENT JUST TROUBLE MAKING?

**Say:**
All allegations of harassment should be treated seriously.

Making a complaint of harassment is very stressful and it is uncommon for people to make such complaints without good reason.

There is a difference between a complaint which is unsubstantiated and one that is vexatious. Careful processes of grievance handling will identify vexatious complaints and appropriate actions should be taken in such cases.

"Harassment", like "feminist", is a term that is often used in a way that undermines its credibility. Harassment is a serious issue. When the word is just bandied about, someone is either showing that they don't understand it, or they are belittling its significance.

**Show OHT:** DOES THIS MEAN THE END OF FRIENDSHIPS DEVELOPED AT WORK?

**Say:**
Many friendships and long term relationships originate when people meet through work. It has been reported that 45% of people in relationships met their partner at work. People need not be concerned that eliminating harassment means no more friendships. Harassment is concerned with unwelcomed or unreciprocated behaviour.

Friendships (relationships) can have consequences for the workplace, especially if there are problems. Managers and supervisors have a responsibility to deal with workplace behaviour that distracts the people concerned from their work or interferes with the work of others.

Material has been adapted from "Harassment Free Workplaces" (1996) NSW Office of the Director of Equal Opportunity in Public Employment

© Practical People Management / Department of Corrective Services Good Working Relationships Training Program
Harassment is unlawful in employment and provision of services on the grounds set out in the New South Wales Anti-Discrimination Act and federal anti-discrimination legislation.

Although we will discuss the legal aspects in more detail in the next training module, here is an overview of the grounds for unlawful harassment.

Under Federal and State legislation, it is unlawful to harass and/or discriminate against anybody on the grounds of their:

- sex
- race
- marital status
- psychiatric / physical / intellectual disability
- physical / intellectual impairment
- age
- pregnancy
- homosexuality
- transgender

Go through the following points on the overhead. Ensure participants understand the need to check that our behaviour is acceptable to other people and is not causing them offence or embarrassment. Ask participants to suggest how this can be done.

✓ tell jokes at work or to give a colleague a hug when all parties involved consider it to be acceptable

How do you know when all parties consider it to be:

- acceptable?
- when it is OK to say no?
develop friendships (sexual or otherwise) with other workers where both persons consent

Say:

In relation this point 2, remember our previously discussing both the Department’s Code of Conduct, Principle 4 and the Working Where Close Personal Relationships Exist policy...

advise a staff member, in a professional manner and in private, of deficiencies in their work and develop actions to be taken to remedy this

In relation to this point, discuss the roles of the supervisor/manager, and the staff member, in performance management.

RECAP AND CLOSE

SUMMARY OF THIS SESSION

Check with participants that this session achieved:

• the learning objectives, and
• the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say:

In the next training module, No.3: “Policies and Legislation”, we will discuss the Department’s policies and related legal aspects of both harassment and workplace grievances.

In module No.4, we will go thoroughly into the Department’s procedures for dealing with things going wrong at work.

EVALUATION / ASSESSMENT SHEET

Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 3:

GOOD WORKING RELATIONSHIPS - POLICIES & LEGISLATION
Module 3: GOOD WORKING RELATIONSHIPS - POLICIES & LEGISLATION

Rationale: Staff at all levels have a role in contributing to relationships at work. The expectations of the Department, and of legislation, needs to be clarified for each individual so they have a good understanding of what is required of them in the workplace.

Aim: To provide staff at all levels with the knowledge needed to fully comply with relevant legislation and the Department of Corrective Services policies relevant to good working relationships. These particularly include:

- the Prevention of Harassment Policy and Guidelines, and
- the Grievance Resolution Policy and Procedures.

Learning objectives: By the end of the training, participants will be able to identify and describe:

- the benefits of effective policies and procedures in preventing harassment and resolving grievances
- the benefits to staff and to the Department in promptly identifying harassment and resolving workplace grievances
- specific elements of the legislation, policies and procedures, and how they fit together

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers

All staff

Time: 2 hours
PREPARATION

Make sure that you have available:

Equipment: Whiteboard & Overhead transparency (OHT) projector

Materials:

- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 3 OHTs (3.1 - 3.25)
- Module 3 Handouts (3.1 - 3.4)

On the actual day:

Before you start:

- Write on the whiteboard:
  "Welcome to Module 3: Good Working Relationships - Policies & Legislation"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves by giving your name, work location and tell us which has been the most significant policy, if any, that you know about and/or have used in the Department.

Go around the group. Make a note of policies cited by participants.

Let them draw their own conclusions about the most significant (to the group) policies, and what categories they fall into, eg Human Resources or operation etc.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE:

By the end of the training, participants will be able to identify & describe:

- the benefits of effective policies & procedures in preventing harassment & resolving grievances
- the benefits to staff & to the Department in promptly identifying harassment & resolving workplace grievances
- specific elements of the legislation, policies & procedures, & how they fit together

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
This session is about the benefits of effective policies and procedures in preventing harassment and resolving grievances.

The Department’s policy on harassment covers all staff and all forms of harassment.

As this module is mainly about providing you with information, and such briefings can often be as interesting as watching paint dry, we have a fascinating exercise to complete during the next two hours.

Before we start, a couple of definitions:

- **A GRIEVANT IS:**
  
  a person who raises a grievance

- **A RESPONDENT IS:**
  
  a person who is alleged to be causing a grievance

The respondent may have allegedly acted in an unfair or harassing manner. There may also be one or more respondents for any grievance raised.

**THE GRIEVANT’S STORY...**

Pat has been accused of harassing a workmate...
Terry feels harassed at work...
Kim can’t stand coming to work because someone at work...
Kerry says, “I’ve been wrongly accused of...”
Lee feels discriminated against because...
Provide details for the following:

- the **Grievant** (including gender, age, position, work location)
- the **Respondent** (including gender, age, position, work relationship to grievant, i.e., manager, co-worker, subordinate)
- **What happened?** (where, when, how often)
- **Who else is involved?**
- **Other relevant details?**

**Say:**

The exercise will go like this: In small groups you will develop a case study of a grievance, using the worksheet handed out. Based on this case study, everyone in the group is to clearly fill in the information required on their sheet. The grievant’s story and details can be complete fantasy, or it can be based on a “real-life” situation.

Afterwards each person will swap their sheet with a person from another group.

During the presentation of the policy and legislation information, keep your case study questions in mind, so you can make sure that you get the details needed from the policies and legislation for your grievant. This means that yes, you **can** ask questions during the presentation!

At the end of the presentation, the worksheets will be returned to the original group for discussion.

Any questions about this exercise?

**Ask:**

Has everyone got a worksheet that they did not prepare themselves?
Take a couple of minutes to familiarise yourself with what your grievant needs to find out.

**LEGISLATION**

**Say:**

Harassment is unlawful in employment and provision of services on the grounds set out in the New South Wales Anti-Discrimination Act and federal anti-discrimination laws.
Under Federal & State legislation, it is unlawful to harass and/or discriminate against anybody on the grounds of:

- sex
- race
- marital status
- psychiatric / physical / intellectual disability
- physical / intellectual impairment
- age
- pregnancy
- homosexuality
- transgender

ACTS COVERING HARASSMENT ARE:

ANTI-DISCRIMINATION ACT (NSW) 1977
- (Racial Vilification) Amendment Act, 1989
- (Homosexual Vilification) Amendment Act, 1993
- (HIV/AIDS Vilification) Amendment Act, 1994
- (Transgender Vilification) Amendment Act, 1996

This is the main piece of legislation that we who are working in New South Wales Government Departments refer to.

“Vilification” means any public act that could incite (ie encourage) contempt or severe ridicule. It is against the law to vilify anyone because:

- of their race
- they are lesbians or gay men
- they have HIV/AIDS or
- they are, or thought to be, transgender

Although we generally refer primarily to State legislation, these Federal Acts will, if necessary, override State laws.
HUMAN RIGHTS & EQUAL OPPORTUNITY COMMISSION ACT (CTH) 1986

**Say:**

- This Commonwealth Act covers actions against Federal departments and individuals, but does not cover State Government Departments. So this means you cannot be sued as a staff member of the Department, but you can be sued as an individual under this Act.

**Ask:**

Any questions?

*Go through the next OHT and clarify for each point as follows:

Show OHT:

UNDER THE NSW ANTI-DISCRIMINATION ACT 1997 OHT 3.6

*It is unlawful to discriminate or harass a person in any way that is related to their:*

**Say:**

- "Sex" includes sexual harassment and discrimination on the basis of sex-role stereotyping - that is, where you are treated unfairly because you are a woman not a man, or because you are a man not a woman. Sexual harassment is a type of sex discrimination. And discrimination against a woman because she is pregnant can also be sex discrimination.

- "Marital status" is where you are treated unfairly or harassed because of your particular marital status - for example, because you are single, married, divorced, separated, widowed or living in a de facto relationship.

- "Race" is where you are treated unfairly or harassed because of your race, colour, religious background, descent or nationality.

- "Disability" is where you are treated unfairly or harassed because you have a disability, or someone thinks you have a disability. It’s also against the law to treat you unfairly or harass you because you had a disability in the past, or because you will or may get one in the future. Disability includes physical, intellectual and psychiatric disabilities, learning and emotional disorders, and any organism capable of causing disease (for example, HIV).

- "Age" is where you are treated unfairly or harassed because of your age - for example, because people think you are too old, too young or too middle aged. Forcing people to retire at the old retirement age is also against the law.
"Homosexual or Lesbian" discrimination is where you are treated unfairly or harassed because you are gay, or someone thinks you are gay.

"Transgender" (or transsexuality) discrimination is where you are treated unfairly or harassed because you are transgender, or someone thinks you are transgender. You are counted as transgender if you live, or seek to live, as a member of the opposite sex to your birth gender.

Relatives, friends or work colleagues: where you are treated unfairly, or harassed, because of the sex, race, age, marital status, homosexuality/lesbianism, transgender, or disability of someone you are related to or associate with.

Ask: Any questions?

1st of 2 x 15 minutes

GRIEVANCE RESOLUTION POLICY

Say: In Module 2 we discussed what can go wrong with working relationships. We came up with ideas about what grievances could be about, and how they affect individuals and the Department. We’ll now go through the Grievance Resolution Policy starting with the policy’s definition of a grievance that we discussed in the previous module:

Show OHT: A GRIEVANCE IS OHT 2.2 & 3.7

- a work-based problem, concern or complaint
- Any act, decision or omission considered to be unfair may constitute a grievance
- Grievances may be:
  - work-related conflicts
  - victimisation
  - about allocation of work
  - concerns about career development opportunities
  - all forms of discrimination or harassment (GR Introduction)

Say: The policy’s second section sets out the principles that are important to the use of the policy.
Section 2.2 of the Policy points out that conflict resulting from the differing needs and perspectives of individual employees will be promptly resolved within the Department and, as far as practicable, as close to the source as possible.

What does this mean?  
Why is this a good idea?

Section 2.3 places responsibility on all supervisors and managers. This is to create and maintain a positive and productive work environment and to identify and resolve, as far as possible, conflict in the workplace without waiting for a grievance to be raised. This should always be undertaken in consultation and with respect for the method of resolution the potential grievant (see Section 3.2) chooses.

Any questions?

Section 2.5 states that staff may be in breach of discipline should grievance prove to be motivated by ill-will or malice for vindictive purposes.

What does this mean?  How likely is this to happen?

Note: Although supervisors and managers may from time to time be in a position to make decisions about whether or not a complaint may be frivolous - whether or not someone is solely motivated by ill-will or malice is something that can only be determined in a court of law.
**PRINCIPLES OF NATURAL JUSTICE**

OHT 3.11

The respondent has the right to:

- know what the grievance is
- seek advice
- have a fair hearing in reply to the issues raised, and
- have the issue resolved by an impartial person

(GR Section 2.6)

**CONFIDENTIALITY & INTEGRITY**

OHT 3.12

of the grievance resolution process must be protected

(GR Section 2.8)

**GRIEVANTS RETAIN THE RIGHT**

OHT 3.13

to contact relevant external agencies

(Section 2.9)
Show OHT: GRIEVANCE RESOLUTION POLICY SUPERCEDES all other documents issued on the topic except:

- where a policy or other document has a specific grievance mechanism
- claims of an industrial nature dealt with under the provisions of the Prison Officer (Settlement of Grievances & Disputes) Agreement No. 2471 of 1984
- where the grievance is subject to GREAT (Government & Related Employees Appeals Tribunal)
- disciplinary procedures are being undertaken

Say: Time out for a 5-minutes stretch-coffee-tea break!

Show OHT: SUPPORT FOR STAFF INVOLVED IN GRIEVANCES

- Grievance Contact Officers

Say: Grievance Contact Officers will be specially trained staff who can provide confidential and impartial information on options to resolve grievances.

- Support persons

Say: Both grievants and respondents may select a person for support and advice throughout the grievance resolution process. This person may be present at any meetings or discussions, but may not participate.

- Interpreters

Say: The supervisor or manager resolving a grievance must ensure that grievants or respondents from minority cultural, ethnic or religious backgrounds or with a hearing or sight impairment have access to an interpreter/reader at meetings and discussions if required.
• **Union representatives**  

  (GR Section 4.4)

**Say:** Staff retain the right to contact a union representative for advice and support at any stage throughout the grievance resolution process. The union representative may be considered as a support person.

**Show OHT:** THE GRIEVANCE RESOLUTION PROCESS IS UNDER THE CONTROL OF THE GRIEVANT  

  OHT 3.16  

  (GR Section 5.1)

**Say:** Section 5.1 stresses the importance of the grievance resolution process, in most cases, being under the control of the grievant.

*Note:* The exceptions are defined at Sections 5.3 and 5.4.

**Ask:** Why is it important that the process is under the control of the grievant?

Do you see any problems with this? What can be done about helping the grievant stay in control of the process?

**Show OHT:** IF THE GRIEVANT WANTS NO ACTION TAKEN but just wants to report a matter, those wishes will be respected  

  OHT 3.17  

  (GR Section 5.2)

**Say:** If the grievant simply wants to report a matter but does not wish any action to be taken, those wishes will be respected. The matter still has to be appropriately dealt with, through the Grievance Resolution Procedures. This means that the respondent has the right to be informed of, and reply to, the allegations.

We will go through the Grievance Resolution process in detail in the next training module (ie Module No.4: What To Do When Things Go Wrong).

---

**25 minutes**

**HARASSMENT POLICY**

**Say:** Let's revisit Module 2, where we looked at what can go wrong with working relationships and particularly policy and legal definitions of harassment.
Ask: What elements about the definition of harassment leaps most quickly to mind? (These may be indicators about what you consider to be important - that is, useful to you.)

Show OHT: HARASSMENT IS: OHT 2.7 & 3.18

behaviour that is unwanted & unasked for & that:
• humiliates
• offends
• intimidates

It includes conduct which is:
⊕ unwelcome
⊕ demeaning
⊕ unreciprocated
⊕ intimidating
⊕ and/or offensive

against an individual or a group of people

(POH Section 2.1.1)

Say: We’ll now look more closely at the Department’s Prevention of Harassment Policy and Guidelines. First at the section on duties and responsibilities, secondly at what avenues for action are in the Policy and finally at the types of harassment set out in the Policy.

Section 2.2 of the Prevention of Harassment policy specifies several roles that have duties and responsibilities in the Department. These are:

Go through each OHT and clarify where needed.

Show OHT: Duties & responsibilities of OHT 3.19

ALL DEPARTMENTAL STAFF

• to respect each person’s inherent dignity & diversity of views
• to treat each other in a way that won’t cause distress

(Section 2.2.1)

Ask: Let’s look at what the policy is trying to say when it says “all departmental staff have a responsibility to respect everyone’s “inherent dignity”. What does “inherent dignity” mean?

Answers may include (Oxford) dictionary meaning of “inherent”: existing in - as permanent or characteristic attribute etc.
This is the official policy guideline that covers all the official and unofficial "relationship rules" that we discussed in Module 1: Good Working Relationships. You may remember we selected five or six most important "rules" to our own workplaces?

What difference does having this formal "relationship rule" make to staff in the workplace?

Answers to include: When people break the "relationship rules", then someone can do something - officially - about it.

**Show OHT:**

**Duties & responsibilities of the DEPARTMENT OF CORRECTIVE SERVICES**

- has a legal obligation to ensure a workplace free from harassment

(POH Section 2.2.2)

**Show OHT:**

**Duties & responsibilities of SENIOR MANAGEMENT**

- has a specific responsibility to ensure that:
  - managers & supervisors at all levels are aware of their responsibilities under this & the Grievance Resolution policy & procedures
  - Grievance Contact Officers are trained & supported
  - awareness raising / training sessions & relevant publications are made available to all staff

(POH Section 2.2.3a)

**Show OHT:**

**Duties & responsibilities of all MANAGERS & SUPERVISORS (1 of 2)**

- are responsible for creating & maintaining a positive & supportive work environment
- must act promptly when harassment occurs whether or not a complaint is lodged

(POH Section 2.2.4)
Duties & responsibilities of all MANAGERS & SUPERVISORS (2 of 2) also have a responsibility to:

- set an example by behaving appropriately
- take a pro-active role in preventing harassment
- inform staff of their rights & responsibilities regarding harassment
- inform staff of procedures to deal with harassment
- ensure confidentiality & privacy of matters relating to complaints of harassment
- deal with complaints
- implement processes for monitoring harassment

(POH Section 2.2.4)

Duties & responsibilities of GRIEVANCE CONTACT OFFICERS

- to provide staff with support & information about harassment
- to assist staff identify available options to deal with harassment
- provide confidential information to respondents of harassment complaints

(POH Section 2.2.5)

Section 2.2.5 also states that a Grievance Contact Officer must not provide information to a grievant and respondent involved in the same grievance.

Grievance Contact Officers may also provide information to local managers on strategies for preventing harassment and support the delivery of awareness raising/information sessions to staff.

All Grievance Contact Officers are required to participate in training related to the role.

What other policies and/or legislation are you aware of that fits in with “creating and maintaining good working relationships”??
OTHER POLICIES & LEGISLATION

• CODE OF CONDUCT

Where can you seek help within the Department?

Answers to include:
- Industrial Relations Branch
- Personnel Services Branch
- Professional Standards Unit
- Staff Officer / Regional Personnel Manager/ District Manager

Where can you seek help outside the Department?

Answers to include:
- ICAC (Independent Commission Against Corruption)
- NSW Ombudsman

• OCCUPATIONAL HEALTH & SAFETY

Where can you seek help within the Department?

Answers to include:
- OHS & Workers Compensation Unit
- Personnel Services Branch
- Workplace OH&S Committees

Where can you seek help outside the Department?

Answers to include:
- WorkCover
- Workers Health Centre
- Unions

• EQUAL EMPLOYMENT OPPORTUNITY

Where can you seek help within the Department?

Answers to include:
- EEO Superintendent
- Personnel Services Branch

Where can you seek help outside the Department:

Answers to include:
- Anti-Discrimination Board
- ODEOPE, (Office of the Director of Equal Opportunity in Public Employment)
- Unions
Show OHT: CONTACT OFFICERS FOR THIS POLICY

- Good Working Relationships Program Coordinator
  Personnel Services Branch
- EEO Superintendent
  Personnel Services Branch
- Staff Officers
- Regional Personnel Managers
- District Managers

Say:
If harassment occurs and somebody - the grievant - wants something done about it, they will need to take the steps set out in the Grievance Resolution policy.

We will discuss the Grievance Resolution Procedures in detail in the next module, Module No. 4: “What To Do When Things Go Wrong”.

10 minutes

RE-VISITING THE GRIEVANT'S STORY...

Re-form original groups & say:
Now it’s time to examine our original case studies. Find your own original case study from whoever you swapped with, and re-form the same groups we started with earlier today.

Examine the new information on the sheets and discuss in your groups how useful it is.

Give groups 5 minutes to compare and discuss their worksheets.
Return to the big group.

Debrief:
How useful was the information obtained on the worksheets?
Were there any surprises in the information given today?
Putting yourself in your grievant’s place, how well does the information given to you today set your mind at rest?
Would the existence of the policies and legislation benefit your grievant? How?
RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION  Handout 3.3

Check with participants that this session achieved:
• the learning objectives, and
• the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say: In the next training module, No.4, we will go thoroughly into the Department’s procedures for dealing with things going wrong at work.

Hand out: EVALUATION / ASSESSMENT SHEET  Handout 3.4

Say: Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation /Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 4:

WHAT TO DO WHEN THINGS GO WRONG
Module 4: WHAT TO DO WHEN THINGS GO WRONG

Rationale: Even with a good working understanding of the policies and the legislation, managers and staff need to become confident in their understanding of practical steps to take when things go wrong.

Aim: To provide staff with the operational knowledge needed to effectively use the Department of Corrective Services policies relevant to good working relationships. These particularly include:

- the Prevention of Harassment Policy and Guidelines,
- the Grievance Resolution Policy and Procedures.

Learning objectives: By the end of the training, participants will be able to:

- apply the principles of the Grievance Resolution Policy
- follow the steps as set out in the Grievance Resolution Procedures

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers
All staff

Time: 2 hours
PREPARATION

Make sure that you have available:

**Equipment:**
- Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  - "One thing that I'd like to get out of today's session is..."
  - *Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)*
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 4 OHTs (4.1 - 4.36)
- Module 4 Handouts (4.1 - 4.7)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  - "Welcome to Module 4: What To Do When Things Go Wrong"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits

© Practical People Management / Department of Corrective Services
INTRODUCTIONS

Inform participants:  
*About housekeeping information including session times, breaks and location of toilets.*

Introduce:  
*Yourself, and if appropriate, your co-trainer.*

Say:  
*Now, please introduce yourselves by giving your name, work location and your favourite “stress-buster” - that is, what you do to get rid of tension. (May include comfort food, cup of tea, particular exercise...)*

*Go around the group, starting with yourself.*

Show OHT:  
**LEARNING OUTCOMES FOR THIS MODULE ARE:**

By the end of the training, participants will be able to:
- apply the principles of the Grievance Resolution Policy
- explain the importance of objectivity & neutrality in grievance resolution
- follow the Grievance Resolution Procedures steps

*Refer to the overhead and go through each learning outcome.*

Ask:  
*Are there any outcomes you would like to add?*

*Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.*

ICEBREAKER

Hand out:  
**WHEN THINGS GO WRONG AT WORK I USUALLY...**

*Complete this sentence.*

Say:  
*Take a minute or two to complete your sentence on the worksheet. Make sure you **print** your sentence. And there is no need to write your name or identify yourself on the worksheet.*
Collect the worksheets and shuffle them well in full view of the participants. Hand back one worksheet to each participant so they get a different sentence to their own.

**Write on W/B:** Ask each person to tell the group their sentence and make a note of key words on the whiteboard.

When everyone has contributed:

**Ask:**
- Can we categorise our reactions to "when things go wrong"?
- Is this a typical representation of what people do at work?
- How does this affect working relationships?
- What would it take to respond differently?

5 minutes

**YOUR ROLE WHEN THINGS GO WRONG**

**Say:** Supervisors and managers have the prime responsibility for taking action when things go wrong in the workplace. This includes interpersonal relationships.

*Link back to what it is about the workplace (that we have discussed previously) that fosters good working relationships, for example: maintaining "relationship rules" etc*

*For supervisors/managers: Discuss the implications of this responsibility for them.*

**Say:** Whatever your role is in the Department, just as you have a role in creating good working relationships, you will have a role to play in what happens to working relationships when things go wrong.

Even by not getting involved - that is "withdrawing", you are sending a message about yourself to others. Sometimes that message is misinterpreted.

*For supervisors/managers: Discuss the negative consequences of supervisors and managers NOT getting involved. (Be devil's advocate and ask: Do you as a supervisor/manager have a choice?)*
Say: So something’s gone wrong and needs attention. Whether the something is big or small, the policies are a useful guide to deal with people issues in the Department.

Under the Prevention of Harassment policy, Section 2.3 offers some avenues for action:

Show OHT: AVENUES FOR ACTION OHT 3.x & 4.2

If you experience harassment:
• keep a record each time, including witnesses
• discuss the problem with a Grievance Contact Officer
• let the harasser know that the behaviour is offensive & unacceptable
  and/or
• contact the union (POH Section 2.3.1)

Show OHT: HARASSMENT? OHT 4.3
Lodge a grievance!

Say: Anyone who experiences harassment is advised by the policy to lodge a grievance as soon as practicable. (POH Section 2.3.2)

If someone is unhappy with the way their grievance relating to harassment is being handled by the Department, they can lodge a complaint with the NSW Anti-Discrimination Board. (POH Section 2.3.3)

Show OHT: IF CRIMINAL ACTION IS IDENTIFIED OHT 4.4
the manager / supervisor must notify:
• the police, and
• the Commissioner of Corrective Services through the:
  – Governor
  – Regional Commander
  – Regional Director or
  – Branch Head (POH Section 2.3.4)
**GRIEVANCE RESOLUTION STEPS**

**Show OHT:**

**STEP 1: PREPARE!**

- Clarify the problem / issue
- Identify a satisfactory outcome
- Seek assistance from a Grievance Contact Officer to:
  - develop an approach to the respondent and/or a manager
  - obtain information on relevant Departmental policies

(GR Section 6.1)

**Show OHT:**

**STEP 2: TALK TO THE RESPONDENT (1 of 4)**

Give the respondent the opportunity to stop or change what she/he is doing

(GR Section 6.2)

**Say:**

Where possible, the best option for resolving a grievance is for the grievant and the respondent to sort the matter out for themselves. Sometimes people do not mean to hurt or offend others. This does not mean that the behaviour is acceptable. However it is best that the grievant give the respondent the opportunity to stop or change what she or he is doing.

(GR Section 6.2.1)

**Show OHT:**

**STEP 2: TALK TO THE RESPONDENT (2 of 4)**

When the grievant & the respondent meet, as a grievant, you may:
- describe the cause of the problem
  - clearly
  - objectively
  - explicitly
  - without value judgements
- state how the problem is affecting you
- state the changes you would like to happen
- listen to the respondent’s point of view

(GR Section 6.2.3)
Show OHT:  
**STEP 2: TALK TO THE RESPONDENT**  
(3 of 4)  
**OHT 4.8**  
When the grievant & the respondent meet, they will work towards a solution that is acceptable to both parties.  

(Gr Section 6.2.4)

**Say:**  
Does this ever happen? You gut reaction is probably NO! But if we look more closely at what happens every day - where we might tell someone to, “For goodness’ sake, stop whistling! It’s giving me a headache!” and the other person says, “Sorry, I didn’t even know I was whistling!” This is an example of Step 2 working. Can you think of any others?

Show OHT:  
**STEP 2: TALK TO THE RESPONDENT**  
(4 of 4)  
**OHT 4.9**  
When the grievant & the respondent have met, neither the grievant nor the respondent will discuss the matter with other staff. If there were witnesses: the grievant & the respondent will ask them not to discuss the matter with others.  

(Gr Section 6.2.5)

**Say:**  
This is about the importance of remembering at all times the need to protect the confidentiality and integrity of the grievance resolution process.

**Ask:**  
What sort of things would make you more likely to talk to the person with whom you have the problem? For example, would it help if the person was a friend, or maybe the same sex as you?

Show OHT:  
**STEP 3: REFER TO SUPERVISOR / MANAGER**  
(1 of 3)  
**OHT 4.10**  
(if the grievance is not settled in Step Two)  

(Gr Section 6.3)

**Say:**  
If it is not possible for the grievant and respondent to resolve the matter directly, a supervisor or manager may be approached for assistance. The most appropriate staff member closest to the workplace and supervisory level of the grievant is to be selected.  

(Gr Section 6.3.3)

Ideally the grievant will approach his or her own supervisor.
Say: If the grievance is against a staff member from another area, the grievance may be brought to the attention of the supervisor of the respondent. (GR Section 6.3.1)

For supervisors/managers:

Ask: What would make it more likely for your staff to bring a grievance to you, as their supervisor/manager?

In response to answers linked to their own attitudes, eg willingness to listen, interest in their staff's well-being etc, ask how their staff would know what their attitude is, eg specific behaviour by them, in their role of supervisor/manager.

For staff:

Ask: What would make it more likely for you to take your grievance to your own supervisor/manager?

Encourage positive answers, and re-frame negative answers. For example, change a statement like: “My boss couldn’t give a damn about me and wouldn’t listen to my problems!” to “So you would be more likely to take your grievance to your boss if you thought your boss was supportive and willing to listen to your problems.”

Show OHT: STEP 3: REFER TO SUPERVISOR / MANAGER (2 of 3) OHT 4.11

As a grievant, you may go to the manager next in line above your supervisor when:

• the grievance is against the your own supervisor
• your supervisor is seen to be biased
• the respondent holds a position higher than your supervisor

(GR Section 6.3.2)

Say: If possible, if the grievant, decides to take the grievance to a manager other than their own, it is requested that they inform their own supervisor/manager that a grievance is to be made.

(GR Section 6.3.2)

Discuss implications of this for participants.
The grievant may choose to approach one of the following staff to resolve the grievance:

- Staff Officer
- Governor or Deputy Governor
- Director or Assistant Director
- any local manager
- Regional or Head Office Personnel Manager
- Regional Senior Psychologist
- Senior Welfare Officer

(GR Section 6.3.3)

when a supervisor/manager has assisted (see Step 3), & where:

- a resolution has not been reached
- you feel the resolution process has been unfair
or the grievance:

- was not addressed within the agreed time frame
- is continuing
- has not been referred to the Investigations Review Committee

(GR Section 6.10)

If the respondent feels that the resolution process has been unfair, he or she may instigate his or her own grievance procedures.

This manager will address the issue as soon as possible but no later than 10 working days by:

- resolving the grievance, or
- negotiating an agreed method & time-frame for resolution (no longer than 3 months)

(GR Section 6.10.2)
Show OHT: 

STEP 5: REFER TO A SENIOR MANAGER (1 of 3) 

when the manager next in line has assisted (see Step 4), & where:

• a resolution has not been reached
• you feel the resolution process has been unfair

or the grievance:

• was not addressed within the agreed time frame
• is continuing
• has not been referred to the Investigations Review Committee

(GR Section 6.11)

Show OHT: 

STEP 5: REFER TO A SENIOR MANAGER (2 of 3) 

including:

• Governor (Correctional Centres)
• Branch Manager (Head Office)
• Director (Academy, CSI etc)
• Regional Director (Probation & Parole Service)

or for senior personnel:

• Regional Commander
• Assistant Commissioner

who will deal with the grievance or refer it to another nominated senior line manager

(GR Section 6.11.1 & 2)

Show OHT: 

STEP 5: REFER TO A SENIOR MANAGER (3 of 3) 

This (or nominated) manager will address the issue as soon as possible but no later than 10 working days by:

• resolving the grievance, or
• negotiating an agreed method & time-frame for resolution (no longer than 3 months)

(GR Section 6.10.2)

Show OHT: 

STEP 6: INFORMING THE COMMISSIONER (1 of 2) 

When the grievance has not been resolved before now, the senior manager (identified in Step 5) will provide a report, within 10 working days, to:

• the Commissioner
• the Regional Commander
• relevant Assistant Commissioner

(GR Section 6.12.1)
Say: The report will include:
- the substance of the grievance,
- the solution(s) sought,
- the procedures that have been followed to date, and
- any recommendations for action or resolution.

A copy of the report will be provided to the grievant and the respondent.

(GR Section 6.12.2)

Show OHT:

STEP 6: INFORMING THE COMMISSIONER (2 of 2) OHT 4.19

On behalf of the Commissioner, the Regional Commander or Director Personnel Services, will:
- review all relevant circumstances
- address the issue within 10 working days, by:
  - resolving the grievance, or
  - recommending no further action be taken

(GR Section 6.12.3)

Say: If the grievance is not resolved at this stage, the grievant will receive a written response, including the reasons for not implementing any proposed solution.

5 minutes

Say: Time out for a 5-minutes stretch-coffee-tea break!

30 minutes

METHODS FOR RESOLVING GRIEVANCES

Say: Supervisors and managers have a responsibility to deal with any grievances in the workplace promptly, sensitively, impartially and confidentially. This must always be done with an understanding of the way a grievant wishes the grievance to be addressed.

Go through handouts with participants:
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hand out:</td>
<td>STEPS FOR RECEIVING A GRIEVANCE</td>
</tr>
<tr>
<td></td>
<td>Handout 4.2</td>
</tr>
<tr>
<td>Receive the grievance:</td>
<td></td>
</tr>
<tr>
<td>- Listen with empathy to the grievant &amp; take the matter seriously</td>
<td></td>
</tr>
<tr>
<td>- Get a broad outline of the grievance, then a step-by-step account</td>
<td></td>
</tr>
<tr>
<td>- If appropriate, take confidential, handwritten notes using the grievant’s own words, then check that the account of the grievance is accurate</td>
<td></td>
</tr>
<tr>
<td>Ask the grievant what outcome they seek</td>
<td></td>
</tr>
<tr>
<td>Clarify procedures with the grievant:</td>
<td></td>
</tr>
<tr>
<td>- Provide the grievant with a copy of the Grievance Resolution Policy &amp; Procedures</td>
<td></td>
</tr>
<tr>
<td>- Discuss options to resolve the grievance</td>
<td></td>
</tr>
<tr>
<td>- Advise the grievant of their right to a support person</td>
<td></td>
</tr>
<tr>
<td>- Assure the grievant that the matter will be dealt with promptly, fairly, impartially &amp; confidentially</td>
<td></td>
</tr>
<tr>
<td>Obtain advice from a Grievance Contact Officer, if required</td>
<td></td>
</tr>
<tr>
<td>Meet with the respondent:</td>
<td></td>
</tr>
<tr>
<td>- Interview the respondent separately, impartially &amp; confidentially</td>
<td></td>
</tr>
<tr>
<td>- State exactly what the grievance is &amp; the resolution sought</td>
<td></td>
</tr>
<tr>
<td>- Advise the respondent of the right to seek advice from a Grievance Contact Officer</td>
<td></td>
</tr>
<tr>
<td>- Provide the respondent with a copy of the Grievance Resolution Policy &amp; Procedures</td>
<td></td>
</tr>
<tr>
<td>- Inform the respondent of the right of reply &amp; the right to a support person</td>
<td></td>
</tr>
<tr>
<td>- Assure the respondent that the matter will be dealt with promptly, fairly, impartially &amp; confidentially</td>
<td></td>
</tr>
<tr>
<td>If appropriate, discuss processes for resolution with the grievant &amp; the respondent &amp; agree on a method</td>
<td></td>
</tr>
</tbody>
</table>

| Say: | |
| Once a grievance has been received by a supervisor/manager, a decision needs to be taken as to how best to resolve the situation: |
| - the manager would ideally consult with a grievant and consider their wishes when resolving a grievance | |
| - the grievant can conclude a grievance by withdrawing, even if the grievance is not resolved. | |

While the supervisor/manager may recommend a way to resolve the grievance, the decision belongs to the grievant.
ADDRESSING THE GRIEVANCE

There are 3 options described in the policy, for supervisors/managers to undertake:

1st Arrange an apology
2nd Help the grievant & respondent to find their own solution/s
3rd Make a management decision

(Gr Section 6.5.3 & Appendix 4)

1st OPTION: ARRANGE AN APOLOGY

If the grievant & the respondent agree, the supervisor/manager may arrange for:

• an apology, and
• a commitment that it won't happen again

(Gr Section 6.5.2)

Say:

If the grievant and the respondent agree on the facts of the matter, and have the same interpretation of events, the supervisor/manager may arrange for:

- an apology, and
- a commitment that the action/s will not happen again

2nd OPTION: HELPING THE GRIEVANT & RESPONDENT TO FIND THEIR OWN SOLUTION/S

The supervisor/manager may help them identify their own issues & options for resolution if:

• the core facts are not in dispute
• the parties are willing to find a solution to the problem
• the issue concerns difference of opinion
• the issue is not likely to involve a breach of discipline
• both parties agree to the process

(Gr Section 6.5.3)

Say:

If these points are met, the supervisor/manager controls and steers the parties through the dispute resolution process, making suggestions for resolution.
Go through handouts with participants:

Hand out: HELPING THE GRIEVANT & RESPONDENT TO FIND THEIR OWN SOLUTIONS

Handout 4.3

Setting the scene:
- Arrange a quiet meeting space that will be free from interruptions
- Explain that the aim is to arrive at a resolution to which both the grievant & the respondent can agree
- Inform the parties that their role is to fully participate in the process with the aim of achieving a mutually acceptable solution
- Explain that the supervisor/manager’s job is to assist them to arrive at their own resolution & not make decisions for them
- Explain that as a facilitator, the supervisor/manager’s job is to guide them towards a resolution by suggesting avenues for action but that the solution remains in their hands
- Tell them that each will be given equal time to describe the issue from their own perspective without interruption & to reply to the other’s statement

Discussion:
- Ask the grievant & the respondent in turn to describe clearly the cause of the problem from their own perspective; objectively, explicitly & without value judgements. Both parties should also be asked to state how the problem is affecting them
- Ask the other party to paraphrase what has just been said to make sure they heard accurately
- Each party may then respond to the other’s statement
- Thank the parties for their contribution & willingness to reach a resolution

Reaching agreement:
- Ask the grievant & the respondent what it would take for the situation to improve
- Identify & articulate common ground
- Seek flexibility in stated positions from each party
- Check agreement, even if it is only in principle
- Develop options; what each person can do to help solve the problem
- Design ways to measure the successful implementation of each solution

Concluding:
- Check that both parties have really reached agreement & can live with the chosen options
- Suggest further meetings to evaluate how the solutions are working
- If both parties agree, formalise the agreement in writing & provide both parties with a copy. Send a copy to the staff officer/local personnel manager/district manager for filing in a confidential & secured location
Another way the supervisor/manager may help the grievant and the respondent reach their own solutions is using:

**INDEPENDENT INTERNAL MEDIATION OR FACILITATION**

may be an option if:
- the core facts are not in dispute
- the parties are willing to find a solution to the problem
- the issue concerns difference of opinion
- the issue is not likely to involve a breach of discipline
- both parties agree to the process

(GR Section 6.5.3)

Some staff members within the Department are trained in mediation and facilitation. To ensure impartiality, and if the grievance meets the criteria noted in the overhead transparency, the supervisor/manager may consider approaching a mediator or a facilitator from a different section of the Department.

(GR Section 6.5.3)

The final option in helping the grievant and the respondent reach their own solution is:

**EXTERNAL MEDIATION**

The supervisor/manager may consider the benefits of mediation provided by a trained mediator external to the Department.

Involvement in mediation is voluntary.

**3rd OPTION: MAKE A MANAGEMENT DECISION**

The supervisor/manager may propose a resolution based on information received from the grievant, the respondent, any witnesses & relevant documents if:
- the parties cannot reach a resolution
- the facts are in dispute
- the issue is not likely to involve a breach of discipline requiring the involvement of the Investigations Review Committee

(GR Section 6.5.3)

Discuss the implications of the supervisor/manager making a decision to resolve the grievance.
Go through handouts with participants:

Hand out: MAKING A MANAGEMENT DECISION

Handout 4.4

Minor allegations
A decision can be made by a manager when:
the complaint is of a minor nature, and
• it is not clear who is telling the truth
• the allegation is about behaviour not expected
  in the workplace, and/or
• the complaint is about a frivolous issue

The supervisor/manager will inform both parties that:
• it is impossible to tell who is telling the truth
• if the grievant is telling the truth, the behaviour will have to stop
• if the respondent is telling the truth, & the grievance was motivated
  by ill-will or malice for vindictive purposes, the grievant may be
  considered in breach of discipline
• a decision has been made to put a stop to the complaint right
  now, and
• both parties will be monitored closely from now on to ensure there is
  no repetition of events

More serious allegations
When the complaint is more serious, a decision has to
be made about who is telling the truth.

The supervisor/manager will:
• talk to any witnesses & review any documentation
  in an attempt to determine the truth
• inform the witnesses not to discuss the issue with others
• decide promptly, impartially and fairly on a course of action
• act on the decision, letting both sides know what is going
  to happen & why

(GR Appendix 4)

10 minutes

DOCUMENTATION

Show OHT: DOCUMENTATION: (1 of 5)

OHT 4.26

Grievants & respondents may take their
own informal notes at meetings with:
• Grievance Contact Officers &
• Supervisors & managers

(GR Section 7.2)
Supervisors/managers are advised to keep brief, handwritten notes of meetings in a confidential & secured location until grievance is:

- resolved or concluded + 12 months or
- referred to a more senior manager

(GR Section 7.3 & 7.4)

When a grievance is reported with a request for no action, no documentation should be kept other than brief handwritten notes of meetings.

When a grievance is likely to be a serious or repeated breach of discipline, all relevant documentation will be made available on request to the Investigations Review Committee.

No documents or notes are to be kept on administrative files or personnel files unless:

- the respondent is disciplined, or
- the grievant is disciplined

(GR Section 7.8)

Resolution of the grievance is to be documented & signed by all parties. This document should:

- include actions to be taken, by whom & when
- include a time frame for reviewing the outcome
- be copied & given to the grievant & respondent
- be copied & kept in a confidential & secured location
  - Staff Officer
  - Regional Personnel Manager
  - District Manager

(GR Section 6.7)
Say:

If a grievance is against an officer at a higher level than the:

- Staff Officer
- Regional Personnel Manager
- District Manager,

a copy of the resolution will be kept in a secured location by the:

- Regional Commander
- Branch Manager
- Regional Director or
- Assistant Commissioner.

Show OHT:

DOCUMENTATION: (5 of 5) OHT 4.30

The Grievance Resolution Report Form:

- is completed by manager for statistical purposes only
- will not include names
- is forwarded to:
  - Staff Officer
  - Regional Personnel Manager
  - District Manager

(GR Section 7.9)

15 minutes

THINGS TO CONSIDER WHEN USING POLICIES

Say:

We covered Section 2: “Principles”, of the policy in the previous module No.3 - Policies and Legislation. For a quick summary of the principles, use this handout to check if you would like any final clarification:

Hand out: PRINCIPLES OF GRIEVANCE RESOLUTION POLICY Handout 4.5

1. respect for the inherent dignity & diversity of views
2. conflict arising from differing needs & perspectives will be promptly resolved as close to the source as possible
3. all supervisors & managers are responsible to:
   - create & maintain a positive & productive work environment
   - identify & resolve conflict before a grievance is raised
4. full participation in the resolution process
5. grievant may be disciplined if motivated by ill-will/malice for vindictive purposes
6. respondent has the right to principles of natural justice
7. number of people involved in grievances is to be kept to a minimum
8. confidentiality & integrity of grievance resolution process must be protected
9. grievant retains the right to contact relevant external agencies
10. Grievance Resolution Policy & Procedures supersedes all other documents issued on the topic except:
   - where a policy a specific grievance mechanism
   - industrial claims dealt with under provisions of the Prison Officer (Settlement of Grievances & Disputes) Agreement
   - where grievance is subject to Government & Related Employees Appeals Tribunal (GREAT), or
   - disciplinary procedures are being undertaken

   (GR Section 2)

Show OHT:

ENSURING CONFIDENTIALITY

The supervisor/manager will:

• ask the grievant & respondent about witnesses
• take steps to ensure these staff are informed that:
  – the issue is being addressed
  – no further discussion is to take place outside the grievance resolution process

Breaches of confidentiality may involve disciplinary action

(OR Section 6.4)

Say:

Although we’ve previously discussed confidentiality (OR Section 2.8), this is about what supervisor/managers need to do to make sure the process is kept confidential. It also reinforces the importance for all staff to maintain confidentiality. Who can remember what “confidentiality” actually means?

Answers to include: “the need to know”

Ask:

Why is confidentiality important?

Discuss.
Show OHT: A GRIEVANCE IS OVER WHEN:

- the cause of the grievance is removed & arrangements made to repair damage & distress
- the grievant chooses to withdraw (Grievance is concluded, but not necessarily resolved) (GR Section 6.8)

Say:
The grievant should advise the person handling the grievance that she or he is not proceeding with the grievance.
The respondent is to be advised immediately.

For supervisors/managers:

Ask: What should a supervisor/manager do, should a grievant choose to withdraw:
- before the grievance is resolved, AND:
- the grievance is very likely to continue, AND, as a result:
- is very likely to cause problems in the workplace?

Discuss in the light of the supervisor/manager's responsibility to:
- create and maintain good working relationships, AND
- resolve grievances, AND
- handle problems (including those caused by unresolved grievances) in the workplace.

GETTING HELP

Say: So where can you go when you are stuck, or just need some information?

Ensure participants understand that this question relates to THEM, whatever role, level or rank, and whether they are supervisors, managers or (subordinate) staff.
GETTING HELP

As well as from your usual line management, help can be obtained from:

- GRIEVANCE CONTACT OFFICERS
- CONTACT OFFICERS FOR THIS POLICY
- REFERENCES in policy

Duties & responsibilities of GRIEVANCE CONTACT OFFICERS

- to provide staff with support & information about harassment
- to assist staff identify available options to deal with harassment
- provide confidential information to respondents of harassment complaints

Remember that Grievance Contact Officers must not provide information to a grievant and respondent involved in the same grievance.

Grievance Contact Officers may provide information to local managers on strategies for preventing harassment, as well as support the delivery of awareness raising and information sessions to staff.

CONTACT OFFICERS FOR THIS POLICY

- Good Working Relationships Program Coordinator,
- Personnel Services Branch
- EEO Superintendent, Personnel Services Branch
- Staff Officers
- Regional Personnel Managers
- District Managers
- Regional Personnel Managers

© Practical People Management / Department of Corrective Services Good Working Relationships Training Program
Show OHT: REFERENCES in policy

- “Harassment in the Workplace: Guidelines for employers, managers, supervisors & EEO personnel”
  (Anti-Discrimination Board of NSW, 1995)
- Crimes Act 1900 (NSW)
- Anti-Discrimination Act 1977 (NSW)
- Occupational Health & Safety Act 1983 (NSW)

RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION

Check with participants that this session achieved:

- the learning objectives, and
- the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say:

In the next training module, No.5: “Power, Culture & Stereotypes” Part 1, we will look at issues relating to uses and abuses of power.

Hand out: EVALUATION / ASSESSMENT SHEET

Say:

Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 5:

POWER, CULTURE & STEREOTYPES

Part 1
Module 5: 

POWER, CULTURE & STEREOTYPES (Part One)

Rationale: Issues of power, culture and stereotypes have a critical effect on all human interaction. Being aware of these issues and their origins is the first step towards changing attitudes and behaviour for the better, facilitating good working relationships.

Aims: To increase understanding of the ways culture and stereotypes affect the way we behave towards one another and to clarify the sources, uses and abuses of power in relationships at work.

To develop an understanding of how these issues create problems and barriers to, and also how they offer opportunities for, communicating effectively.

Learning objectives: By the end of the training, participants will be able to:
• identify power issues (uses & abuses)
• discuss the difficulties in being a member of a minority group
• describe what stereotypical assumptions are & how such assumptions affect the way people relate

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers
All staff

Time: 2 x 2 hours
PREPARATION

Make sure that you have available:

Equipment: Whiteboard & Overhead transparency (OHT) projector

Materials:
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  
  "One thing that I'd like to get out of today's session is..."

  Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)

- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 5 OHTs (5.1 - 5.4)
- Module 5 Handouts (5.1 - 5.9)

On the actual day:

Before you start:
- Write on the whiteboard:
  
  "Welcome to Module 5: Power, Culture & Stereotypes"

- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).

- Assure participants that what they write will be checked with them at the end of the session.

- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE

By the end of the training, participants will be able to:
• identify power issues (uses & abuses)
• discuss the difficulties in being a member of a minority group
• describe what stereotypical assumptions are & how such assumptions affect the way people relate

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Say: Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.

To start this module with the notion of “power”, we have a quick “icebreaker” exercise.

Have a look around the room at the other people in the group and silently decide on a superlative adjective - just one word or short phrase - that describes you in contrast to everyone else here today.

(Examples might be the youngest, tallest, baldest, longest employed in the Department, highest ranking).

Please introduce yourselves in turn, by giving your name, work location and your superlative adjective (word or short phrase).

Go around the group, starting with yourself.
Debrief:

So what actually took place in that exercise for you?

This question gives participants the chance to air any burning issues - and to describe what happened from their perspective.

Ask:

How did it feel to compare yourself so blatantly to others in the group?

Did you try to find something neutral? Why?

How did it feel to be compared?

How did it feel if someone else took “your” superlative before you had your turn?

Did you find that you had to make assumptions about other people in the group? How did you feel about doing that?

Say:

While we are rarely asked to compare ourselves so blatantly in everyday life, it is part of our culture to constantly evaluate ourselves in comparison with others. This comes from the way we are socialised, and is emphasised by the media and popular culture.

One of the most consistent ways we evaluate others relates to the level of power we perceive them to have.

10 minutes

WHAT IS POWER?

Say:

So what is power? Power influences who gets what, when, and how - but what is it? Some people think that power is a thing that a person has, others think it is something that happens in relationships.

For the purposes of this discussion a useful definition is this:

Show OHT: POWER INVOLVES:

OHT 5.2

an ability to get another person to do something that he or she would not otherwise have done (Dahl)

Say:

Power is what you use to influence others.
Ask: What are some power sources that you can draw on (ic for strength)?

Encourage participants to think of different contexts: work, social, family, personal, sporting groups, belief systems, educational etc.

Write on W/B: "POWER SOURCES"  Whiteboard

Add participants’ answers, which may include:

- Friends
- Self-esteem
- Experience
- Health
- A sense of safety
- Other people’s perception of you
- Position / social status
- Physique / size
- Age
- Race
- Knowledge
- Belief in a higher power
- Respect
- Energy
- Money
- Skills (eg to resolve conflict)
- Contacts
- Gender
- Education / qualifications
- Charisma

Ask: Do these “power sources” fall into any particular categories for you?

How conscious are you of your “power sources” in day-to-day life?

25 minutes

PERSONAL POWER

Say: Personal power means the sense of power you have as an individual.

This power comes from three main sources:

Show OHT: PERSONAL SENSE OF POWER COMES FROM: OHT 5.3

one’s sense of:

- identity / self

Say: meaning: whether you have a strong sense of who you are and how you are different to others

- effectiveness

meaning: how competent you feel - at work, in relationships etc

- equality

meaning: your sense of whether your are superior, inferior, or equal to others
Say:

When a person doesn’t have a strong sense of their own identity and of their competence, their only sense of power may come from being a member of a particular social group.

Such a group is often, but not always, the majority group. The group might be any work group, age group, social class, race or gender which has a tendency to see itself as superior to other groups.

The behaviour that follows such beliefs (about oneself and others) may often be harassment or discrimination.

Harassment and discrimination are not behaviours of truly powerful individuals.

Let’s look at how we use our personal power at work. Good or bad, it is worth recognising your own strengths and identifying areas that you might want to work on.

The following questionnaire has no right or wrong answers. It is an exercise to find out how you see your own personal power.

**PERSONAL POWER QUESTIONNAIRE**

Handout 5.1

For each item that follows, tick ‘A’, ‘B’ or ‘C’ to indicate your response. (There are no right or wrong answers.)

1. Which of the following words best describes you at work?
   A. ANALYTICAL
   B. ENERGETIC
   C. COOPERATIVE

2. Which of the following factors do you value most in a work situation?
   A. TECHNICAL COMPETENCE
   B. HIGH ACHIEVEMENT
   C. INTERPERSONAL RELATIONSHIPS

3. Which of the following occupations is most appealing to you?
   A. RESEARCH
   B. SALES
   C. COUNSELLING

4. Which of the following words best describes you in your work environment?
   A. ETHICAL
   B. PRACTICAL
   C. LOYAL

5. Which of the following would you consider the most serious weakness in an applicant for your job?
   A. LACK OF OBJECTIVITY
   B. INDECISIVENESS
   C. LACK OF INVOLVEMENT WITH OTHERS
6. Which of the following descriptions of you would bother you most?
   A. INCOMPETENT
   B. DEPENDENT
   C. INSENSITIVE

7. Which of the following would you most like to do?
   A. EXCEED PRODUCT & QUALITY GOALS
   B. SURPASS TIME & MONEY TARGETS
   C. CREATE POSITIVE TEAM-BUILDING EXPERIENCES

8. Which of the following rewards is most appealing to you?
   A. INTERNAL SATISFACTION
   B. PUBLIC RECOGNITION
   C. TRUST OF YOUR PEERS

Now total your ‘A’, ‘B’ and ‘C’ answers and record them here:
A: ________  B: ________  C: ________

Write on W/B: A B C Whiteboard

As participants complete their questionnaires, ask them whether they feel they are “A, B or C” and record with a tick on the whiteboard under appropriate letter.

Say:

This brief exercise is a guide only. Of course we all use, in different settings and at different times, all three types of power. Doing this activity today, gives us some concepts that we can examine - to accept or reject - but at least to think about in the context of good working relationships. So here on the whiteboard is a “snapshot” of how we in this room see our own power (how we see it today, anyway!).

Go through next handout with participants and discuss:

Hand out: PERSONAL POWER CATEGORIES  Handout 5.2

If you scored mostly “A”s this probably describes your primary style:
Professional, achievement-oriented and technically creative. Preferred work often involves developing a quality product or service by individual effort. Main motivation is the need for personal satisfaction with the quality of the product or service, and recognition of that quality by others at work. Tends to believe that the product or service will speak for itself. Impatient with those who feel that quality is less important than budgets or schedules. With other people, prefers to deal with issues rather than emotions, but will fight for issue-related concerns. Greatest contributions to the organisation are in technical competence and professional ethics. Likes to be seen as the “expert” in the group.

If you scored mostly “B”s this probably describes your primary style:
Practical, action-oriented and competitive. Prefers to be measured against goals such as quotas, budgets and schedules. Main motivation is the desire for recognition (especially by powerful superiors or the public), high levels of
influence and high pay. Skilled at influencing others and controlling situations to achieve goals, both organisational and personal. Expresses anger openly, tending to confront issues and individuals directly. Greatest contributions to the organisation are drive, determination and an ability to get things done. Not particularly interested in cultivating close personal relationships with colleagues. Likes to be seen as the “mover and shaker” and the source of energy and enthusiasm in the group.

If you scored mostly “C”s this probably describes your primary style: Supportive, people-oriented and loyal. Preferred work often involves coordination of others’ work and emphasis on relationships rather than tasks. Advancement and recognition are important, but main motivation is the need for close, satisfying personal relationships. Tends to dislike and avoid emotional arguments, often helping to reduce conflict in a group. Likes a strong sense of group identity within the team and sees the group process as essential to the team’s success - at least as important as the product or service. Feels that their contribution - building the relationships necessary for group functioning - is extremely difficult to measure. Greatest contributions to the organisation are in morale building and coordination. Likes to be seen as the "glue" of the group.

A is the Competence Scale
B is the Clout Scale
C is the Compatibility Scale

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainly motivated by.</td>
<td>- Internal satisfaction</td>
<td>- acquisition of money</td>
</tr>
<tr>
<td>- fair compensation</td>
<td>- public recognition</td>
<td>- stability</td>
</tr>
<tr>
<td>quality</td>
<td>- power &amp; achievement</td>
<td></td>
</tr>
<tr>
<td>Contributions to the team:</td>
<td>- technical competence</td>
<td>- decisiveness</td>
</tr>
<tr>
<td>- analytical skills</td>
<td>- action orientation</td>
<td></td>
</tr>
<tr>
<td>- creativity</td>
<td>- high achievement</td>
<td>- intuitive sense</td>
</tr>
<tr>
<td>- professional ethics</td>
<td>- practical ideas</td>
<td>- supportive attitude</td>
</tr>
<tr>
<td>Type of power mostly used:</td>
<td>COMPETENCE</td>
<td>CLOUT</td>
</tr>
</tbody>
</table>

Clout

Clout is the power that comes from one person’s official authority to determine part of another person’s behaviour. For example, a manager can demand that a staff member be at work at 8 am, turn in reports on the last day of the month and attend weekly staff meetings.

Clout power relates to:
- Official authority
- Downward communication
- Rewards
- Punishment
- Sharing or withholding information

Although clout represents only one source of power, it is the most familiar type of power. Because clout power is highly visible, many people think of it as the only kind of power.
Competence

Competence is the power that comes from other people's perception that a person is capable and has special expertise or knowledge.

Competence power relates to:
- Experience
- Expertise
- A high performance record
- Recognised accomplishments
- Sharing or withholding technical knowledge

Compatibility

Compatibility is the power that comes from other people's perception that a person has great personal worth and attraction. People with strong compatibility power use interpersonal skills so successfully that they rarely have to rely on clout power to accomplish goals.

Compatibility power relates to:
- Satisfying the personal needs of others (such as recognition, prestige, safety)
- Persuasion
- Personality
- Inspiring trust
- Including others
- Trusting others

Ask:

How useful are these categories for discussing where power comes from?

In what ways might this knowledge be helpful in creating and maintaining good working relationships:
- for staff, generally?
- for supervisors and managers?
- for you, personally?

Say:

Perhaps you thought that by coming to the Power, Culture and Stereotypes training modules, you would be given some clues about how to become more powerful. Well, you were right!

Go through handout with participants, and discuss.

Hand out:

WAYS TO ENHANCE YOUR PERSONAL POWER

Power is the ability to influence others. Because we are constantly influencing and being influenced in our interactions with others, power is part of every relationship. It can be used for good or bad purposes, but power, by itself, is neither good nor bad.
Think about people you know who are skilled at influencing others and getting them to accept their ideas and viewpoints. Chances are, they use competence and compatibility power more than clout.

Think of individuals you have known whose competence, compatibility and clout power have had a positive influence on you. These people may be co-workers, managers, teachers, friends or community leaders.

**Competence power:**
- demonstrate that you can work without close supervision
- be willing to accept a challenge
- be willing to accept a change
- experiment with new ways of doing things
- self-promote (note: not boasting!)
- develop your competence through courses or study
- express interest in learning new skills
- teach others your skills

**Clout power:**
- show that you are willing to be delegated tasks
- take part in workplace activities, groups, committees
- seek opportunities to act in higher duties positions
- attend courses in management skills
- keep your manager informed
- tackle a task that meets an obvious need
- do and return favours
- publicise the work of your section (in staff bulletins etc)

**Compatibility power:**
- see yourself as a member of a team
- be willing to work on group projects
- be receptive to other points of view
- use assertive language and active listening skills
- discuss issues with your co-workers
- participate in social events
- give praise and recognition to others
- model yourself on those who use compatibility power well

---

**POWER AT WORK**

**Say:**
Power, authority and control are fundamental to both day-to-day and strategic functioning of workplaces.

**Show OHT:** SOURCES OF POWER IN ORGANISATIONS

**OHT 5.4**
Power in organisations can be “formal” & “informal”

**Say:**
Power influences both formal, structural relationships as well as informal interpersonal relationships.
There are many different sources of power in workplaces.

What might some of them be?

Sources of power at work include:
- Formal authority (e.g., rank)
- Control of scarce resources (e.g., car spaces, use of Departmental cars)
- Use of Departmental rules & regulations
- Control of decisions
- Control of knowledge & information
- Control of boundaries (e.g., control of interactions between work sections, with other Departments & external agencies, & the public)
- Ability to cope with uncertainty
- Control of technology
- Informal networks, alliances & "cliques"
- Unions
- Organisational symbols (e.g., size of desk, size of office, location of regular car space)
- Personal power (sense of self, effectiveness & equality)
- Other

Time out for a 5-minute stretch-coffee-tea break! 5 minutes

Uses & abuses of power

Let’s think about how power can be used and abused at work.

Imagine you are working in a group of people as follows:

**George:** immediate supervisor, been in the Department for 10 years, aged 55, conservative, doesn’t like to “rock the boat”, really wants to be liked by his staff, is a bit intimidated by his younger female manager

**Simon:** new recruit, aged 20, Aboriginal descent, friendly, a good sport, but with a hair-trigger temper
KYLIE: new recruit, aged 25, quiet and conscientious

JIM: aged 30, been in the Department for 8 years, a union rep. and a “bit of a practical joker”

TED: aged 44, been in the Department for 2 years, cynical, has a “real chip on his shoulder” (lost his business in the 1980’s)

BILL: aged 58, been in the Department for 31 years, gruff - but “a good mate”, recently been through a difficult divorce

Try to identify:
1. Possible **sources of power**
2. How such power could be used **positively**, and
3. How such power could be **abused**

<table>
<thead>
<tr>
<th>Form groups of 3-5 &amp; handout:</th>
<th>POWER WORKSHEET</th>
<th>Handout 5.5</th>
</tr>
</thead>
<tbody>
<tr>
<td>George + Simon + Kylie + Jim + Ted + Bill</td>
<td>Sources of power in group:</td>
<td></td>
</tr>
<tr>
<td>Formal, structural power: Uses: Abuses:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal power: Uses: Abuses:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*After 10 minutes:*

Debrief:

What did each group identify as possible sources of power?

– Is George the only “powerful” one?

What sort of **positive** uses of power did each group identify?

What sort of **abuses** of power did each group identify?

How might such abuses of power be handled? Who’s responsible?

*For supervisors/managers: Lead discussion to focus on the ultimate responsibility of the supervisor (ie George) for creating and maintaining good working relationships.*
MINORITY / MAJORİTY GROUPS

Say: Let's look at the difficulties in being a member of a minority group at work. Perhaps you will have discussed in your small groups how the various people may have felt during the uses and abuses of power.

Taking our last scenario, we may have identified that Kylie and Simon are in minority groups in the workgroup. (Hint: she is the only female and he is the only Aboriginal staff member.)

Ask: How did being in the minority group affect Kylie’s behaviour?

How did being in the minority group affect Simon’s behaviour?

Write on W/B: Answers may include:

Whiteboard

- Withdrawing
- Not objecting to others’ behaviour because she/he feels unsafe, threatened, and/or isolated
- Trying too hard

In same groups of 3-5

Say: Let’s consider the case of someone who suddenly finds themselves in a minority, and how that, in itself, might affect their behaviour.

So we’ll take from the previous work group situation, Bill (our 58 year old in the Department for 31 years, who has recently been through a difficult divorce).

In groups, make a note of at least three or four typical behaviours by Bill in the work group.

When groups have developed at least three typical “Bill behaviours”:

Ask: What kinds of typical “Bill behaviours” were suggested?

Was this a difficult “imagination” exercise”?

What made it difficult? What made it easy?
Hand out: BILL’S STORY

What we know so far is that Bill is 58 years old. He’s been in the Department for 31 years and he has recently been through a difficult divorce. He has some typical behaviours at work (as identified in the previous exercise).

Following a recent staff get together, rumours about Bill were spreading like wildfire. Apparently, Bill’s wife left him because he’s gay. In great distress about the amount of interest suddenly shown by one and all in his private life, Bill has acknowledged to George, his supervisor, that he is gay, but feels it shouldn’t concern anyone at work.

Remember: all the people in the work group are the same, but since the new information has emerged about Bill, he is seen differently by the others in the work group.

• How could Bill’s new “minority group status” affect his behaviour at work?
• How could the new information about Bill affect the other work group members’ behaviour:
  – if badly, how?
  – if in a good way, how?
• What might be other events or circumstances that could change a staff member’s “minority/majority group status” around?

Debrief: What did each group decide about Bill’s behaviour?

What did each group decide about the other work group members’ behaviour?

How did you feel when you were presented with the new information about Bill?

For supervisors/managers: Lead discussion to focus on the ultimate responsibility of the supervisor (ie George) for creating and maintaining good working relationships.

What was the point of doing this exercise as part of discussing “power” at work?
BELIEFS ABOUT POWER

This final exercise is about beliefs relating to power. Obviously how you feel about some of the statements depend upon the context you, but as a guide to popular ideas about power, the questionnaire may provide some food for thought.

Allow about 5 minutes to complete the questionnaire, then discuss categories of beliefs.

Hand out: POWER ORIENTATION SCALE

The following are all statements about power. You may find that you agree strongly with some of the statements and disagree strongly with others. You may also find there are some statements you are uncertain about. Whether you agree or disagree with any of the statements, you can be sure that many other people feel the same as you do.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An advantage of having power is being able to get people to follow your orders.</td>
</tr>
<tr>
<td>2</td>
<td>Having power gives you independence.</td>
</tr>
<tr>
<td>3</td>
<td>Knowing things others don't know gives you power over them.</td>
</tr>
<tr>
<td>4</td>
<td>You know that you have power when other people must come to you for things they need.</td>
</tr>
<tr>
<td>5</td>
<td>The drive for power exists in all of us.</td>
</tr>
<tr>
<td>6</td>
<td>An advantage of being in a position of power is being able to control the rewards and punishments of others.</td>
</tr>
<tr>
<td>7</td>
<td>The responsibility and challenge of power is exciting.</td>
</tr>
<tr>
<td>8</td>
<td>Having information others want and need gives a person a great deal of power.</td>
</tr>
<tr>
<td>9</td>
<td>People know that they are powerful when others are dependent on them.</td>
</tr>
<tr>
<td>10</td>
<td>People naturally try to avoid feeling powerless.</td>
</tr>
<tr>
<td>11</td>
<td>Powerful people are easy to recognise, even in situations where they do nothing to demonstrate their power.</td>
</tr>
<tr>
<td>12</td>
<td>It takes political skill to become powerful.</td>
</tr>
<tr>
<td>13</td>
<td>An advantage to having power is the freedom it gives you.</td>
</tr>
<tr>
<td>14</td>
<td>You can usually tell a powerful person as soon as he or she enters a room.</td>
</tr>
<tr>
<td>15</td>
<td>I would like to be a powerful person.</td>
</tr>
<tr>
<td>16</td>
<td>People instinctively seek power.</td>
</tr>
<tr>
<td>17</td>
<td>In general, powerful do more good than harm.</td>
</tr>
<tr>
<td>18</td>
<td>Remaining in power requires political skill.</td>
</tr>
</tbody>
</table>

Your score: 

1 An advantage of having power is being able to get people to follow your orders. 
2 Having power gives you independence. 
3 Knowing things others don't know gives you power over them. 
4 You know that you have power when other people must come to you for things they need. 
5 The drive for power exists in all of us. 
6 An advantage of being in a position of power is being able to control the rewards and punishments of others. 
7 The responsibility and challenge of power is exciting. 
8 Having information others want and need gives a person a great deal of power. 
9 People know that they are powerful when others are dependent on them. 
10 People naturally try to avoid feeling powerless. 
11 Powerful people are easy to recognise, even in situations where they do nothing to demonstrate their power. 
12 It takes political skill to become powerful. 
13 An advantage to having power is the freedom it gives you. 
14 You can usually tell a powerful person as soon as he or she enters a room. 
15 I would like to be a powerful person. 
16 People instinctively seek power. 
17 In general, powerful do more good than harm. 
18 Remaining in power requires political skill.
### Action Content

<table>
<thead>
<tr>
<th>Power as Good</th>
<th>Power as Resource Dependency</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>15</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>TOTAL:</td>
</tr>
<tr>
<td>Range: -9 to +9</td>
<td>Range: -12 to +12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power as Instinctive Drive</th>
<th>Power as Political</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>16</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>TOTAL:</td>
</tr>
<tr>
<td>Range: -9 to +9</td>
<td>Range: -6 to +6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Power as Charisma</th>
<th>Power as Control &amp; Autonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>1</td>
</tr>
<tr>
<td>14</td>
<td>2</td>
</tr>
<tr>
<td>TOTAL:</td>
<td>TOTAL:</td>
</tr>
<tr>
<td>Range: -6 to +6</td>
<td>Range: -12 to +12</td>
</tr>
</tbody>
</table>

**IF YOU SCORED:**

**Power as Good:**
You see power as something that is exciting and desirable to have. You may actively seek to obtain and to hold power.

**Power as Resource Dependency:**
You recognise the importance of having and controlling resources, particularly information.

**Power as Instinctive Drive:**
You perceive power as a natural instinct, seeking power is a normal, acceptable activity for everyone.

**Power as Political:**
If you know how important it is to "play politics" at work or in the community, you probably scored high on this orientation.

**Power as Charisma:**
This power orientation reflects:
- the thought that power is something that can be held in reserve and used when needed, and
- the idea that powerful people can take strong actions and generate strong emotional responses from others.

If you see power as charisma, you probably also believe that people with high power are treated differently than people with low power.

**Power as Control & Autonomy:**
If you have this attitude towards power both as the ability to exert control over other people as well as the ability to resist control from others (to remain autonomous).

Adapted from Cavanaugh, Goldberg & Larson, Department of Speech Communication, University of Denver (1979)
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
<th>Time/Resources</th>
</tr>
</thead>
</table>
| Ask:   | How well did the statements reflect how you felt about power?  
         | What did you your scores tell you about your own beliefs about power?  
         | What implications can we make about the impact of beliefs about power on working relationships? | 5 minutes |
|        | **RECAP AND CLOSE** | |
| Hand out: | SUMMARY OF THIS SESSION | Handout 5.8 |
|         | *If time permits, go through summary of this session and deal with any final comments and questions.* | |
| Say:   | *Check with participants that this session achieved:*  
         | • the learning objectives, and  
         | • the "one thing I would like to get out of this session" | |
| Hand out: | EVALUATION / ASSESSMENT SHEET | Handout 5.9 |
| Say:   | *In the next training module, which is Part 2 of Module No.5: Power, Culture and Stereotypes, we will look at values and beliefs, and how they affect interaction at work.* | |
| Say:   | *Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we've covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.* | |
| Close  | *Collect OHT pens, other materials and Evaluation /Assessment Sheets from participants as they leave.* | |
Trainers’ Guide for Good Working Relationships Training Program

Module 5:

POWER, CULTURE & STEREOTYPES

Part 2
Module 5:

POWER, CULTURE & STEREOTYPES
(Part Two)

Rationale: Issues of power, culture and stereotypes have a critical effect on all human interaction. Being aware of these issues and their origins is the first step towards changing attitudes and behaviour for the better, facilitating good working relationships.

Aims: To increase understanding of the ways culture and stereotypes affect the way we behave towards one another and to clarify the sources, uses and abuses of power in relationships at work.

To develop an understanding of how these issues create problems and barriers to, and also how they offer opportunities for, communicating effectively.

Learning objectives: By the end of the training, participants will be able to:

- identify power issues (uses & abuses)
- discuss the difficulties in being a member of a minority group
- describe what stereotypical assumptions are & how such assumptions affect the way people relate

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers

All staff

Time: 2 x 2 hours
PREPARATION

Make sure that you have available:

Equipment:  Whiteboard & Overhead transparency (OHT) projector

Materials:

- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 5 OHTs (5.5 - 5.8)
- Module 5 Handouts (5.10 - 5.14)

On the actual day:

Before you start:

- Write on the whiteboard:
  "Welcome to Module 5: Power, Culture & Stereotypes"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves in turn, by giving your name, work location & the country you’d most like to visit, but have never been to.

Go around the group, starting with yourself.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE OHT 5.1 & 5.5

By the end of the training, participants will be able to:

- identify power issues (uses & abuses)
- discuss the difficulties in being a member of a minority group
- describe what stereotypical assumptions are & how such assumptions affect the way people relate

Refer to the overhead and go through each learning outcome.

Show OHT: RECAP ON PART ONE OHT 5.6

Discuss the most useful parts of the session and whether participants have done anything differently since then.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.

ICEBREAKER: “BINGO”

Say: This is a competitive exercise that will have a winner.

The aim is to get a different name beside each question. Write the name of one person who fits the criterion in the space provided.

You may NOT use your own name. When you have filled in your sheet, call out “Bingo!”
Hand out: 

BINGO!

This is a competitive exercise that will have a winner. The aim is to get a different name beside each question. Write the name of one person who fits the criterion in the space provided. You must actually speak to the person to check they fit the criteria. You may NOT use your own name.

When you have filled in your sheet, call out “BINGO!”

Find someone in the room who:
1. likes to go dancing
2. has the same colour eyes as you
3. doesn’t drive to work
4. uses hand gestures when speaking
5. likes garlic
6. doesn’t like to talk about themselves
7. has the same Christmas dinner as you do
8. has been in the Department for more than five years
9. can tell a joke (must actually tell the joke - it will be checked!)

Place upside down in front of each participant

Say:

REMEMBER!

• Use different names in all the spaces.
• Not your own name.
• You must actually speak to the person to check they fit the criteria.
• The first to finish is the winner.

You may now turn the sheet over and begin.

As soon as someone calls “Bingo!” stop the action. Take the possible winner’s sheet to check with each person whose name is on the sheet, that the writer actually spoke with them. Make sure the names are all different, and doesn’t include the writer's name. Ask the nominated person to tell the joke, and if it all checks out - declare the winner!

Give a round of applause for the winner.

WHAT IS CULTURE?

Ask:

What does “culture” mean to you?

Answers may include: the way we do things, ie sleep, eat, go out, go on holidays etc
Ask:

Why is it important for us to be aware of different cultures?

Are there cultures among cultures?

Yes, within all groups. *Examples may include:* sporting, office, social gatherings - even this group here today!

How do we get our culture?

*Answers may include:* family, conditioning at school, life process etc

What does culture mean to us in day-to-day life?

*Answers may include:* Values, thoughts, expectations, conditioning, rules about behaviour etc

Say:

I am going to read a story to you now, so we can begin to explore the points we have been talking about.

Read:

**THE COOK & THE SAILOR**

A ship sank in a storm. Five survivors scrambled aboard two lifeboats. A young man - a sailor, a young woman - a cook, and an old man in one boat, and the cook’s fiance and his best friend in the second.

During the storm, the two boats separated. The first boat washed ashore on an island and was wrecked. The cook searched all day in vain for the other boat or any sign of her fiance.

The weather cleared the next day, but she still couldn’t find her fiance. In the distance she saw another island. Hoping to find her fiance, she begged the sailor to repair the boat and row her to the other island. The sailor agreed, on the condition that she sleep with him that night.

Distraught, she went to the old man for advice. “I cannot tell you what is right or wrong for you,” he said. “Look into your heart and follow it.” Confused but desperate, she agreed to the sailor’s condition.

The next morning the sailor fixed the boat and rowed her to the other island. Jumping out of the boat, she ran up the beach into the arms of her fiance. Then she decided to tell him about the previous night. In a rage, he pushed her away and said, “Get away from me! I don’t want to see you again!” Weeping, she started to walk slowly down the beach.
Seeing her, the best friend went to her, put his arms around her, and said, "I can tell that you two have had a fight. I'll try to patch it up, but, in the meantime, I'll take care of you."


<table>
<thead>
<tr>
<th>Action</th>
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<th>Time/Resources</th>
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</thead>
<tbody>
<tr>
<td>Write on W/B:</td>
<td>in order of appearance in the story:</td>
<td>Whiteboard</td>
</tr>
<tr>
<td>• COOK</td>
<td>• SAILOR</td>
<td></td>
</tr>
<tr>
<td>• OLD MAN</td>
<td>• FIANCE</td>
<td></td>
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<tr>
<td>• BEST FRIEND</td>
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Say: Individually, list from 1 to 5 the character you most approve of to the character you most disapprove of. (1 = best, and 5 = worst)

Form groups of 3-4 & say: Discuss what you have written. Listen to what the other members of your group have to say.

After about 10 minutes:

Ask: How did each of you rate the characters in the story?

Write on W/B: As each participant answers, write a tick beside the character most approved of, and a cross beside the character most disapproved of.

Ask: How many of you changed your mind after discussion with the group?

Did you rate these according to your own experiences?

What did you base your decisions on?

Lead discussion about our decisions being based on our values and past experiences.
VALUES

Ask: Are values static? Do they change over time?

*Lead discussion to acceptance that values can and do change.*

What can change our values?

*Lead discussion to include: experiences, relationships, events, acquiring new information*

What might be some of the benefits of thinking about how your values affect your behaviour?

*Answers to include: taking control, improving your decision-making, improves your relationships*

*After some discussion:*

Draw on W/B: an ICEBERG as shown:

![ICEBERG diagram]

Say: We only see the tip of the iceberg when we see behaviour.

*Point to the drawing on the whiteboard.*
There is more “under the surface” than meets the eye. We all have needs, thoughts and feelings, and our own values and priorities.

Think about the example of buying food. The need is hunger, the behaviour is buying food, but what we buy is determined by our thoughts and feelings and values and priorities.

For example, McDonalds or a three course meal? What’s more important - goodness? vitamins? cost? convenience?

So what might be some of the benefits of thinking about how your values affect your behaviour at work?

**Answers to include:** taking control, improving your decision-making, improves your working relationships

Therefore we need to think twice before making judgements about other people in the workplace - just because they are different, it doesn’t mean they are wrong.

What might be some of the problems that you encounter at work when you are “communicating across cultures”.

**Answers may include:**
- misunderstandings
- too much, too little, incorrect information
- intentions & effect of behaviour
- language barriers
- personal space issues
- different ideas of how to behave:
  - with the opposite sex
  - in an informal, social situation at work
  - with a superior officer
  - with a subordinate

How can we improve communication across cultures at work?

Allocate at least two problems from the whiteboard to each group.
COMMUNICATION ACROSS CULTURES

Hand out:

How can we improve communication across cultures?
Select at least 2 problems encountered at work and consider:
- What can staff do?
- What can managers & supervisors do?
- What can the Department (ie senior management) do?

Say:

Take a few minutes for each problem, think of what can be done:
- by staff
- by managers/supervisors
- by the Department (that is, senior management)

Debrief:

What did you come up with?

Answers may include:
- Listen carefully
- Don’t assume (Just because someone is from another race or country, don’t assume they can’t speak English)
- Check back for understanding
- Demonstrate (using non-verbal language)
- Show or draw pictures

How difficult was it? (Did you come up with hundreds of ideas, or just one or two?)

Are they realistic solutions? (If they are fanciful, do they suggest a more practical idea during discussions?)

Say:

Time out for a 5-minute stretch-coffee-tea break!

5 minutes

10 minutes

CULTURAL FILTERS

Say:

Shared meaning, shared rules, shared values, and shared understanding are all different ways of describing culture.
One of the functions of culture is to provide a selective screen or filter between a member of that culture and the outside world. This filter is made up of beliefs, values, attitudes, norms and rules.

**Show OHT:**

**CULTURAL FILTERS ARE:**

*OHT 5.7*

made up of beliefs, values, attitudes, norms & rules

We need these cultural filters to help us make sense of the world around us. But cultural filters can also create bias. The stronger the cultural filters, the greater the likelihood of prejudice.

**Show OHT:**

**CULTURAL FILTERS CAN CREATE BIAS**

*OHT 5.8*

John is fiery. John has red hair. John is Irish.

Therefore: All Irish men with red hair are fiery.

**Say:**

Think about where you might belong to a particular culture at work (say, people who drink coffee when they arrive at work). If this particular culture thinks very badly about another group (say, people who drink tea when they arrive at work), then the coffee drinkers are more likely to notice things that confirm their beliefs about the other group, the tea drinkers, - that is, they'll only ever notice negative things about them.

You tend **not** to pay attention to the good things when you **expect** only the bad.

I'll give you an example, then see if you can think of some more.

Take the situation of someone who believes that women in the workplace shouldn't be taken seriously, because "they will always go off and get pregnant, take maternity leave and expect special treatment". The cultural filter operates every time that person sees or hears of female staff having a baby: it confirms their belief, and they tend to say, "See? Told you so!"

But they fail to acknowledge or even to notice that not all women at work have babies, and even when they do, it really isn't that big a disruption for the workplace.

**Ask:**

What other examples can you think of?
WHAT IS STEREOTYPING?

It is probably impossible to interact with another person in a completely unbiased way. We all interact with the world around us and the people we meet through “filters” of one kind or another.

Until you have enough information about someone you tend to respond to them on the basis that they are a member of a certain group. What you believe about that group is a result of your experiences, values etc.

This is very important for interaction. Most people, for example, behave differently towards higher-ranking officers than towards their co-workers. So it is obviously important to know the rank of the person to whom you are speaking.

Everyone varies their interaction style in response to some things and not others. For example, we might respond differently to people of different age, sex or rank, but not according to their social class or religion.

However we need to differentiate between “functional stereotyping”, that is, making assumptions as a guide for appropriate behaviour, and making assumptions that are based on fear and ignorance.

Form groups of uneven numbers & say: Let’s examine some stereotypes we may use at work. First, each group is to come up with an “average” person representative of their group. So if there are 4 men and 1 woman in the group, the average person will be a man.

Secondly, decide on the characteristics of your group’s “average” person: age, gender, position or rank, work location, country of origin, and marital status.

The exercise is to imagine that your group’s “average” person is about to interact with a person (who they don’t know,) from each of the social groups listed on the worksheet.

As is often the case when you first meet someone, the only thing you know about them is that they are from that particular social group, for example, a superior officer.

Tell the groups that they have about 15 minutes to complete the exercise.
STEREOTYPING WORKSHEET

Hand out:

Decide on your "average" person's characteristics:

EXAMPLE:

Person's details:
- Gender = Female
- Age = 25
- Position/Rank = Prison Officer
- Work Location = Lithgow
- Country of origin = Australia
- Marital Status = Single

Imagine you are this "average" person, and you are about to interact with someone who you don't know. The only thing you do know about the person is that they are from a particular social group.

EXAMPLE:

Because you are about to interact with a superior officer, you might say:

This person is a superior officer, so chances are he/she:

A: will expect me to follow protocol
B: is probably too busy to be interested in my problem
C: is conservative

Therefore I:

A: will salute, stand to attention, use "Sir" or "Ma'am" etc
B: might as well not mention my problem
C: not be too "pushy" or assertive

WORKSHEET FOR ANSWERS:

You are about to meet someone you don't know from the following social groups:
- Superior Officers
- Older Women
- Children
- Young girls
- Hearing impaired people
- Schizophrenics
- Homosexual men
- Social workers

Because you are about to interact with a ..., you might say:

"This person is a ..., so chances are he/she:

A:
B:
C:

Therefore I:

A:
B:
C:

1 Identify some of the beliefs you have about people from these groups based on their membership of the group.
2 Identify how these beliefs will affect your average person's interaction.
3 Identify which are useful stereotypes and which destructive. Think about what they are based on? (eg fear? experience? lack of knowledge?)
Debrief: What happened?

How did each agree on what was an “average” person for their group? Have we found our absolutely “average” Corrective Services employee?!

How difficult was it to look for the beliefs behind your assumptions or stereotypes?

Were you able to agree on the beliefs of the “average person”?

How difficult was it to agree on the effect that these beliefs would have on their interaction styles?

What were the beliefs based on?

Say: Remember, beliefs come from:

- what we have and haven’t experienced,
- what we know,
- what we don’t really know but we’ve been told, and
- what we don’t know at all!

Ask: How useful were the beliefs as a guide to behaving appropriately with someone from a particular group?

Could some of the beliefs be damaging to interaction?

What can be gained from completing this exercise in terms of good working relationships?

“CULTURE BAROMETER”

Requirements:

An unobstructed area without tables or chairs, along a wall.

Place prepared signs evenly spaced along a wall (ie using tape/BluTac on the wall or windows, or possibly pinned to curtains)

Prepared signs:

- “Strongly Agree”
- “Mildly Agree”
- “No Opinion”
- “Mildly Disagree”
- “Strongly Disagree”
In this exercise you will be examining some statements and responding to them according to your personal beliefs.

Read the first item on the “Statements List” and then ask participants to move over to and stand beneath the sign that best represents their opinion.

When the participants are all standing beneath their chosen signs, read the second statement on the list, and the participants are again to move to the sign that best expresses their opinion.

Repeat for all the items on the “Statements List”. Note, do not get into discussion until everyone has finished moving for all the statements and has resumed their seats.

“STATEMENTS LIST”

1. Welfare is misused by almost all of the people who are on it.
2. Marriage is better for men than it is for women.
3. There is only one true religion in the world.
4. Most politicians are on the take.
5. Juvenile delinquency is caused by environment.
6. Criminals are not made; they are born.
7. A 4-day work week is more efficient than a 5-day work week.
8. The press has the right to print whatever it wishes.
9. The federal government should subsidise amateur sports.
10. Every family should be limited to two children.
11. The death penalty should be reintroduced in New South Wales.
12. You can’t have fun in a Correctional Centre.

When everyone has sat down again, conclude the exercise with a discussion using the following questions:

What happened? Were you able to easily choose a place to stand?

How did you feel if you were the only one with a particular opinion?

How comfortable or uncomfortable was it to be open about your opinions?

How OK is it to have controversial opinions at work?
Trainers' Guide for Good Working Relationships Training Program

Module 6:
MANAGING EMOTIONS

Part 1
Module 6: MANAGING EMOTIONS (Part One)

Rationale: The first step in managing emotions is to acknowledge them. In order to be able to use their emotions constructively staff need a basic understanding of how they work and where they come from.

Aim: To facilitate the building of productive working relationships by exploring strategies to identify and manage emotions.

Learning objectives: By the end of the training, participants will be able to:
- identify how to acknowledge & take control of emotions
- describe the difference between habit & choice in the expression of emotions
- understand how emotions can be used constructively

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers
All staff

Time: 2 x 2 hours
PREPARATION

Make sure that you have available:

**Equipment:**
- Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  - "One thing that I'd like to get out of today's session is..."
  - Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 6 OHTs (6.1 - 6.11)
- Module 6 Handouts (6.1 - 6.5)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  - "Welcome to Module 6: Managing Emotions"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Write on W/B: HAPPINESS IS...
SADNESS IS...

Say: Please introduce yourselves by giving your name, work location and your definitions of what happiness is, and what sadness is.

Go around the group, starting with yourself, for example: “To me, happiness is a warm puppy, and sadness is watching England win the Ashes”.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 6.1

By the end of the training, participants will be able to:

- identify how to acknowledge & take control of emotions
- describe the difference between habit & choice in the expression of emotions
- understand how emotions can be used constructively

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
BELIEFS ABOUT & ATTITUDES TO EMOTIONS

Say: What are emotions? The Oxford Dictionary definition is:

Show OHT: EMOTION IS: OHT 6.2

"Mental sensation, state or disturbance, instinctive feeling as opposed to reason"
(The Australian Concise Oxford Dictionary)

Ask: Any comments?

Say: Let's look at how we learn about emotions as children and how it affects us as adults.

From the day we are born we experience a wide range of emotions and gradually, as children, we learn to put names to what it is that we feel.

However what we learn doesn't always serve us well later in life. Our parents (the adults in our lives), and their beliefs, have a huge influence on what we learn about emotions.

As many adults have some pretty strange beliefs about emotions this can often be a recipe for disaster! For example, if parents (for cultural or personal reasons) disapprove of the open expression of strong feelings such as anger, this will have a big impact on how their children deal with anger as adults.

Show OHT: BELIEFS ABOUT EMOTIONS OHT 6.3

What are little boys made of?
- Rats & snails & puppy dogs' tails

What are little girls made of?
- Sugar & spice & all things nice

Say: These might be typical statements heard in the nursery.

Ask: Can you think of some statements made about the difference between boys and girls that relate to emotions? Perhaps some general statements relating to both boys and girls?
Answers might include:

- Boys don't cry.
- Girls should be nice and not get angry.
- It's always better to "get it off your chest".
- There's nothing like a good cry to make you feel better.
- Laugh and the world laughs with you, cry and you cry alone.

Ask:

What impact would these cultural beliefs have on how boys and girls think about emotions?

Show OHT:

HOW EMOTIONS CAN GO WRONG

Strong emotions are not OK
- As a child, learned that it's shameful, embarrassing, disgusting, humiliating, bad

Strong emotions are bottled up

Adult loses control - strong emotions "explode"

Adult feels ashamed, embarrassed, disgusted, humiliated, bad
- Tightens up self-control of strong emotions

Say:

For instance:

- Imagine or think of a person from the type of background where they never learned to express strong emotions constructively.

- As an adult, this person finds themselves in a situation where they "lose control" and they spontaneously let out some strong emotions which they have been bottling up.

- This ("loss of control") causes intensely unpleasant emotions such as shame, humiliation, self-contempt, embarrassment, disgust etc.

- From then on, any strong feelings become associated and confused with these other unpleasant emotions. Dealing with the emotions might be bad enough, but the real problem is all those other feelings associated with "losing control".

- To try to stop this from happening again, the person will tighten up their "self-control" to an even more suffocating degree.
"Self-control" is highly valued in our society and is seen as manly, mature and therefore admirable. As a result, we learn from an early age not to trust our emotions, but to see them as things which need controlling and suppressing if we are to avoid running amuck. Even the dictionary description included "mental disturbance" in the definition!

Think about how strong emotions were handled in your family when you were a child, and think how this relates to how you deal with strong emotions now.

WE ARE ALWAYS FEELING SOMETHING

So, we are taught that strong emotions in particular need to be controlled, avoided or even feared.

Emotion is a continuous process. Every instant of our lives has a sense of pleasantness or unpleasantness, however slight. In other words if we feel absolutely nothing about something, it's because we actually haven't noticed it.

It's a bit like turning off our senses. We can't do it while we are awake. For example:

What can you hear now?

*Answers might include:* airconditioning, breathing, rustling of paper, tapping pencils

Did you hear all of these before the question? So what is different now?

*Answers to include:* being suddenly conscious of it, having my attention drawn to it by the question

In the same way, we can't "not feel any emotion". Just as we are always hearing something (even if it is silence!), we are also always feeling something, whether or not we are conscious of doing it.

So, what about "feeling numb"? Surely that means we're not feeling any emotion.
Say:

If someone is numb, they can't be feeling anything, can they?

In fact, numbness relates to an overpoweringly strong feeling - so strong that it gets shut out from their awareness.

We often hear people who have experienced a recent tragedy (bereavement, news of illness, natural disaster) being quoted as saying they felt "numb" - an understandable response to emotion so intense as to be unbearable.

Go through handout and give instructions for exercise:

Form groups of 3-5
& hand out:

EMOTIONAL STATEMENTS

We have probably all heard individuals making statements like:

• "I'm not a very emotional person"
• "I leave all that emotional stuff to my partner"
• "She is too emotional to be a good operator"
• "I leave my emotions at home when I come to work'"
• "Now don't get all emotional on me!"
• "He let his emotions get the better of him"

What are the beliefs behind these statements? Re-write them more accurately showing what they really mean. Taking the first statement as an example:

• "I try not to feel anything because I'm afraid that, if I do, I might lose control and everyone will think I'm weak."

Go through this list and translate each of the statements.

Debrief:

Taking each group in turn, ask for one "translation"; then ask for comments from other groups.

How were you able to "translate" these statements?

Answers might include:

- imagining myself saying it
- imagining someone I know saying it
- relating it to what we've just been discussing
  ie "we are always feeling something"
  "beliefs about emotions"
- imagining a specific situation
EMOTIONS ARE USEFUL

Say:

Emotion needs to be understood as having a real function and not seen as a threat to being in control of your life.

So what use do emotions have? Here’s a few examples. Can you think of any more?

Show OHT
& say:

EMOTIONS ARE USEFUL!

Emotions:

- are immediate
  That is, not filtered by thoughts & judgements
- provide us with instant feedback on our surroundings / circumstances
- let us know what is important to us
- give us the motivation to take action to deal with situations
  An example could be where, in a dangerous situation, fear gets you going to run away or to defend yourself.

Ask:

What might be some situations at work where emotions are useful?

ACKNOWLEDGING & TAKING RESPONSIBILITY FOR OUR EMOTIONS

Say:

We are often taught to manage our emotions by ignoring or suppressing them.

But in fact, it’s more effective to manage them by being more aware of them, by identifying them and by taking responsibility for them (that is, by “owning them”).

Managing emotions effectively begins with acknowledging them.
SUPPRESSING & ACCEPTING EMOTIONS

- By suppressing our emotions, they can work against us without us even knowing.
- By accepting we have emotions, we can actually make them work for us.

What kinds of emotions do people tend to suppress?

How could these emotions work against you?

What kinds of emotions do people tend to accept?

How could these emotions work for you?

Once you’ve acknowledged your emotions the next step is to take responsibility for what you feel.

Obviously it is true that other people can influence how you feel.

But it is not true that another person’s actions can determine how you feel or make you feel something.

How you feel about something is finally determined by how you think about it, which is your responsibility.

How we think about things has often become such an ingrained habit that we are not even aware that we are doing it - it seems like an automatic response.

Think for a minute about a long standing situation which really ticks you off. When you see this situation coming now, you probably go straight to feeling angry without needing to think about why you’re angry. It just makes you angry.
This does not mean that your emotional reaction to this situation is beyond your control. What it does mean is that this reaction is a habit. The first step in taking control is to become aware of your ‘automatic’ thoughts that are influencing you and make choices about it.

Discuss

BELIEFS & ATTITUDES ABOUT EMOTIONS IN THE WORKPLACE

OHT: EMOTION IN THE WORKPLACE
is difficult to manage because it is often denied

Say:

It is probably safe to say that nowhere in our society is emotion so grossly undervalued as in the workplace.

Emotion is regarded as counter-productive, as a barrier to efficiency and productivity, as only arising in crises and even then only if the person “loses control”.

Some strong emotions, such as anger, are seen as acceptable but only in certain directions.

Remember our map of relationships:

Show OHT: RELATIONSHIPS (Directions)

NON-WORK (formal & informal) WORK (formal & informal)

Parents Manager ↓ ↓
Friends / siblings Self ↓ Colleagues
Children Staff ← Staff ← Staff

Say:

It will be acceptable in most organisations for some emotions such as anger to be expressed downwards and sideways, but not upwards.
Form groups of 3-5 & ask:

Remember our discussion on beliefs and attitudes that we learned as children affecting us as adults? Let’s now think about beliefs about and attitudes to emotions at work.

Come up with a list of some of the beliefs about emotions in your particular workplace. Examples might be “leave your emotions at home when you come to work” or “don’t talk about feeling bad”.

Let the groups discuss for say, 5 minutes.

Then ask each group in turn to give 1 belief. Write these on the whiteboard so the answers become mixed up and not attributable to any particular group.

When you have obtained all answers from all groups:

Debrief:

Have they been stated, for example, a notice pinned to the wall?

Or are they understood - never actually discussed, but somehow everyone knows?

How functional are these beliefs? Do they serve a purpose?

Do most people have the same beliefs about emotions at work?

If no – what effect does this have?

Do these beliefs become informal rules?

How do we learn them, if they’re not written down?

Time out for a 5-minutes stretch-coffee-tea break!

One possible unspoken rule at work may relate to keeping calm. Calmness (or being “totally in control”) is particularly prized in the workplace. It is seen as the very opposite of emotion and people strive to appear “cool, calm and collected” at all times.
Calmness is the result of directly evaluating a situation as one which:

- can be effectively handled or,
- at the other extreme as one about which nothing can be done.

For example, it has been said by some people in a plane or car accident, that when they realised there was nothing for it, it was going to happen no matter what, there was a certain feeling of calm and inevitability.

Somehow, there seemed to be no need to panic because it was definitely going to happen, and there was nothing you could do. In other words, the function of “panic”, as opposed to “remaining calm”, can be to get you going - to get out of a situation and save yourself.

Think about a situation in which there is a lot at stake and you are unsure as to whether or not you can handle it, and whether or not you can handle it, is absolutely critical to you.

Trying to look as if you are calm in this sort of situation is a “front” - achieved by not showing your strong emotion.

What are some examples of this situation in your workplace? Where the situation is critical and you have to handle it, but you’re not sure whether or not you can. You are not calm, but you have to look calm.

What are some strong emotions that someone might be feeling, but cannot show, in this sort of situation?

WE NEED TO ACKNOWLEDGE OUR FEELINGS to ourselves - even if we can’t show them

Obviously it often serves a purpose to appear calm in such situations, particularly in the workplace.

What is the purpose of appearing calm in these sorts of situations?
Fooling others in this situation may be especially worthwhile if they are “enemies”. But if you fool yourself into believing you are not experiencing strong emotion, (so you can appear calm), you are actually treating yourself like the enemy.

In other words, sometimes you may need to “fool” others about what you are feeling - but there’s always a cost to fooling yourself.

What might that cost be?

Answers to include:

- **strong emotional build-up that will come out (explode!) later**
- **if you don’t acknowledge how you feel you can’t deal with it**

---

**IDENTIFYING EMOTIONS**

Form groups of 2-5
& say:

This next exercise is about identifying strong emotions that can happen at work.

This exercise is about you designing a mini-case study based on the steps set out on your handout. Flesh out the details as much as you need, to identify how the people might feel at each step. Your stories can be based on a real situation or it can be fictitious. (If you are basing it on a real situation, remember to change the names and details, for confidentiality.)

Hand out:

**EMOTIONS WORKSHEET**

1. A harasses B
2. A harasses B more
3. B tells A to stop harassment
4. A continues to harass B
5. B tells Manager
6. Manager holds a meeting with A and B
7. B tells Manager that the harassment has stopped

Give groups 5 minutes, and then:
Say: Now that you have “fleshed out” your stories, think about the emotions of each of the people involved. Try to think of as many possible emotions with at least two strong emotions, for each step.

*Allocate 2 or 3 steps per group.*

Hand out: LIST OF EMOTIONS Handout 6.3

Say: This worksheet gives you a repertoire of words to use when you want to describe an emotion. It is obviously not a complete list of every possible emotion, and there is space for you to add extras if you wish.

Make a note on the “List of Emotions” sheet whenever you identify a particular emotion for a step in the story. At the end of the exercise, we will compare notes and see which emotions got the highest scores.

*Give participants about 15 minutes to complete the exercise (ie 2-3 steps per group).*

A time-call at 10 minutes is a good idea.

Ask: What stories did each group come up with?

*Let spokespeople from each group tell their groups’ stories.*

Ask: Now what emotions did you identify for each step?

The following questions are a guide to lead a discussion on showing and hiding emotions at work:

What were the strongest emotions identified?
- for A?
- for B?
- for the Manager?

Would A have known how B felt?
Yes: How would A have known what B felt?
No: How would B have hidden it?
Would B have known how A felt?
Yes: How would B have known what A felt?
No: How would A have hidden it?

Would the Manager have known how A and B felt?
Yes: How would the Manager know what A and/or B felt?
No: How would A and/or B have hidden it?

Would A and/or B have known how the Manager felt?
Yes: How would A and/or B have known what the Manager felt?
No: How would the Manager have hidden it?

How difficult was it to complete this exercise?
(Emotions perhaps not being a typical subject to dwell on at work!)

How well has this exercise illustrated “real-life” emotional situations?

5 minutes

THE LOOK

Say:
We now have an activity called “The Look” to wind up today’s session.

Requirements:
An unobstructed area without tables or chairs. The room must be large enough to permit the unrestricted movement of the participants.

Say:
Activities such as this, are about bringing what you unconsciously know, to consciously think about. We can’t be fully conscious of everything we know in life, so it is appropriate that we store lots of information in our sub-conscious.

By dusting off some information that we tend to take for granted, we can sometimes be surprised at what we know, and when we can learn all over again.
This is an exercise where you will be using facial expressions and body movements to imitate specific attitudes, feelings and emotions. For example, let me show you my version of the “I Don’t Care Look”...

**Demonstrate:**

*How to do the “I Don’t Care Look”*

**Say:**

Stand up and begin milling about the room. When I call out a specific “look”, continue walking around, but use facial expressions and body movements that capture or represent the given “look”.

Read the first item on the “Looks List” below, allowing participants 20 seconds in which to emulate the “look” as they mill about the room. Then read the second item and give the participants 20 seconds to capture that “look”, and so forth for the rest of the “looks” on the list.

```
“Looks List”
1. “Everybody hates me” look
2. “I am better than you” look
3. “I just got a raise” look
4. “I am not valuable” look
5. “I deserve more respect” look
6. “I have too much to do” look
7. “I am jealous” look
8. “I am calm” look
9. “I am being threatened by an inmate” look
10. “Oh what a beautiful morning” look
11. “TGIF (Thank God It’s Friday)” look
12. “I like myself and I like you” look
```

When all of the “looks” have been interpreted, conclude the exercise with a discussion using the following questions:

**Debrief:**

What happened? What did you do to do a “look”?

How did each posture feel to you?

How did other people’s “looks” affect you in the exercise?

How do other people’s “looks” affect you in a professional setting?
RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION

Check with participants that this session achieved:

- the learning objectives, and
- the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say: In the next part of this training module, to build on what we’ve done today, we will discuss the management of a specific emotion - anger.

Hand out: EVALUATION / ASSESSMENT SHEET

Say: Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 6:

MANAGING EMOTIONS

Part 2
MANAGING EMOTIONS
(Part Two)

Rationale: The first step in managing emotions is to acknowledge them—in order to be able to use their emotions constructively staff need a basic understanding of how they work and where they come from.

Aim: To facilitate the building of productive working relationships by exploring strategies to identify and manage emotions.

Learning objectives: By the end of the training, participants will be able to:
- identify how to acknowledge & take control of emotions
- describe the difference between habit & choice in the expression of emotions
- understand how emotions can be used constructively

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers
All staff

Time: 2 x 2 hours

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PREPARATION

Make sure that you have available:

**Equipment:** Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  *Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)*
- Outline of Good Working Relationships Training Program showing where this training module fits
- Module 6 OHTs (6.12 - 6.24)
- Module 6 Handouts (6.6 - 6.13)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  "Welcome to Module 6: Managing Emotions"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Write on W/B: “THE ONE THING THAT REALLY TICKS ME OFF IS...” Whiteboard

Say: Please introduce yourselves by giving your name, work location and using just one word or a short phrase complete the sentence “the one thing that really ticks me off is...”. I am going to write everyone’s answers on the whiteboard, so that we will have a “snapshot” of what makes this group angry.

Go around the group, starting with yourself. Write all the answers on the whiteboard.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 6.1 & 6.12

By the end of the training, participants will be able to:

- identify how to acknowledge and take control of emotions
- describe the difference between habit & choice in the expression of emotions
- understand how emotions can be used constructively

Show OHT: RECAP ON PART ONE OHT 6.13

Discuss the most useful parts of the session and whether participants have done anything differently since then.

Say: Lets go back to our snapshot for a minute.

Ask: Any comments?

Any patterns?

What about the range of responses?
WHAT IS ANGER?

Say: It is probably safe to say that anger is an emotion which we have all experienced as getting out of hand.

So what exactly is anger?

Show OHT: ANGER IS: OHT 6.14

the emotional response that you feel
when you are provoked

Say: So anger is a feeling, and should not be confused with aggression which is a behaviour - a behaviour that is intended to hurt or harm, or at least frighten.

Show OHT: ANGER IS A FEELING
AGGRESSION IS A BEHAVIOUR

OHT 6.15

Say: Aggression is a behaviour which only sometimes gets you what you want, and always at considerable cost to both you yourself and your relationships.

Anger does not have to lead to aggression, even though it often does.

Anger can have both positive and negative functions.

Show OHT & say: NEGATIVE CONSEQUENCES OF ANGER INCLUDE: OHT 6.16

- Excessive anger disrupts your behaviour, & often makes it less effective
- It can make you defensive
- It can block effective communication
- It often prompts aggression

Ask: Any others?
POSITIVE FUNCTIONS OF ANGER INCLUDE:

- It can energise you
- It can push you into expressing yourself
- It can be an important cue that you are facing a problem
- It can make you feel more powerful, more able to tackle the problem

Ask:

Any others?

Say:

Here is a checklist for your own personal use and to support discussions for this topic. You will not be asked to “own up” your results, but it provides a brief self-assessment on managing anger.

PERSONAL ANGER CHECKLIST

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you get angry often?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you get angry, is it very angry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you get angry, do you stay angry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>When you get angry, do you act aggressively?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your anger interfere with your work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does your anger interfere with your relationships?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has your anger affected your health?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Montgomery & Morris (1989)

Say:

The more times that you answered YES, the more likely it is that you are having a problem with anger, and it is time you did something constructive about it.

In fact, most of us could do with learning more about our anger and how to manage it.

---

20 minutes

INTERNAL & EXTERNAL CAUSES OF ANGER

Say:

So, what causes anger? There are three broad sets of causes of anger:

- External (provocative situations)
- Internal (habits)
- Your own behaviour
Let’s take “External” (i.e., provocative situations) first. These are any situations or events that you experience as provocations, for example, frustrations, annoyances and irritations, abuse, injustice and unfairness.

What might be some examples of typical provocative situations at work?

Next let’s look at “Internal” (i.e., habits). These include thinking habits, self talk and emotional habits.

Thinking habits include how you usually size up situations and how you usually expect something to turn out.

What might be some examples of thinking habits that cause anger?

Answers to include:

• Seeing provocations where they don’t exist — for example thinking someone is having a go when they aren’t
• Exaggerating the provocations that do exist — for example overreacting to jokes
• In a conflict, expecting to lose badly
• Also in a conflict, expecting to be seen to be weak if you don’t win
• Negative self-talk

The first step in dealing with a habit is to identify it as a habit. Remember in Part 1 of this module, where we talked about habits and choices?

Once you have done that, you can make the choice to continue thinking and behaving in that way, or you can make the choice to change. What are some other ways of dealing with these types of thinking habits?

Answers to include:

• identifying them as habits which are under your control
• positive self-talk — that is being positive in your thinking
• relaxation
• humour
Let's look briefly at the concept of self-talk.

Every moment we are awake we talk to ourselves about the things we experience. This self-talk affects how we feel about experiences and how we respond.

We are often unaware of our self-talk as it has become such a habit it's almost unconscious.

Self-talk can be either rational or irrational. If we talk to ourselves rationally about how things really are, we have a better chance of understanding, accepting and behaving appropriately.

However, if we talk to ourselves irrationally about how things should be or ought to be, we can end up feeling very uncomfortable or upset and we are likely to react inappropriately.

Changing our irrational self-talk to more rational self-talk helps us to feel more comfortable about what has happened and about ourselves and to choose more appropriate behaviour.

Irrational self-talk often contains two parts:

Unrealistic expectation + Imagined terrible results

"He shouldn't talk to me like that (1) because if he does everyone will think I'm stupid" (2)

A more rational self-talk sentence would be:

"It's not appropriate for him to talk to me like that, I know I’m not stupid and so do the other people here.”

Instead of feeling angry, defensive and upset, you can now feel more in control as you address the situation.

Here is a handout, for your own information, with some useful hints for dealing with negative self-talk.
4 Look at your self-talk closely:
   (a) What is your 'should' sentence
   (b) Are you blaming yourself?
   (c) Does it really prove anything about you?

5 Now argue with your self-talk:
   (a) Why should it be so?
   (b) Is it the end of the world?
   (c) Does it really prove anything about you?

6 Change your self-talk to something fair and reasonable. Demanding words such as 'should', 'ought', 'need to', 'must', 'always', 'never', 'everyone', or 'nobody' can be changed to words like 'would like to', 'would be nice if', 'want', 'sometimes'.

7 What feelings do you have as a result of the changed self-talk?

8 Would this new feeling have helped you handle what happened 'out-there' in a better way?

9 The point of going through these steps is to make yourself feel better whenever you want to. If, after going through the steps, you end up feeling just as upset or disturbed as when you started, go over the exercise again. What is important is that you really are fair with yourself and end up with self-talk that you really believe in.


---

BEHAVIOUR & ANGER

Show OHT: CAUSES OF ANGER: OHT 6.18 & 6.20

- External (provocative situations)
- Internal (habits)
- Your own behaviour

Say: Finally, "your own behaviour" means your way of behaving or your physical response, for example, shouting or crying.

The two major types of behaviour which cause or fuel anger are:

- submission
- aggression

Ask: Let's look at submissive behaviour first - what is submissive behavior?
SUBMISSION MEANS:
withdrawal or avoidance
not sticking up for your rights

Submission means withdrawal or avoidance. It means not sticking up for your rights, by failing to say what you think, or by allowing other people to have their way at an unreasonable cost to you.

Of course, withdrawing or avoiding is sometimes the appropriate response, for example to some extreme or dangerous situations.

Can you think of some examples?

Answers might include things like: being threatened by a large drunk with a knife, when you’re outnumbered. Ensure that you get specific workplace examples.

How do you know when someone is being SUBMISSIVE?

Why are people submissive?

How might being submissive cause anger?

In your groups, take a few minutes to answer the questions on the whiteboard. Write down your answers to share with the big group.

Answers may include:

Why are people submissive?

• because they are scared
• because that’s how they think they should behave
• because they don’t know how to be assertive

How might being submissive cause anger?

• It means that you go away mad, instead of dealing with the problem
• You will bottle it up and stew over it, and make yourself even angrier
• You can become very resentful
• Because you are bottling it up, you might explode at some other time

What did you come up with?
So what is aggression?

Aggression means sticking up for your rights and going for what you want, without caring how this might affect other people’s feelings or rights - in other words to win at all costs.

Our culture often praises and rewards aggression, especially in men and in areas like business and sports.

In fact aggression is often a large part of someone’s identity - they like to be thought of as “a bit of a scrapper” or “not someone to be tangled with”.

How do you know when someone is being aggressive?

Why are people aggressive?

How might being aggressive cause anger?

How do you know when someone is being aggressive?

Behaviour involving: shouting, threatening, abuse, manipulation etc

Why are people aggressive?

• because they are scared
• because it works
• because they are very angry and they’ve lost control
• because they don’t know how to be assertive
• because it’s “the way they are”

How might being aggressive cause or fuel anger?

• Being aggressive often provokes an aggressive reaction from the other person so that the conflict and the anger escalates.
• The conflict can become long and insoluble and those involved can get angrier and angrier, unless one person backs down and becomes submissive.
Say: Remember, being aggressive is a choice or a habit, not an inevitable outcome of being angry.

Ask: What might be some of the disadvantages of behaving aggressively?

Discuss and then:

Show OHT: DISADVANTAGES OF AGGRESSION: OHT 6.23

- You have to stay angry to win which:
  - takes a lot of energy, and
  - is not good for you either physically or mentally
- Your relationships suffer
- No one really likes a bully

WHAT IS ASSERTIVENESS?

Say: The alternative is of course, assertion.

Show OHT & say: ASSERTION IS: OHT 6.24

standing up for your rights, &
expressing yourself
in direct & appropriate ways
that respect the rights & feelings of others

Ask: What would be some of the benefits of behaving assertively?

Answers to include:

- better relationships
- can deal with conflict with less damage to particular relationships
- feel better about yourself
Say: B*@!#%Y DO THE FOLLOWING EXERCISE - OR ELSE!!
Oh, sorry - um, er, would you mind, if it’s OK, anyway, could you...
Please do the following exercise.

Form groups of 2-3 & hand out: SITUATIONAL RESPONSES
Handout 6.8
In small groups write an aggressive response, a submissive response and an assertive response.

- A person you don’t like asks you for a lift home. You had planned on having that time to yourself as you have a worrying situation waiting for you at home.
- A workmate begins to tell you a joke which you know that you are going to find offensive and upsetting.
- The people at the table next to you at the staff canteen are talking very loudly which interferes with the conversation at your table.
- A workmate starts to make denigrating remarks about your supervisor. You think very highly of the supervisor and are also offended because the remarks relate largely to the supervisor’s ethnicity.
- A supervisor asks you to come to their office as you are about to leave. You have to leave quickly as you have an important and urgent personal appointment to keep.

For each scenario, ask one group the following question:

Ask: What were your responses?

Ask other groups to comment or add different responses.
Then go on to next scenario and ask another group what their responses were. When all responses to all scenarios have been discussed, ask the whole group the following:

Ask: What feelings did the aggressive response cause?
What feelings did the submissive response cause?
What feelings did the assertive response cause?

Note that for most of these situations, if you didn’t respond assertively, chances are that you would end up being angry!
As we are all adults we have spent, on average, several decades learning how to behave. We do that through the process of socialisation. We learn the rules of our culture about acceptable and desirable behaviour.

However as we identified earlier in this module, some of the messages and beliefs that we take on board are often not very good for us personally. (Remember the exercise we did on beliefs about emotions?)

Hand out: IRRATIONAL BELIEFS ABOUT ASSERTIVENESS Handout 6.9

Go through handout and discuss.

We are now going to do an Assertiveness Questionnaire. The purpose of the Questionnaire is to increase self-awareness, help you to recognise how you are likely to be perceived by others and your strengths and limitations.

Hand out: ASSERTIVENESS QUESTIONNAIRE Handout 6.10

Allow 10 minutes to complete and then:

Debrief:

How was it?

Were you surprised with your results?

Were you happy with your results?

Do you think you have a different level of assertiveness in different relationships?

What about at work?

Say:

In summary, here are the seven basic steps of anger management.

Go through steps and discuss:
STEPS OF ANGER MANAGEMENT

Hand out: STEPS OF ANGER MANAGEMENT

Handout 6.11

Step 1: Acknowledge and accept responsibility for your anger level.
Step 2: Physically relax.
Step 3: Check out what thinking habits/self-talk you are using.
Step 4: Express your anger constructively.
Step 5: If you feel an argument coming on, stop the conversation.
Step 6: Focus on how you are communicating, as well as what.
Step 7: If you're too angry, take time out to cool down.

8 minutes

RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION

Handout 6.12

Check with participants that this session achieved:
• the learning objectives, and
• the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say:
In the next training module, No. 7: “Dealing with Interpersonal Problems at Work”, we will look at some of the skills that you need for assertiveness and conflict management.

Hand out: EVALUATION / ASSESSMENT SHEET

Handout 6.13

Say:
Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 7:

DEALING WITH INTERPERSONAL PROBLEMS AT WORK

Part 1
Module 7: DEALING WITH PROBLEMS AT WORK (Part One)

Rationale: Today’s increasing pace of change demands that more people than ever before possess skills in resolving workplace disputes and building consensus. This module examines the skills required, and demonstrates some of the creative and collaborative problem-solving techniques needed, to maintain good working relationships.

Aim: To improve participants’ communication skills in finding more effective solutions to problems and strengthening working relationships.

Learning objectives: By the end of the training, participants will be able to:
- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

If managers have recently completed a similar skills development course (for example, at the Conflict Resolution Network or equivalent), it is recommended that they undertake Module No.7 for Grievance Contact Officers, where participants learn to help others use these skills. Alternatively, supervisors and managers who have recently completed similar training, may choose not to participate in Module No.7 at all.

Target audience: Supervisors & managers
All staff

Time: 3 x 2 hours

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PREPARATION

Make sure that you have available:

Equipment: Whiteboard & Overhead transparency (OHT) projector

Materials:
• Whiteboard markers & eraser
• Blank OHTs & coloured OHT pens
• Blank sheets of paper, spare pens
• Prepared A3 sheet (or OHT) with:
  “One thing that I’d like to get out of today’s session is…”
  Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
• Outline of Good Working Relationships Training Program showing where this training module fits.
• Module 7 OHTs (7.1 - 7.15)
• Module 7 Handouts (7.1 - 7.8)

On the actual day:

Before you start:
• Write on the whiteboard:
  “Welcome to Module 7: Dealing With Interpersonal Problems At Work”
• As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
• Assure participants that what they write will be checked with them at the end of the session.
• Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Write on W/B: “To me, a good communicator is someone who...” Whiteboard

Say: Please introduce yourselves by giving your name, work location and telling us the name of the famous person you most admire as a communicator. This person could be a politician, or an actor, or a sports person, etc.

Go around the group, starting with yourself.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 7.1

By the end of the training, participants will be able to:

- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
ICEBREAKER

Say:

This module is all about communication. This involves looking at what we do every day, ordinarily without thinking about it. Because we want you to look at communication behaviour differently, you will need to be a bit creative. This exercise asks you to think creatively as you attempt to solve a series of visual riddles.

Hand out:

“BRAIN TEASERS” SHEET

Handout 7.1

1. __O_
   Ph.D.
   M.A.
   B.A.

2. __T_
   O
   W
   N

3. LE
   VEL

4. HE’S HIMSELF

5. __J_
   YOU
   ME
   S
   T

6. CRAZY
   YOU

7. __W_
   O
   R
   H
   T

8. OATH
   UR

9. __MAN_
   BOARD

10. __STAND_

11. __R_
    ROAD
    A
    D

12. __DEATH_
    LIFE

13. __i__
    oo
    oo
    oo
    oo

14. __ECNALG__
Say: Take a few minutes to work through your sheet. Don’t call out the answers, we’ll go through them together at the end.

Allow about 5 minutes for the exercise, then go through the sheet encouraging participants to call out the answers.

Answers:
1 Three degrees below zero 2 Downtown
3 Split level 4 He’s beside himself
5 Just between you and me 6 Crazy over you
7 Throw up 8 You are under oath
9 Man overboard 10 I understand
11 Crossroads 12 Life after death
13 Circles under the eyes 14 Backward glance

Ask: How difficult was it to decode the visual riddles?

Did it get easier once you cracked the code?

Why do you think it got easier as you did more of them?

Refer to the ability to learn from experience and see things from a different or new perspective.

THE BASIC ELEMENTS OF COMMUNICATION

Say: In previous modules we have talked a lot about relationships at work, what makes them good and what can go wrong with them. In this module we are going to look at the skills which will be useful for you personally, when you are dealing with interpersonal problems at work. These skills are really basic communication skills.

Communication seems easy. We are all doing it all the time. It’s tempting to say: “You only have to... speak / express yourself / understand one another”.

However, the further you get from everyday exchange of information and cliches about the weather and health, and the more you try to talk about feelings and to convey personal impressions, the more difficult it gets. You begin to notice distortion, misunderstanding and the tendency to talk at each other!
Getting the message across isn’t as easy as it sounds.

There are 3 basic elements in the communication process. You need all 3, working properly, for good communication. They are:

**COMMUNICATION IS:**
1. Sending information to the other person
2. Receiving information from the other person
3. Processing the information

**Channels of Communication:**
- 7% verbal cues
- 38% vocal cues (paralanguage - eg tone of voice)
- 55% facial cues.

Mehrabian (1981)

In clear communication, your verbal and non-verbal information will be saying the same thing.

Let’s try a quick experiment. Turn to the person next to you and take turns to transmit a verbal message with a non-verbal message which contradicts it. (For example - say “I’m so happy” in an aggressive tone of voice, while scowling furiously.)

How did it feel to do it?
How difficult was it?
Did it feel like patting your head while rubbing your tummy?
How did it feel to be on the receiving end?
Is it something that happens often in “real life”?
2 Receiving information from the other person

This involves actually hearing what the other person has to say, but also seeing or feeling the non-verbal messages.

3 Processing the information.

This involves thinking about what the other person said or did and what it means.

This is where a lot of communication runs into trouble. The perspectives of the person who sent the message and the person who received it are never exactly the same. So the message sent is never exactly the same as the message received.

For example, the person receiving the message may focus on an aspect of the message that wasn’t at all important to the sender.

This factor is often at the core of what we call “communication breakdown”.

Let me show you a simple model of communication.

**MODEL OF COMMUNICATION**

*Draw on the whiteboard, two heads facing each other.*

Say:

The person on the left, “Lefty”, is about to communicate to the person on the right, “Righto”.

*Draw a lightbulb above Lefty. While you say the following, draw arrows where appropriate.*

Say:

Lefty is prompted to have an idea because of say, a squeaking door. A message goes from having this stimulation, the squeaking door, to wanting to stop the squeaking noise *(arrow from the lightbulb to Lefty’s brain).*

The intention, in this case to perhaps ask Righto to close the door, goes from Lefty’s brain to the mouth with a message directed to Righto *(arrow from Lefty’s brain to Lefty’s mouth).* Depending on lots of things, for example how Lefty speaks, what Lefty actually says may or not be exactly what he was thinking.
Say:  
The message goes from Lefty’s mouth to Righto’s ear (arrow from Lefty’s mouth to Righto’s ear).

Righto receives Lefty’s message, which goes to Righto’s brain (arrow from Righto’s ear to Righto’s brain).

Righto finally gets a message to respond to, but again depending on lots of things, it may not be:

- what Lefty wanted to say
- what Lefty thought he said
- what Lefty actually said

Ask:  
What are the possible breakdown points in the communication between Lefty and Righto?

What external factors could affect the message?

What internal factors could affect the message?

Make the point that if Righto wants to respond to Lefty’s message, you just reverse the drawing on the whiteboard and Righto becomes Lefty for the process to start again.

Ask:  
What might be some of the differences between people sending and receiving messages which cause common communication problems?

Answers to include:

- cultural differences (language, beliefs, values etc)
- educational differences
- experiences
- perceptions

Say:  
To show again how different our perceptions of the same thing can be, here are a couple of drawings for you to look at.

Show OHT:  
MULLER-LYER ILLUSION - 1  
OHT 7.4

Ask the participants to comment on the lengths of the vertical lines. The vertical lines are identical, although the one with the outward pointing arrow heads looks much longer than the other.
Ask: Which is longer? The one on the left? Or the one on the right?

*Using a clear ruler (or marks made on an OHT), show the participants that the lines are the same length.*

Ask: Why did you think they looked different?

*This illusion has been traced to learning habits. Apparently we see the figure on the left as the inside of a room or box and the figure on the right as the outside. So the figure on the left appears to have a much longer vertical line.*

Show OHT: **MULLER-LYER ILLUSION** - 2

*Ask the participants to comment on the lengths of A and B.*

Ask: Which is longer? The one on the left? Or the one on the right?

*Using a clear ruler (or marks made on an OHT), show the participants that A is longer than B.*

Ask: Why did you think they looked the same? Or different?

*This version is shown to people who have already experienced the illusion in the previous OHT. Some people may be tempted to say that A and B appear equal (expectations based on previous experience with the illusion).*

Show OHT: **PETER / PAUL GOBLET**

Ask: What do you see? Do you see a black picture, or a white picture?

Say: This example of the influence of figure and background on perception. If the white part is regarded as the figure and the black as the background, then the goblet / vase / urn will be perceived; if the black is the figure, the profiles will be seen.

Once both aspects are perceived it is very difficult for most people to hold one of the two ways of seeing this figure constant. The other way keeps flashing into our minds.
TRYING NOT TO COMMUNICATE

Say: Having said all that about how you communicate - do you think it’s possible to not communicate? Let’s do a quick exercise:

Find a partner. Facing one another, and without speaking, try NOT to communicate for one minute.

Allow exactly one minute.

Say: When you have recovered from this experience discuss it with your partner.

Allow a couple of minutes for pairs to discuss and then ask the following questions of the whole group:

Ask: What happened?

Is it possible to NOT communicate?

At this point, whatever the responses of the participants, leave the room. Wait about 30 seconds, and return.

Ask: Why did I leave the room?

Write on W/B: Participants’ answers

Encourage participants to say what they spontaneously thought, as well as what they may have understood (ie that you were showing them the impossibility of not communicating.)

Lead discussion about the impossibility of not communicating - even by leaving the room! Ask participants if they thought you were communicating anything to them, when you were outside the room. Did participants speculate on your motives for leaving the room?
**DRAWING EXERCISE**

Form into pairs & say:

One person is to sit in front of their partner, with their back to them. They need to have pen and paper.

Hand out:

**DRAWSING NO. 1**

Handout 7.2

*The drawing is given to one person (the Instructor), and care is taken so that the other person (the Drawer) doesn’t see it.*

Say:

The person with the drawing - the Instructor - is to describe it to the other person - the Drawer.

The Drawer will have to try to reproduce it the best they can according to the verbal description they receive. The Drawer is not allowed to ask any questions or give any feedback.

Allow 3 minutes for the drawing, then give out a second drawing and repeat the process. But this time the Drawer and Instructors are allowed, even encouraged, to ask questions and give feedback.

Hand out:

**DRAWING NO. 2**

Handout 7.3

Say:

Once you have finished both drawings compare the drawings and discuss things that helped or hindered communication.

*Once this has been discussed in pairs, everyone hold up Drawing No 1 and Drawing No 2. Note the differences and then:*

Write on W/B:

HELPED COMMUNICATION: HINDERED COMMUNICATION: Whiteboard

Ask:

What did you identify that helped or hindered communication?

*Write answers on the whiteboard.*
COMMUNICATION MYTHS

Say: There are many popular myths about communication. Let's have a look at some of them.

Form into pairs & say: Decide whether the following statements are true or false. If you think any of the statements are false, write another, more accurate statement about that aspect of communication.

Hand out: COMMUNICATION MYTHS & REALITIES

<table>
<thead>
<tr>
<th>Statement</th>
<th>Alternative Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statement 1: We only communicate when we consciously and deliberately choose to communicate.</td>
<td></td>
</tr>
<tr>
<td>Alternative Statement 1: We communicate mainly with words.</td>
<td></td>
</tr>
<tr>
<td>Statement 2: Communication is a one-way activity.</td>
<td></td>
</tr>
<tr>
<td>Alternative Statement 2: The message we send is identical to the one received by the person listening to us.</td>
<td></td>
</tr>
<tr>
<td>Statement 3:</td>
<td></td>
</tr>
<tr>
<td>Alternative Statement 3:</td>
<td></td>
</tr>
<tr>
<td>Statement 4:</td>
<td></td>
</tr>
<tr>
<td>Alternative Statement 4:</td>
<td></td>
</tr>
</tbody>
</table>

Taking each group in turn, ask for one alternative statement; then ask for comments from other groups.

Possible alternative statements:

- **Statement 1:** We communicate many times when we are not consciously aware that we are communicating.

- **Statement 2:** The majority of the messages we communicate are not based mainly on words but rather on other forms of nonverbal communication.

- **Statement 3:** Communication is a two-way activity.

- **Statement 4:** The message as it is received by the listener is never exactly the same as the message we thought we sent.
Say:
So, to get all of these three basic elements of communication working properly, you need three basic skills.

Show OHT: BASIC COMMUNICATION SKILLS

- Assertive “I” messages
- Active listening
- Accepting

35 minutes

ASSERTIVE “I” MESSAGES

Say:
In Module No.6, “Managing Emotions”, we discussed the value of assertiveness. “I” messages are an important skill for being assertive. Using assertive “I” messages means telling the other person, clearly and as calmly as possible, how you feel.

Show OHT: EXAMPLES OF YOU MESSAGES:

“You make me angry.”
“You never help me.”
“You just ignore me, you never pay any attention to what I want to do.”

Show OHT: EXAMPLES OF I MESSAGES:

“I feel angry when you shout at me.”
“I feel upset when you make comments about my appearance.”
“I feel really good when you say positive things about my work.”

Say:
These “I” messages mean that the person to whom you are talking doesn’t have to “mind-read”. Which is just as well because most of us aren’t very good at mind-reading - even though we sometimes tend to think that we are!!
“T” messages also show that you are taking responsibility for your own feelings and not trying to put that responsibility onto someone else.

“You” messages are often blaming messages and, that’s not very helpful to communication.

How do you feel when someone blames you for something?

How does that affect your communication?

In Module 6 - “Managing Emotions” we also talked about the fact that while other people can influence how you feel, another person’s actions cannot determine how you feel or make you feel something.

How you feel about something is finally determined by how you think about it, which is your responsibility.

Let’s look at situations where someone has done something that has led to your feeling bad. In this case, you should use the “when you do X - I feel Y” formula:

When you do X - I feel Y

For example:

“When you criticise me in front of other staff, I feel angry.”

“When you make comments about my appearance, I feel very upset.”

These types of statements tells the other person exactly what they did and how you feel about it.

“When You do X…” should be a simple description of the other person’s behaviour - a description of what they actually said or did (that anyone present could have seen or heard), and not interpretations or assumptions that occur only in your mind.

Here are some examples:

“When you tried to make a fool out of me in front of our work mates...”

“When you deliberately tried to upset me...”

“When you blamed me...”
BUT:

"When you said I was incompetent in front of our work mates..."
"When you asked if I was always so sloppy..."
"When you said it was my fault the gate was unlocked..."

Say: The Y in the formula only you can supply. You are the only person who really knows how you feel. But make sure it is a feeling and not a thought. For example:

Show OHT & say:

NOT: "I felt that you were having a go at me."
BUT: "I felt angry."

Say: Many people have trouble reporting feelings. Make sure your Y is an emotion.

If you follow “I feel” with “that...” or “as if...” you are probably going to state a thought and not a feeling. Feelings can usually be described with one word. For example: angry, sad, upset, annoyed, disappointed, frustrated, good, great, happy, pleased, glad.

“T” messages help to keep the discussion focussed.

Say: Let’s practice writing an “I” message now:

Write on W/B:

"WHEN YOU ... (behaviour) I FEEL ... (emotion)"

Say: Turn to the person next to you and practice saying a couple of these statements.

Debrief: How did it go? What was your “I” message?

How difficult was it to find the right words?

Say: Now think about an emotionally-charged situation where you want something from someone. Write an “I” message for that situation.

The thing you want can be:
- getting someone to do something
- getting someone to stop doing something
To use “I” messages in the real world, it is helpful to add a couple of extras to the formula. These will increase your chances of getting what you want:

**Say:**

Be very specific about what you want - it's important for the other person to know exactly what to do.

The “hook” is optional because it isn't always possible, but it is extremely effective when it is used properly. It describes how good things will be when you get what you want.

NEVER use the hook as a threat - for example, “so that I don’t have to kill you”. This will only aggravate the other person because it will sound aggressive, sarcastic or bullying - and so it won’t work. Instead use it as an inducement that shows the benefits of you getting what you ask for.

For example:

- “When you constantly drop in unexpectedly when I’m busy
- I feel frustrated and angry
- So I’d like you to ring first and come when I’m not busy
- So that we have enough time to talk and maybe get a coffee”

Now have a go at writing a statement. When you’ve finished, turn to your partner from before and say your statements. Give each other feedback on how your statements sounded on the receiving end. Make sure that your “hooks” don’t sound threatening in any way.

**Debrief:**

How did it go? What was your “I” message?

How difficult was it to find the right words?

How difficult was it to find a “hook” that wasn’t threatening?
GUIDELINES FOR ACTING ASSERTIVELY
Handout 7.5

When choosing to act assertively, the following steps are useful guidelines:

- Be aware of your feelings: “What do I want to do with this feeling?”
- Be aware of any irrational self-talk and challenge any uncomfortable “shoulds”.
- Be aware of your rights: “I have the right to express my opinions or feelings.”
- Decide what to do or say: this may depend on the level of the relationship you have with the other person. You may not wish to share your feelings if the relationship is superficial.
- If you choose to speak, send messages without blame by:
  a) careful timing;
  b) using an “I” statement;
  c) being congruent (verbal matches the nonverbal);
  d) being specific about the other’s behaviour;
  e) acknowledging the other’s feelings when appropriate.
- Be prepared to negotiate: “I can choose to be passive if the risk to the relationship is too great.”


COMMUNICATION BLOCKERS

Say:
Typically when people argue or discuss an issue which creates strong emotions, there are several patterns in their communication which cause problems.

It has been estimated that these patterns or blocks are used over 90% of the time when one or both parties to a conversation has a problem to be dealt with or a need to be fulfilled.

Hand out: COMMUNICATION BLOCKERS EXERCISE Handout 7.6
Match the statement with the category of communication blocker:

Statements:

1. “You brought it on yourself, you’ve got nobody else to blame for the mess you are in.”
2. “You should pull yourself together and get on with your work.”
3. “When did it happen? Where did it happen? What did it feel like?”
4. “If I were you I’d give him a piece of my mind.”
5 “You think that’s bad, listen to what happened to me.”
6 “Look at the facts, if you hadn’t spent the money on computers we could afford to fix the photocopier.”
7 “You’re a racist bigot.”
8 “Don’t worry, it’ll be alright in the end.”
9 “I can read you like a book, you are just doing that to irritate me.”
10 “What about that time you....”
11 “Do it or else.”
12 “Do it now, because I said so.”

Categories of Communication Blockers

a) **Arguing ‘logically’** - attempting to convince the other person by using facts or logic, usually without considering the emotional factors involved.

b) **Excessive questioning** - excessive or inappropriate questioning about what you assume to be important. Often using closed questions. These questions will usually require a simple yes or no and don’t encourage further communication.

c) **Threatening** - trying to control the other person’s behaviour by warning about what you will do if they don’t do what you want.

d) **Sidetracking** - starting to discuss one issue, but quickly going off down a number of side-tracks, so that nothing ever gets resolved.

e) **Criticising** - making negative remarks about the other person.

f) **Advising** - giving the other person a solution to his or her problems.

g) **Preaching** - telling another person what they should do.

h) **Diagnosing** - analysing another person’s behaviour, suggesting motives.

i) **Ordering** - ordering the other person to do what you want.

j) **Name-calling /character assassinating** - blaming the problem on the faulty character of the other person.

k) **Reassuring** - Trying to stop the other person from feeling the negative emotions he or she is experiencing.

l) **Kitchen sinking** - dragging everything into the discussion.

Show OHT: 

**COMMUNICATION BLOCKERS**

<table>
<thead>
<tr>
<th>Criticising</th>
<th>Name-calling /character assassinating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preaching</td>
<td>Reassuring</td>
</tr>
<tr>
<td>Excessive questioning</td>
<td>Diagnosing</td>
</tr>
<tr>
<td>Advising</td>
<td>Ordering</td>
</tr>
<tr>
<td>Sidetracking</td>
<td>Kitchen sinking</td>
</tr>
<tr>
<td>Arguing ‘logically’</td>
<td>Threatening</td>
</tr>
</tbody>
</table>

Go through OHT and ask which statements participants matched with communication blockers. For each blocker, ask what feeling it would produce in the person at the receiving end.
RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION Handout 7.7

Check with participants that this session achieved:
- the learning objectives, and
- the “one thing I would like to get out of this session”

If time permits, go through summary of this session and deal with any final comments and questions.

Say: In the Part 2 of this training module, we will discuss active listening and accepting and practice using the skills.

Then in Part 3 of this module, we will look at conflict management and problem solving.

Hand out: EVALUATION / ASSESSMENT SHEET Handout 7.8

Say: Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation /Assessment Sheets from participants as they leave.

Close
Trainers’ Guide for Good Working Relationships Training Program

Module 7:
DEALING WITH INTERPERSONAL PROBLEMS AT WORK

Part 2

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Module 7: DEALING WITH PROBLEMS AT WORK (Part Two)

Rationale: Today's increasing pace of change demands that more people than ever before possess skills in resolving workplace disputes and building consensus. This module examines the skills required, and demonstrates some of the creative and collaborative problem-solving techniques needed, to maintain good working relationships.

Aim: To improve participants’ communication skills in finding more effective solutions to problems and strengthening working relationships.

Learning objectives: By the end of the training, participants will be able to:
- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

If managers have recently completed a similar skills development course (for example, at the Conflict Resolution Network or equivalent), it is recommended that they undertake Module No.7 for Grievance Contact Officers, where participants learn to help others use these skills. Alternatively, supervisors and managers who have recently completed similar training, may choose not to participate in Module No.7 at all.

Target audience: Supervisors & managers
All staff

Time: 3 x 2 hours
PREPARATION

Make sure that you have available:

**Equipment:** Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  - "One thing that I'd like to get out of today's session is..."
  - Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program showing where this training module fits.
- Module 7 OHTs (7.16 - 7.29)
- Module 7 Handouts (7.9 - 7.18)

On the actual day:

**Before you start:**
- Write on the whiteboard:
  - "Welcome to Module 7: Dealing With Interpersonal Problems At Work"
- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with them at the end of the session.
- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves by giving your name, work location and your definitions of what a good communicator is.

Go around the group, starting with yourself, for example “To me, a good communicator is someone who listens as well as they speak”.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 7.16

By the end of the training, participants will be able to:

- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Refer to the overhead and go through each learning outcome.

Show OHT: RECAP ON PART ONE OHT 7.17

Discuss the most useful parts of the session and whether participants have done anything differently since then.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
ICEBREAKER: FANCY SAYINGS

Say:
This is an exercise in decoding some very complex communications into some very simple, well known messages:

Hand out:
FANCY SAYINGS SHEET
Handout 7.9
1. A feathered vertebrate enclosed in the grasping organ has an estimated worth that is higher than a duo within the branched shrub.
2. It is more tolerable to bestow upon than to come into possession.
3. The medium of exchange is the origin or source of the whole amount of heinous villainy.
4. A monetary unit equal to 1/100 of a pound that is stored aside is a monetary unit equal to 1/100 of a pound that is brought in by way of returns.

Say:
Take a couple of minutes to see if you can decode the messages.

Allow 2-3 minutes and then go through the 4 sayings, encouraging participants to call out if they have decoded the saying.

Answers:
1. A bird in the hand is worth two in the bush.
2. It is better to give than to receive.
3. Money is the root of all evil.
4. A penny saved is a penny earned.

Ask:
How did you decode the messages?

How difficult was it?

Did it get easier as you went along?
WHAT IS ACTIVE LISTENING?

Like communicating in general, you might think that listening is easy, just point an ear in the right direction and away you go! Unfortunately it isn't always that easy.

Let's consider first the difference between hearing and listening.

**THE DIFFERENCE BETWEEN HEARING & LISTENING**

Dictionary Definitions:
- "hear": perceive sound etc, with the ear
- "listen": to make a conscious effort to hear, to pay attention

Hearing is a passive process that occurs when a sound is picked up by your ear and transported to your brain. Listening on the other hand is an active process with three components.

**LISTENING INVOLVES:**

1. Attending to what is being said
2. Interpreting what is being said
3. Understanding what is being said

Without the first two, you never get to the third.

"THE MOVE: A GRID LISTENING EXERCISE"

I am going to read you a passage, so that you can do the following exercise.

The scenario is that your Unit in the organisation is about to move to a new location. A senior staff member has called the staff together to tell you where you will be located in the new quarters.

Using the floor plan, listen carefully to the message and write down who or what is designated to go in each of the respective areas on the floor plan.
Hand out:  
GRID FOR “THE MOVE: A GRID LISTENING EXERCISE”  
Handout 7.10

Read slowly, but without pause. Do not repeat, or allow any questions.

Read:  
“THE MOVE: A GRID LISTENING EXERCISE”

There is enough room for all of us, and we should be able to settle in quickly. The administrative staff are in the biggest room: it is the first one in front of you as you enter. Behind it is another office; the technicians will be in that area - they have power connected to each work bench.

Close to the technicians in the corner is a small office with a photocopier in it. It’s near the balcony. The public relations staff are in there, and next to them is the engineer. As you know, we only have one engineer at the moment. You might be wondering about the research officers. They are between the laboratory assistants and the engineer. The laboratory assistants have a bigger area for their preparation. In other words, the research officers have the engineer on one side, and the laboratory assistants on the other.

On one side of the entrance are three partitioned offices, and on the other side are two. OK?

In the two partitioned offices are the senior researchers and the research assistants. The senior researchers are nearer the entrance. On the other side of the entrance are the instrument technicians. There is an area for equipment storage, and then the laboratory.

This means that the area for equipment storage is between the instrument technicians, and the laboratory, so it should be convenient.

There are still three more areas. The big area near the laboratory has laboratory apparatus stored for easy access. Behind this is a small secure area containing volatile and other dangerous substances. The other small area in the corner is not occupied, and is available for use as a staff tea room.

Form groups of 3-5
& say:

List the difficulties you experienced in listening effectively to “The Move: A Grid Listening Exercise”.

List suggestions about how the message could have been altered to make listening easier.
Identified difficulties to include:

- The speaker did not refer to the directions, NORTH, SOUTH, EAST, WEST printed on the floor plan, for example, North Wing.
- The "Entrance" is printed in lower case and may be missed by some listeners.
- After the administrative staff and technicians are referred to, the speaker gives no guidance about which corner is meant. The listener is forced to make a guess, and may become anxious and confused. If the guess is incorrect the listener has to react very quickly to change the other "answers".
- The speaker does not attempt to summarise at the end.
- There are many other improvements that the speaker could have made.

Debrief:

Did you manage to complete your Grid?

How did you feel during the exercise? Why?

What suggestions did the groups come up with to improve the task of listening?

What are the key points gained from this exercise?

Handout:

THE MOVE: A GRID LISTENING EXERCISE

Solutions & summary issues on listening

Why listening can be a challenge.

- The speaker does not organise his/her thoughts before speaking.
- The speaker includes too many ideas in the message.
- The speaker omits important parts of the message that would help the listener.
- The listener does not give undivided attention.
- The listener thinks about his/her answers or concerns.
- The listener may not be aware of nonverbal or verbal meanings conveyed in a subtle way, because of lack of familiarity with language or culture.
- The listener tends to listen for details rather than the essential message.
- Listeners tend to listen to the messages that require the least amount of effort to interpret and the least expenditure of energy, and avoid messages that require greater effort and energy expenditure.
So what is active listening?

ACTIVE LISTENING IS:
listening to both
verbal messages &
non-verbal messages

It means:
- listening to the words however confused they might be
- listening to the messages that are carried in the other person's tone of voice, silences, pauses, gestures, facial expression, posture and other non-verbal messages

Time out for a 5 minute stretch-coffee-tea-break!

ACTIVE LISTENING - HOW & WHY

Why do we need to listen actively?

Answers to include:
- messages have different meanings for different people
- people beat about the bush and often have trouble saying what they mean clearly
- if the other person knows you're listening they will feel better about the interaction

Active listening means that the listener keeps asking themselves: What is the core of what this person is trying to say?

Sometimes the non-verbal messages are more important than the verbal ones. For example as we saw earlier, in an interaction the importance attached to various channels of communication is:
Show OHT:

CHANNELS OF COMMUNICATION:

- 7% verbal cues
- 38% vocal cues
- 55% facial cues

Mehrabian (1981)

It is important to be perceptive to attitudes and emotions communicated by others in the workplace. If we are aware, we can “check out” our perceptions and modify our approach to other staff.

Research has shown that nonverbal cues are powerful indicators of others’ attitudes and emotions.

Hand out & say:

ATTITUDES COMMUNICATED NONVERBALLY

Develop your own checklist for recognising the attitudes listed on the worksheet. Think of body posture and movement, facial expressions and possibly tone of voice.

Openness
Defensiveness
Sizing up
Frustration / anger
Insecurity

Openness
- Open hands
- Unbuttoning coat
- Smiling

Nervousness
- Clearing throat
- Cigarette smoking
- Fidgeting in chair
- Not looking at other person
- Jingling money in pockets
- Perspiration

Nervousness
- Uncrossing arms and legs
- Eye contact
- Turning to face forwards

Defensiveness
- Arms crossed on chest
- Fistlike gestures
- Karate chops

Defensiveness
- Crossing legs
- Pointing index finger
- Speaking loudly

After 10 minutes, go through worksheet for each attitude and discuss. Encourage participants to add to their list from your and other people’s suggestions. Answers may include:

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<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence</td>
<td></td>
</tr>
<tr>
<td>Steepled hands</td>
<td>Hands behind back</td>
</tr>
<tr>
<td>Back stiffened</td>
<td>Hands in pockets with thumbs out</td>
</tr>
<tr>
<td>Hands on lapels of coat</td>
<td>Hands behind head</td>
</tr>
<tr>
<td>Sizing up</td>
<td></td>
</tr>
<tr>
<td>Hand to face gestures</td>
<td>Putting hand to bridge of nose</td>
</tr>
<tr>
<td>Head tilted</td>
<td>Stroking chin</td>
</tr>
<tr>
<td>Peering over glasses</td>
<td>Taking glasses off</td>
</tr>
<tr>
<td>Glasses earpiece in mouth</td>
<td></td>
</tr>
<tr>
<td>Cooperation</td>
<td></td>
</tr>
<tr>
<td>Open hands</td>
<td>Upper body leaning forward</td>
</tr>
<tr>
<td>Hands to face gestures</td>
<td>Sitting on the edge of the chair</td>
</tr>
<tr>
<td>Unbuttoning coat</td>
<td>Tilted head</td>
</tr>
<tr>
<td>Frustration</td>
<td></td>
</tr>
<tr>
<td>Short breaths</td>
<td>Tsk sounds</td>
</tr>
<tr>
<td>Tightly clenched hands</td>
<td>Wringing hands</td>
</tr>
<tr>
<td>Fist-like gestures</td>
<td>Pointing index finger</td>
</tr>
<tr>
<td>Rubbing back of neck</td>
<td>Rubbing hands through hair</td>
</tr>
<tr>
<td>Suspicion</td>
<td></td>
</tr>
<tr>
<td>Arms crossed</td>
<td>Sideways glance</td>
</tr>
<tr>
<td>Touching, rubbing nose</td>
<td>Raising eyebrows</td>
</tr>
<tr>
<td>Buttoning coat</td>
<td>Drawing away</td>
</tr>
<tr>
<td>Insecurity</td>
<td></td>
</tr>
<tr>
<td>Pinching flesh</td>
<td>Chewing pen, pencil</td>
</tr>
<tr>
<td>Biting fingernails</td>
<td>Rubbing thumb over thumb</td>
</tr>
<tr>
<td>Hands in pockets</td>
<td>Cringing</td>
</tr>
</tbody>
</table>

**Debrief:**

What did you come up with?

Did some nonverbal behaviour crop up in more than one situation?

*For example, “tilted head” in evaluation and cooperation*

How would you know which attitude the behaviour was communicating?

*Answers to include: context, other simultaneous nonverbal behaviours, previous experience with that person*
Say:
It must be remembered that interpreting nonverbal clues is not a science. There are no hard and fast rules or formulae to learn.

So there are no quick answers to the problem of understanding and interpreting nonverbal cues in interpersonal relationships. But we are all experienced in picking up nonverbal cues - we've been doing it all our lives!

The most important thing is to be aware of what we are doing, because we do respond to these clues unconsciously anyway.

Ask:
Did this exercise help you to become more conscious of nonverbal communication?

Form groups of 3-5 and say:
What might be some of the things that prevent us from listening effectively to other people? In the next exercise, take the following steps to develop a list of common barriers to listening effectively at work:

1. Think of a specific situation at work in the last week where you were communicating with other people.

2. Individually go through the list and tick the things that could possibly have affected your own listening in that situation.

3. In your small groups, describe your situations to each other; then try to reach consensus on the top three barriers to listening effectively at work.

Hand out: WHY DO PEOPLE FAIL TO LISTEN EFFECTIVELY? Handout 7.13

Possible reasons include:
• Physical reasons in the environment - eg too much noise, interruptions etc
• Language problems
• Preconceived ideas about the speaker or the message
• Judging tendencies
• Sending solutions tendencies
• Avoiding the other's concerns
• Self-preoccupation
• Attraction - You find the other person either attractive or unattractive. You pay more attention to what you are feeling than to what the person is saying.
• Physical condition - You may be sick, or tired, or busy. Without realising it you tune out some of the things the person is saying

• Concerns - You may be preoccupied with your own concerns. For instance, you keep thinking about the argument you've just had with your spouse

• Overeagerness - You may be so eager to respond that you listen to only a part of what the other person has to say. You become preoccupied with your responses rather than with the person's revelations.

• Similarity of problems - The problems the person is dealing with are similar to your own. As the person talks, your mind wanders to the ways in which what is being said applies to you in your situation.

• Prejudice - You may have some sort of prejudice toward the person. You pigeonhole him or her because of race, sexual orientation, nationality, social status, religious persuasion, political preferences, lifestyle or some other characteristic.

• Differences - The person and his or her experience are so different from you and your experience that it is distracting.

• Other reasons include:
  - faking attention; being polite
  - reacting to emotional words
  - not listening to uninteresting, complex or difficult material
  - daydreaming; jumping to conclusions
  - criticising the message or the speaker
  - thinking of what you want to say
  - interrupting
  - listening for facts rather than ideas
  - differences in status and role

Danger areas in listening:
• prejudging the person or the topic
• jumping ahead
• getting distracted
• hearing words and no meaning
• trying to remember all that is said
• listening only for facts rather than to the main point
• trying to record all that is being said by writing it down
• ignoring the tone of voice and body language
• allowing our own thoughts to wander (because thought speed is four to six times faster than speech)

In the same small groups say:

How do you know when some one is really listening to you?

Each group to generate a list of at least six factors that you interpret as cues that the other person is really listening.

Groups will also discuss what difference it makes to communication when you know that the other person is really listening.
Allow 10 minutes. Then ask each group to read out their list of cues that the other person is really listening.

Write on W/B: Generate a common list of items

Then ask each group to speak about the effects of knowing that the other person is really listening.

At conclusion of exercise hand out the following information to compare with and add to the lists that the groups came up with.

Go through it thoroughly and discuss.

Hand out: LISTENING WELL

- Do attend actively. Make a conscious effort to follow what the other person is trying to say to you. If you are not sure what you heard what was said, repeat it back to check it. It shows the other person that you are trying to listen to them and gives them the chance to correct the message if you did get it wrong.

- Do show you are attending because that encourages the other person to communicate with you. Face the other person Squarely - that is adopt a posture that indicates involvement. Adopt an Open posture. Don’t cross your arms and legs as that can be a sign of withdrawing. Remember to sometimes Lean towards the other person. Maintain good Eye contact. Try to be relatively Relaxed.

- Don’t interrupt, even if you don’t agree with what is being said. Interrupting is denying the other person the right to say their piece. Listening to someone doesn’t necessarily mean that you agree with them, it only shows that you respect their right to have their say. You can always disagree after listening, if you want to.

- Don’t do all the talking

- Do interpret thoughtfully If you think that there might be something more behind the obvious message, don’t guess but check with the other person to see if you’re right. Eg “OK I can see that you’re angry that I forgot about afternoon tea. but it sounds to me like there is something else on your mind.”

The Characteristics of an Effective Listener:

- Wants to listen
- Pays attention
- Shares the responsibility for the interaction
- Uses the whole body, especially the eyes
- Minimises distractions
Uses positive gestures perhaps mirroring the posture of the speaker; does not fidget; does not sit or stand too close or too far away

• Is able to stay silent

• Asks clarifying questions

• Tries to see the speaker's point of view

• Reflects feelings, content

• Paraphrases (state what the speaker says in your own words, not parroting)

• Summarises

• Concentrates on listening

• Uses the difference between the speaking-thinking rate to anticipate and clarify

10 minutes

ACCEPTING

Say:

Accepting can be difficult to do.

Show OHT:

ACCEPTING MEANS: OHT 7.22

• accepting what the other person says about their feelings

• not denying their feelings

• not insisting that they should not feel that way

• not insisting that they should feel the way that you do.

For example:

Show OHT & say:

Not:  ‘It's silly for you to feel like that’

Not:  ‘But I didn't mean to make you feel like that!’

But:  ‘Yes, I can see that's how you feel.’

Say:

Accepting does not necessarily mean that you agree with the other person, it does meant that you accept their point of view, even though it might be different from yours.

This does not mean that you are giving in, only that you are respecting each other’s rights as individuals.
Accepting in this context, means accepting the other person's feelings, no excuses, no defensiveness, just acceptance.

You will all have probably experienced the situation where what you intended and its effect didn't match. You say something to someone, intending to be friendly or helpful, and they take it the wrong way as though you were being rude or aggressive.

Under these circumstances it's easy to be defensive and say something like "But you shouldn't feel like that, I didn't mean to make you feel that way."

What you are saying is, that the other person doesn't have the right to their own feelings, but instead they should feel the way you tell them to. In other words, you think that you can control the other person's feelings. Silly?

What sort of situations does this tend to happen in?

How does it make you feel when someone does it to you?

What effect does it have on your relationship with the other person?

You can state what your intention was, but you need to do so in a way that still allows you to accept the other person's feelings.

For example: "I didn't mean to make you angry, but I can see that's the effect it has had on you."

Accepting does not necessarily mean that you understand why the other person feels as they do, only that you understand and accept how they feel. In short:
Show OHT: ACCEPTING

To be accepting:
- Don't insist that others feel like you do
- Don't defend your actions
- Don't dodge the issue
- Don't tell other people to be logical / sensible / rational
- Don't reassure

OHT 7.26

25 minutes

SKILLS PRACTICE

Say:

Let's practice the skills for dealing with problems at work that we have talked about so far: "I" messages, active listening and accepting.

The task will be to:

1. Imagine a situation where you need to negotiate something with someone at work.

2. Develop a two-way conversation where you use each of the three skills at least once.

3. Role play to demonstrate the three communication skills.

Form groups of 2-3 & say:

Let's take Step 1 first. Imagine you are at work and you are Person A. Person A wants to get Person B to do something that Person B doesn't normally do.

Or instead, you can imagine a situation where Person A wants to get Person B to stop doing something that Person B normally does.

In your groups, agree on a situation to use for the next part of the exercise. For example, Person A could want Person B to stop talking so loudly on the phone.

After 5 minutes:

Say:

Step 2 is to develop a two-way conversation between Person A and Person B where they negotiate. Try to make sure that Person A uses each of the three skills at least once.
Here is an example of a negotiation at work:

In this conversation, Person A would like Person B not to change the roster. Although Person B will keep the changes this time, the result of this conversation is that there is a better chance of negotiating more notice of changes to the roster in future.

Person A has communicated that changing the roster without adequate notice has made things difficult. Person B may not have known this before Person A said something.

If there is goodwill between the two, Person B may be inclined to consult Person A about changes to the roster in future.

Let's look at this example more closely:

<table>
<thead>
<tr>
<th>Handout:</th>
<th>USING COMMUNICATION SKILLS TO NEGOTIATE</th>
<th>Handout 7.15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Note which communication skills that Person A is using:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Person A:</td>
<td>&quot;When you change the roster I feel annoyed because it is difficult for me to reschedule arrangements I have made.&quot;</td>
<td></td>
</tr>
<tr>
<td>Person B:</td>
<td>&quot;I've had to put up with lots of roster changes. You'll cope.&quot;</td>
<td></td>
</tr>
<tr>
<td>Person A:</td>
<td>&quot;You think I should be able to cope with the roster changes.&quot;</td>
<td></td>
</tr>
<tr>
<td>Person B:</td>
<td>&quot;Yes, that's right.&quot;</td>
<td></td>
</tr>
<tr>
<td>Person A:</td>
<td>&quot;I'm going to have trouble changing my meeting time with Jones, but I'll have a go at doing it this time. Can we talk about giving more notice of future roster changes?&quot;</td>
<td></td>
</tr>
<tr>
<td>Person B:</td>
<td>&quot;OK.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

Go through handout & ask: What communication skills is Person A using?

Say:

In your groups, develop a two-way conversation where Person A uses each of the three skills at least once.

*Depending on available time, instruct all participants to write down their conversation ready for the role play.*
Hand out: **USING COMMUNICATION SKILLS TO NEGOTIATE**

The task is to:

1. Imagine a situation where Person A needs to negotiate something with Person B at work.
2. Develop a two-way conversation where Person A uses each of the three skills at least once.
   - Assertive "I" messages
   - Active listening
   - Accepting

Let the pairs/small groups develop their conversations for about 10 minutes.

If there is sufficient time for a role play:

**Say:** Pair up with someone from another group to take turns in role playing your conversation with each other.

"Person A" will be the role of the writer, and "Person B" will be the person from the other group.

Don't show your conversation to Person B, but remember that your conversation may turn out differently to what you expected. Your opening "I" message should be sufficient to let the other person (ie Person B) know what you want.

*Give participants 5-6 minutes to each role play Person A.*

*Give a time call at 3-4 minutes and debrief.*

Debrief:

What were examples of the things that people did or said that showed they used:

- Assertive "I" messages?
- Active listening?
- Accepting?

Why would using these skills make a difference?
Debrief: How did it feel to consciously use these skills?

*Using “driving a car” as an example, describe the stages in learning a new skill - perhaps drawing steps on whiteboard to illustrate progression from one stage to the next.*

*Remind participants how hopeless it might have felt at the start of learning to drive a car, compared to how you don’t even think about everything that you need to do, when you are an experienced driver.*

---

**Write on W/B:**

**STAGES IN LEARNING SKILLS**

- unconscious competence
- conscious competence
- conscious incompetence
- unconscious incompetence

**Ask:**

What would it take to become more comfortable using them?

In what sorts of situations might you be likely to use these skills at work?

*If there were role plays:*

How different from your prepared conversation was the role play conversation?

In what ways were they different?

Why were they different?

---

**RECAP AND CLOSE**

**Hand out:** **SUMMARY OF THIS SESSION**

*Check with participants that this session achieved:*

- the learning objectives, and
- the “one thing I would like to get out of this session”
If time permits, go through summary of this session and deal with any final comments and questions.

Say:

In Part 3 of this training module, we will discuss conflict management and problem solving, two areas where the skills that we have discussed in Part 1 and 2 will be invaluable.

Hand out: EVALUATION / ASSESSMENT SHEET

Say:

Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we've covered today. Constructive suggestions to improve the training session is always welcome! Thank you for your participation.

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.

Close
Trainers' Guide for Good Working Relationships Training Program

Module 7:

DEALING WITH INTERPERSONAL PROBLEMS AT WORK

Part 3
Module 7: DEALING WITH PROBLEMS AT WORK (Part Three)

Rationale: Today’s increasing pace of change demands that more people than ever before possess skills in resolving workplace disputes and building consensus. This module examines the skills required, and demonstrates some of the creative and collaborative problem-solving techniques needed, to maintain good working relationships.

Aim: To improve participants’ communication skills in finding more effective solutions to problems and strengthening working relationships.

Learning objectives: By the end of the training, participants will be able to:
- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

If managers have recently completed a similar skills development course (for example, at the Conflict Resolution Network or equivalent), it is recommended that they undertake Module No.7 for Grievance Contact Officers, where participants learn to help others use these skills. Alternatively, supervisors and managers who have recently completed similar training, may choose not to participate in Module No.7 at all.

Target audience: Supervisors & managers
All staff

Time: 3 x 2 hours
PREPARATION

Make sure that you have available:

**Equipment:**  
Whiteboard & Overhead transparency (OHT) projector

**Materials:**
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  
  "One thing that I'd like to get out of today's session is..."

  *Use either the provided A4 sheet copied onto an OHT, or copy the sheet onto an A3 sheet (or just write it!)*

- Outline of Good Working Relationships Training Program showing where this training module fits.

- Module 7 OHTs (7.30 - 7.40)
  
  including OHT 7.40, prepared by collating participants’

  "**INDICATORS for Good Working Relationships Training Program**, developed in Module No.1

- Module 7 Handouts (7.19 - 7.25)

On the actual day:

**Before you start:**

- Write on the whiteboard:

  "Welcome to Module 7: Dealing With Interpersonal Problems At Work"

- As they arrive, ask participants to write one different thing each on the prepared A3 sheet (or OHT).

- Assure participants that what they write will be checked with them at the end of the session.

- Hand each participant a copy of the outline of the Good Working Relationships Training Program, showing where this training module fits.
INTRODUCTIONS

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves by giving your name, work location and completing the sentence “When I think of conflict I think of...”

Go around the group, starting with yourself, for example: “When I think of conflict I think of making up afterwards / my mother / stress / having a jolly good row and clearing the air.”

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 7.30

By the end of the training, participants will be able to:

- describe various ways of communicating, including verbal & non-verbal messages
- identify behaviours, skills & other factors that hinder & help effective communication
- explain & apply appropriate steps in problem-solving

Refer to the overhead and go through each learning outcome.

Show OHT: RECAP ON PART ONE OHT 7.31

Discuss the most useful parts of the session and whether participants have done anything differently since then.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
THE UNIQUE ICEBREAKER

Form pairs & say:

In your pairs, search for something that you have in common that make you both unique from other participants.

For example, acceptable answers would be that you can both wiggle your ears, have children born on the same day, or always do your Christmas shopping in August.

The answers must be stated positively, not negatively. You cannot say, for example, that neither of you have been to Russia.

After 5 minutes, ask each pair to share their answer with the whole group.

Debrief:

How difficult was it to find something in common?

How did you do it? What problem solving techniques did you use?

WHAT IS CONFLICT?

Say:

Whenever people work together conflict is inevitable. Since many people associate conflict with anger, stress, tension and frustration, it’s not surprising that conflict is often viewed as something to be avoided at all costs.

So what is conflict? How is “conflict” different from “problem” or “dispute”?

Show OHT:

CONFLICT IS:

when two (or more) people (or groups) perceive their values as being incompatible, whether or not they propose to take any action

(G. Tillett, 1990)

Ask:

Can you have conflict, if no one acts on it?
While conflict is often viewed as something very negative, conflict can also be viewed as a positive occurrence.

Successfully resolved conflict can have a very positive effect on working relationships. Even just the knowledge that conflict can be dealt with and doesn’t need to be avoided at all costs, can be very good for work groups.

**DESTRUCTIVE / NEGATIVE ASPECTS OF CONFLICTS:**
- takes a lot of energy
- destroys morale
- polarizes individuals & groups
- deepens differences
- obstructs cooperative action
- produces irresponsible behaviour
- creates suspicion & distrust
- decreases productivity
- ruins relationships

**CONSTRUCTIVE / POSITIVE ASPECTS OF CONFLICT:**
- opens up an issue in a confronting manner
- develops clarification of an issue
- improves problem-solving ability
- increases involvement
- provides more spontaneity in communication
- initiates growth
- strengthens a relationship when creatively resolved
- helps increase productivity

Any others?
SOURCES OF CONFLICT

Say:

Conflict can arise from a number of sources. One key to understanding a conflict is to discover where it comes from.

Some sources of conflict are more emotionally laden, and some are more easily dealt with than others.

Form groups of 3-5 & say:

What kinds of conflict do you face at work? Come up with a list of three typical conflict situations at work. (For example conflicts about rosters/shifts, conflicts about harassment, conflicts about work practices)

Allow 5 minutes, then:

Hand out & discuss each source:

MAJOR SOURCES OF CONFLICT ARE:

Information: If individuals have contradictory information, or differ in the way they interpret the same information or ideas, they may come into conflict.

Resources: When needed resources - time, money, materials, support - are insufficient to go around, people may conflict over who gets what or over how the group should go about getting what it needs.

Expectations: If members' expectations - of individuals' roles or stereotypes, of leadership, of structure or process, of goals - are not met, or if the expectations differ among group members, then pressure to conform and competitive behaviours may lead to conflict.

Needs: When individuals' personal needs, motivations or agendas block or clash with those of the group or other individuals, it can lead to pressure to conform, game playing and/or conflict.

Power & control: Individuals who compete to achieve greater power, to control others' responses, and/or to control outcomes in the team often come into conflict.

Values, attitudes & beliefs: When two or more individuals hold radically opposed attitudes, values or beliefs, they may irritate or anger one another. The more deeply an individual holds a value or belief - the more central it is to his or her self-concept - the more threatening it is to have it challenged by another.

Ethics: If values clash over ethical choices, then people may conflict on both philosophical issues and on concrete decisions because ethical choices often rest on deeply held concepts of self and society.

G. & D. Lumsden (1993) Communicating in groups & teams: sharing leadership, Belmont, California
Say: Using the handout as a guide, decide which categories the 3 typical conflicts you have identified fall into.

Allow 5 minutes and then:

Debrief: What were the typical conflict situations?
How difficult was it to come up with typical conflict situations?
What were the major sources of these conflicts?
How difficult were these to identify?
What do you think this says about conflict at work in the Department?

Draw participants attention to the Good Working Relationships Program providing skills and information to deal with conflict at work.

CONFLICT RESOLUTION STYLES

Say: Let’s now have a look at our own conflict resolution styles. Take a few minutes to do the exercise being passed around. We are not going to look at anyone else’s answers, so be as honest as you can. This is for your own information.

Hand out: QUESTIONNAIRE - CONFLICT RESOLUTION STYLES Handout 7.17

Allow 10 minutes, then:

Debrief: Were you surprised by your results?
How satisfied were you with your results?
Do you feel that your styles serve you well at work?
Do you have different styles at home and at work?
Action | Content | Time/Resources
--- | --- | ---
Say: | Take 5 minutes for a quick coffee/tea/stretch break! | 5 minutes

**CONFLICT RESOLUTION STYLES AT WORK**

Form groups of 3-5 & say: There is no one style of conflict management which is ideal for every situation. Taking the five styles identified in the handout, let's try and identify specific work situations where each would be appropriate.

Hand out: CONFLICT RESOLUTION STYLES FOR SITUATIONS AT WORK

Handout 7.18

Avoidance / Ignoring the Conflict / Withdrawal
Dominating / Forcing / Imposing a solution
Smoothing / Defusing
Problem-solving / Collaboration
Using a Third Party Mediator

Allow 5 minutes, then ask groups for suggestions for each style.

Answers to include:

Avoidance / Ignoring the Conflict / Withdrawal
When the issue is trivial; when the issue is symptomatic of more basic, pressing problems.

Dominating / Forcing / Imposing a solution
When quick, decisive action is needed; when unpopular decisions must be made and consensus among the parties appears very unlikely.

Smoothing / Defusing
As a stop gap measure to let people cool down and regain their perspectives; when the conflict is about non-work issues.

Problem-solving / Collaboration
When there is a reasonable level of trust between the sides and there is no pressure for a quick solution; when the organisation can benefit from merging the different perspectives and insights of both parties in making key decisions.
**Using a Third Party Mediator**

*When previous attempts to discuss conflict issues openly have led to conflict escalation rather than problem solving; when a respected third party is available to provide structure and to serve as a mediator; when the facts are not in dispute; when all parties are willing to find a solution to the problem; the issue is not likely to involve a breach of discipline.*

---

**STRATEGIES FOR MANAGING CONFLICT**

**Say:**
There are 3 aspects of managing conflict:

**Show OHT:**

<table>
<thead>
<tr>
<th>MANAGING CONFLICT</th>
<th>OHT 7.35</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Preventing</td>
<td></td>
</tr>
<tr>
<td>• Containing</td>
<td></td>
</tr>
<tr>
<td>• Resolving</td>
<td></td>
</tr>
</tbody>
</table>

**Say:**
While some conflict is healthy at work, a lot of time and energy is wasted through conflict which can be prevented.

Much conflict can be anticipated and prevented if there are clear ground rules for behaviour, open communication and a shared agreement as to what is acceptable in the workplace.

Most conflicts may be contained, but not always resolved, by using the following strategy:

**Show OHT:**

<table>
<thead>
<tr>
<th>MANAGING CONFLICT</th>
<th>OHT 7.36</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Deal with emotions first</td>
<td></td>
</tr>
<tr>
<td>2 Treat the other person(s) with respect</td>
<td>Bolton (1987)</td>
</tr>
<tr>
<td>3 Listen to the other's point of view</td>
<td></td>
</tr>
<tr>
<td>4 State your own point of view assertively</td>
<td></td>
</tr>
</tbody>
</table>

**Ask:**
Why do you think it's important to deal with emotions first?
You sometimes may only manage to agree to disagree, but this outcome should not be undervalued.

Conflicts within groups that are concerned with opposing needs, shortage of resources and other manageable differences can often be handled by the collaborative problem-solving technique.

This strategy or process is particularly effective when decisions must be made that may not entirely satisfy everyone.

**SIX STAGES OF COLLABORATIVE PROBLEM SOLVING:**

1. Define the problem in terms of 'needs' not 'solutions'
2. Brainstorm possible solutions
3. Select the solution(s)
4. Plan who will do what, where, & by when
5. Implement the plan
6. Evaluate

Bolton (1987)

It is essential that the problem in defined in terms of what each person wants or needs, not in terms of possible solutions to the problem.

Many conflicts arise from people defining the problem in terms of a clash between certain solutions, with each person defending their own solution.

No one listens to anyone else, in case their solution is not the chosen one. In other words, the solutions become the problem.

So what is a "need"?

If Jim says: “I’ve got to have the car to go to the dentist.”

What is Jim’s real need?

Jim’s expressed need for the car is actually his solution to the problem, rather than a real need.

Jim’s real need is for transport so that he can visit the client.

Possible solutions that might meet Jim’s need for transport include: taxi; bus; train; walking; hiring a car; getting a lift with someone.
Form groups of 3-5
& say:

Think of one possible grievance per person in the group. State the problem and define it as a need.

Help each other “filter” the statements, to make sure that everyone has stated their problem clearly and objectively, and has defined needs rather than solutions.

The filters you will need to assist you are:

- Needs not solutions
- No communication blockers
- “I” not “you” messages

Add the last 2 points to the whiteboard, ie:

- No communication blockers
- “I” not “you” messages

COMMUNICATION BLOCKERS

- Arguing 'logically' - attempting to convince the other person by using facts or logic, usually without considering the emotional factors involved.
- Excessive questioning - excessive or inappropriate questioning about what you assume to be important. Often using closed questions. These questions will usually require a simple yes or no and don’t encourage further communication.
- Threatening - trying to control the other person’s behaviour by warning about what you will do if they don’t do what you want.
- Sidetracking - starting to discuss one issue, but quickly going off down a number of side-tracks, so that nothing ever gets resolved.
- Criticising - making negative remarks about the other person.
- Advising - giving the other person a solution to his or her problems.
- Preaching - telling another person what they should do.
- Diagnosing - analysing another person’s behaviour, suggesting motives.
- Ordering - ordering the other person to do what you want.
- Name-calling / character assassinating - blaming the problem on the faulty character of the other person.
- Reassuring - trying to stop the other person from feeling the negative emotions he or she is experiencing.
- Kitchen sinking - dragging everything into the discussion.
**Allow 10 minutes and then ask each group to feed back their statements to the large group.**

**Debrief:**

How difficult was it to state the problem?

How difficult was it to define the problem in terms of needs, rather than solutions?

Would you feel confident about doing this in a real life situation?

**Show OHT (again): SIX STAGES OF COLLABORATIVE PROBLEM SOLVING:**

1. Define the problem in terms of ‘needs’ not ‘solutions’
2. Brainstorm possible solutions
3. Select the solution(s)
4. Plan who will do what, where, & by when
5. Implement the plan
6. Evaluate

**Say:**

The second stage of collaborative problem solving is brainstorming. There are two basic rules in brainstorming:

**Show OHT:**

**RULES FOR BRAINSTORMING**

Come up with as many ideas as possible
(quantity not quality)
Don’t evaluate or criticise

**CREATIVE REFRIGERATORS**

**Say:**

Let’s do a quick exercise to practice brainstorming.

**Form groups of 3-5 & hand out:**

Blank OHTs & coloured OHT pens

**Say:**

Each small group is to brainstorm as many possible uses and re-uses etc for junk refrigerators. List these uses on the blank OHT. Any part of the appliance can be used, and more than one junk refrigerator can be applied to a use.
Think and write as quickly as you can - let your imaginations run wild as you formulate your lists. For example, use 1,000 junk refrigerators to make a miniature Wall of China, and charge admission to make money to buy more used refrigerators!

Start by selecting someone to present your small group’s ideas to the big group. The winning team will be the one that comes up with the longest or most creative list of uses and re-uses etc for junk refrigerators. The winners will be decided on by general vote.

You have ten minutes to complete the task.

Remind everyone at 8 minutes into the exercise, that they have two minutes left. After ten minutes, stop the activity: return to the big group and debrief each group as follows:

What happened? Present to us all the ideas that your group came up with for using and re-using junk refrigerators.

How did the group work together to develop their results?

How difficult was it not to criticise or evaluate?

How creative (or not!) did you personally feel during the exercise?

What effect did this have on your group?

So which group has the longest/most creative list?

The third stage in collaborative problem solving is to select the solution that will best meet all parties’ needs and check possible consequences.

It’s a good idea to work through all the solutions systematically, recording next to each one the advantages and disadvantages.
Say: Each person can then give a plus or minus rating to each solution:
“Plus” means I would be willing to try it.
“Minus” means I would not be willing to try it.

Often by this stage the appropriate solution has become obvious. If not, you may need to tally up the numbers of pluses and minuses.

Beware of quickly adopting a solution that has a lot of minuses, even if it does have the most pluses.

Ask: Any questions or comments?

Say: The fourth stage is to plan how to implement the solution. You need to make concrete plans as to exactly how the solution will be implemented. Who will do what? Where? When? How? What resources are needed? Where will they come from?

The fifth stage is to implement the solution. Follow the plan through one step at a time.

Finally, it’s extremely important to evaluate the whole process. If it didn’t work - find out why. Did you define the problem properly? Do you need to try a different solution?

The failure of the attempt will usually give you valuable, new information about the problem.

Here is a handout, for your own information, which contains details on collaborative problem solving.

If there is enough time, go through the information on page 2 of the handout - Common Traps - recapping and asking questions about the importance / meaning of each issue.

Hand out: COLLABORATIVE PROBLEM SOLVING Handout 7.20

Stage 1: Define the problem

It is essential that the problem is defined in terms of what each person wants, not in terms of possible solutions to the problem.

Many conflicts arise from people defining the problem in terms of a clash between certain solutions, with each person defending theirs. No one listens to anyone else in case their solution is not the chosen one. In other words the solutions become the problem.

It is also necessary at this stage to ensure that complex problems are defined as smaller sub-problems and each one tackled separately.
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 2:</strong></td>
<td><strong>Brainstorm possible solutions</strong></td>
</tr>
<tr>
<td></td>
<td>There are two basic rules in brainstorming.</td>
</tr>
<tr>
<td></td>
<td>- the sole aim is to come up with as many solutions as possible (quantity not quality)</td>
</tr>
<tr>
<td></td>
<td>- there must be no evaluation or criticism of any suggested solutions at this stage</td>
</tr>
<tr>
<td></td>
<td>As solutions are generated they should be recorded.</td>
</tr>
<tr>
<td><strong>Stage 3:</strong></td>
<td><strong>Select a solution</strong></td>
</tr>
<tr>
<td></td>
<td>Work through all the solutions systematically, recording next to each one the advantages and disadvantages.</td>
</tr>
<tr>
<td></td>
<td>Each person then gives a + or - rating to each solution. A + means I would be willing to try it. A - means I would not be willing to try it.</td>
</tr>
<tr>
<td></td>
<td>Often by this stage the appropriate solution has become obvious.</td>
</tr>
<tr>
<td></td>
<td>If not you may need to tally up the numbers of +s and -s. Beware of quickly adopting a solution that has a lot of minuses, even if it does have the most pluses.</td>
</tr>
<tr>
<td><strong>Stage 4:</strong></td>
<td><strong>Plan to implement the solution</strong></td>
</tr>
<tr>
<td></td>
<td>Make concrete plans as to exactly how the solution will be implemented.</td>
</tr>
<tr>
<td></td>
<td>Who will do what? Where? When? How? What resources are needed?</td>
</tr>
<tr>
<td></td>
<td>Where will they come from?</td>
</tr>
<tr>
<td><strong>Stage 5:</strong></td>
<td><strong>Implement the solution</strong></td>
</tr>
<tr>
<td></td>
<td>Follow the plan through one step at a time.</td>
</tr>
<tr>
<td><strong>Stage 6:</strong></td>
<td><strong>Evaluate the process and solution</strong></td>
</tr>
<tr>
<td></td>
<td>If it didn’t work - find out why. Did you define the problem properly? Do you need to try a different solution? The failure of the attempt will usually give you valuable new information about the problem.</td>
</tr>
</tbody>
</table>

**Common Traps in Implementing Collaborative Problem-solving:**

- Not handling emotions first
- Not defining the problem properly
- Evaluating or clarifying during brainstorming
- Not working out the details
- Not following up to see that action steps were carried out
- Not smoking out the hidden agendas
- The process may have to be recycled:
  - listen to needs again
  - redefine the problem
  - brainstorm
  - select solution

Source: R. Bolton (1987) People Skills
Sydney: Simon & Schuster
RECAP AND CLOSE

Hand out: SUMMARY OF THIS SESSION Handout 7.24

Check with participants that this session achieved:
• the learning objectives, and
• the "one thing I would like to get out of this session"

If time permits, go through summary of this session and deal with any final comments and questions.

Hand out: EVALUATION / ASSESSMENT SHEET Handout 7.25

Say: Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we’ve covered today. Constructive suggestions to improve the training session are always welcome!

Close
For staff only:

10 minutes

FINAL ACTIVITY
FOR THE GOOD WORKING RELATIONSHIPS TRAINING PROGRAM

Say:

Cast your minds way, way back to Module No.1, where we talked about how we will know if the Good Working Relationships Program was successful.

How did we decide to measure its success? We developed some “indicators” - things that could be measured so that we could say with confidence “yes, it is working” or “no, it’s failed”. In other words, what would be different in your workplace?

Show OHT:

INDICATORS:

for Good Working Relationships Training Program
developed in Module 1

Go through OHT and:

Ask:

Are they still relevant?

Can any of the indicators be improved?

Can you think of other indicators to measure the success of the program?

What would the greatest impact be at work for you if these came about?

Say:

Thank you for participating at these training modules.

Hand out certificates

Good Working Relationships Training Program Participant Attendance Certificates

Collect OHT pens, other materials and Evaluation / Assessment Sheets from participants as they leave.
Trainers' Guide for Good Working Relationships 
Training Program

Module 8: 
INTRODUCTION TO MEDIATION
INTRODUCTION TO MEDIATION

Module 8:

Rationale: Critically important to supervisors' and managers' expertise in managing interpersonal relations, are the processes they employ to resolve interpersonal conflict. Mediation is the primary method of alternative dispute resolution which helps people settle their differences together. The benefits of mediation are manifold for both individuals and organisations, and foremost among them is the realistic prospect of creating and maintaining a supportive & constructive working environment.

Aim: The workshop is designed to provide participants with sufficient information to be able to reasonably consider using, and the basic skills for arranging, mediation as a viable grievance resolution method.

Learning objectives: By the end of the training, participants will be able to:
- identify & describe ways to resolve grievances
- identify grievances suitable for mediation
- explain how to set up a mediation
- explain concepts including professional detachment, empathy, apathy & sympathy

Recognition of Prior Learning (RPL): RPL is an important aspect of all learning at work and in educational settings. It is recognised that staff at all levels may have knowledge, skills and experience relevant to this and all topics covered in the Good Working Relationships Training Program.

Target audience: Supervisors & managers

Time: 2 hours
PREPARATION

Make sure that you have available:

Equipment: Whiteboard & Overhead transparency (OHT) projector

Materials:
- Whiteboard markers & eraser
- Blank OHTs & coloured OHT pens
- Blank sheets of paper, spare pens
- Prepared A3 sheet (or OHT) with:
  "One thing that I'd like to get out of today's session is..."
  Use either the provided A4 sheet copied onto an OHT, or copy
  the sheet onto an A3 sheet (or just write it!)
- Outline of Good Working Relationships Training Program
  showing where this training module fits.
- Module 8 OHTs (8.1 - 8.9)
  including OHT 8.9, prepared by collating participants'
  "INDICATORS for Good Working Relationships Training
  Program", developed in Module No.1
- Module 8 Handouts (8.1 - 8.3)

On the actual day:

Before you start:
- Write on the whiteboard:
  "Welcome to Module 7:
  Dealing With Interpersonal Problems At Work"
- As they arrive, ask participants to write one different thing
  each on the prepared A3 sheet (or OHT).
- Assure participants that what they write will be checked with
  them at the end of the session.
- Hand each participant a copy of the outline of the Good
  Working Relationships Training Program, showing where this
  training module fits.
INTroductions

Inform participants: About housekeeping information including session times, breaks and location of toilets. Check all participants have noted one thing (different to the rest) that they would like to get out of this session.

Introduce: Yourself, and if appropriate, your co-trainer.

Say: Please introduce yourselves by giving your name, work location and the best thing and the worst thing about being a manager.

Go around the group, starting with yourself.

Show OHT: LEARNING OUTCOMES FOR THIS MODULE ARE: OHT 8.1

By the end of the training, participants will be able to:

- identify & describe ways to resolve grievances
- identify grievances suitable for mediation
- explain how to set up a mediation
- explain concepts including professional detachment, empathy, apathy & sympathy

Refer to the overhead and go through each learning outcome.

Ask: Are there any outcomes you would like to add?

Make a note of any additional outcomes on the “Learning Outcomes” OHT or whiteboard, to refer to at the end of the module.
ICEBREAKER: HANDS ON HIPS

Say:
This is a competitive exercise. The objective of the exercise is to score as many points as you can. The winner will have the highest score.

Break into pairs. Face each other about an arm’s length apart.

Reach out and hold the other person’s hand as though you are shaking hands. Do not let go. To score a point you must bring the other person’s hand over to touch your hip.

Trainers to demonstrate (or trainer can select a participant)

Say:
You have three minutes to complete the exercise. Remember, this is a competitive exercise!

After about 3 minutes:

Debrief:
Who scored the highest number of points?

What happened?

How did that make you feel?

How did you decide on what to do? Why?

What would you do differently next time?

Why do you think we started the training session with this exercise?

RE-VISITING PROBLEM SOLVING

Say:
We finished the previous module on “collaborative problem-solving” (ie in No.7 Part 3: Dealing with Interpersonal Problems at Work).
### SIX STAGES OF COLLABORATIVE PROBLEM SOLVING:

1. Define the problem in terms of 'needs' not 'solutions'
2. Brainstorm possible solutions
3. Select the solution(s)
4. Plan who will do what, where, and by when
5. Implement the plan
6. Evaluate

Bolton (1987)

Let's look at where this may fit in with different ways to resolve conflict.

Imagine that a particular staff member comes to you with a problem.

**Form groups of 3-4**

**& say:**

For each person in the group, develop a different workplace scenario that involves a problem relating to:
- harassment
- cross-cultural mis-communication or
- other interpersonal problem not unusual in your workplace

*After about 5 minutes:*

**Say:**

Find a partner who is **not** from the group with whom you developed the problem scenario.

Each participant then takes turns to be the manager hearing about and helping the staff member with their grievance and:

**Say & write on W/B:**

**FOR EACH GRIEVANCE:**

- Develop a list of needs, not solutions
- Develop an “I” message that:
  - states what happened
  - states how you feel (using an “emotion” word)
  - avoids judgmental language
  - states what you want without threat
- Generate a list of possible options to resolve the grievance

*After 10 minutes:*
Debrief:
What kinds of needs were identified?

Was it easy or difficult to develop "I" messages? What were the difficulties (if any)?

Stating needs, and not solutions, helps to generate a wider choice of options. How did you go for each grievance? That is, how many options for each grievance were you able to generate?

How much more confident are you now to help someone identify what they really want, when they first come to you with a problem?

WAYS TO RESOLVE GRIEVANCES

Say:
This is a list of some of the ways to resolve grievances. Do you have any comments before we look more closely at what they mean?

Show OHT
WAYS TO RESOLVE GRIEVANCES
- Mediation
- Arbitration
- Adjudication
- Negotiation
- Conciliation
- Counselling
- Mentoring

Acknowledge any comments from participants, and note for debriefing of next exercise

Say:
Think about for what kind of situation (or situations) you would use these methods? First in groups, mark your ideas on this handout, and then we will discuss each method together:

Form groups of 2-3 & hand out:
WAYS TO RESOLVE GRIEVANCES

After 5 minutes debrief.
**Ask:**

What kind of situation or situations did you identify?

In reality, would you be likely to use this method for this situation?

Using this method, what implications could there be for you as the manager? What about for creating and maintaining good working relationships?

What is the most important thing to know about this method?

---

**WAYS TO RESOLVE GRIEVANCES**

### Mediation:

- is a grievance settlement process that provides an acceptable, neutral & impartial third party (the mediator) to facilitate communication & understanding between two or more parties.

- This process culminates in the parties determining their own solutions to their grievance in the form of a defined, acceptable agreement (usually written).

- Mediation is a voluntary process & at any stage of a session either party can reject further participation by the mediator, who has no formal tenure other than that granted by the parties.

- The mediator has no power to make decisions or to enforce suggestions & recommendations affecting the settlement of the grievance.

For what kind of situation/s would you use this method?

### Arbitration:

- The arbitrator is an impartial third party who is empowered (usually by law & according to legal precedents) to render a final & binding decision - based on facts presented by the parties - in full settlement of issues submitted during a hearing.

For what kind of situation/s would you use this method?

### Say:

It must be pointed out that managers of staff involved in a dispute cannot be the mediator, but may, with the grievants’ and respondents’ agreement, call on the services of a trained and accredited mediator.

---

**Trainers' Guide - Module No 8: Introduction to Mediation**

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**Negotiation:**
- occurs when two or more parties in a grievance initiate communication between each other, in good faith, to identify & to discuss the issues of mutual concern.
- Facts may, or may not, be presented & both parties take joint responsibility for a mutual agreement which may be clearly defined in writing or informally spoken.
- Unless an impasse exists, negotiation involves no other person or figure than the disputed parties. However, when an impasse exists, a third party may be required.

For what kind of situation/s would you use this method?

**Conciliation:**
- may precede any of the above.
- An impartial third party acts to bring the principals together for the purpose of dispute settlement.
- A conciliator may continue to transmit offers for settlement from one party to the other.

For what kind of situation/s would you use this method?

**Counselling:**
- is what happens when a person is helped to grow & make changes in his/her personal life or in relationships.
- is sometimes needed to cope with a crisis or difficulty.

For what kind of situation/s would you use this method?

**Mentoring:**
- A mentor may be a:
  - colleague
  - supervisor / manager
  - trainer / instructor
  - workplace specialist / technical expert
- who shares responsibility for someone’s learning & professional development.

For what kind of situation/s would you use this method?

After discussing each specific method:

**Ask:**
Would you be confident about knowing which methods to use in any given situation?

What are the consequences of not doing any of them?
WHAT IS MEDIATION?

Say: You have looked at a description of mediation in the “Ways to Resolve Grievances” handout. To summarise:

Show OHT MEDIATION IS:
People coming together voluntarily, with impartial mediators & settling their conflict in a fair & acceptable manner to all

Say: Why call on the services of a trained mediator? Mediation is a process which puts the grievants and respondents in control of the grievance. They are the people who are aware of what they really need to give or receive before they can settle the grievance.

If you can establish that they want to settle the grievance, no matter how difficult it seems at the moment, mediation may be able to help.

Mediation is a process where the grievant and respondent are helped to find out what their real needs are, and what are the real costs of not settling the grievance.

At no time will they be forced to settle. During the mediation session, they will be given an opportunity to discuss the problem and possible solutions with the mediator/s.

Early mediation can save you time, money and worry.

Show OHT: BENEFITS OF MEDIATION

- Creates a supportive & constructive environment
- Guarantees privacy & confidentiality
- Maintains the individual’s dignity
- Promotes communication between parties
- Reduces emotional & physical distress
- Uses time efficiently
- Controls cost
- Teaches an effective way of resolving future conflicts
- Emphasises the value in addressing personal needs

Time/Resources
15 minutes
HOW DO I IDENTIFY THE GRIEVANCES SUITABLE FOR MEDIATION?

Let participants answer, if they know:

The answer is ANY GRIEVANCES ARE SUITABLE - so long as the parties are willing to attend mediation.

At what stage of a grievance is mediation appropriate?

Possible answers may include: “The earlier the better!”

THIS IS NOT TRUE. The statement relates to resolving conflict, not when mediation works best. Mediation is effective at any stage of the grievance - early or late. Emphasise these points on the OHT:

WHEN IS MEDIATION APPROPRIATE?

- No rules or time limits
- Before or after a grievance has escalated

No matter how bitter and complex the situation may have become, people in dispute can be helped in mediation to resolve at least SOME of their conflict and difficulties.

Time out for a 5-minute stretch-coffee-tea break!

Before setting up a mediation, you will need to ensure that mediation is the most appropriate way to settle the grievance.

To do this, you will need to prepare to explain the principles of mediation to both the grievant and the respondent.
So consider how you would explain the following:

- both parties must have agreed to a non-adversarial approach to settling the grievance
- the mediator/s will be an impartial third party who:
  - has the knowledge, training and experience to help people in dispute settle their differences
  - does not have any vested interest in the grievance
  - does not make decisions
  - does not provide advice or suggestions

The first step in setting up the mediation is to discuss (either over the phone or in person), the option of mediation with the grievant.

After explaining the principles of mediation, you must also:

- determine if they are willing to attend mediation
- establish exactly who the grievant thinks should attend the mediation (eg support people)
- make tentative arrangements for available times, neutral locations, special needs (interpreters etc)

The second step is to contact the respondent, inform them about:

- (well, the grievant's allegations, if they don't already know!)
- the principles of mediation
- the fact that the grievant is willing to mediate with the respondent

After explaining the principles of mediation to the respondent, you must also:

- determine if the respondent is willing to attend mediation
- establish exactly who the respondent thinks should attend the mediation (eg support people)
- make arrangements for available times, neutral locations, special needs (interpreters etc)

The third step is to arrange the services of a trained mediator who is acceptable to both parties.

Are there any questions? Any comments?
As with most things in life, quality has a role to play in how effective mediation is. The quality of the mediation and its resulting outcomes, depends in part on the knowledge and skills used by the person, usually a supervisor or manager, who sets up the mediation, but also of course, on the knowledge and skills used by the mediator.

We have briefly looked at the process of mediation and the process of setting up a mediation. Part of the process of setting up a mediation is selecting a trained mediator.

Imagine for a moment that you were personally going to be involved in a mediation session. What qualities and skills would you want in a mediator your own grievance resolution mediation?

QUALITIES & SKILLS (OF MEDIATORS)

Under these two headings, “qualities” and “skills”, what might you look for?

Brainstorm ideas - refer participants to handouts for inspiration

What are the implications for choosing a mediator?

One of the qualities that comes up in all the literature is “neutrality” and “impartiality”. What does that mean?

Answers to include: not taking sides, not being seen to take sides, not having a vested interest etc

Why is “neutrality” and “impartiality” important? What does it matter if it isn’t there? (In what way would it affect a mediation?)

How easy or difficult is it to be neutral?

Can a manager be neutral? (Or can a manager be seen to not have a vested interest in the outcome of a grievance?)
EMPATHY & PROFESSIONAL DETACHMENT

Say:

“Empathy” is a key quality that can enrich communication. It is especially useful for mediators, and managers helping staff resolve grievances.

Empathy is “walking in someone else’s shoes”. It involves feeling or at least acknowledging the feelings of others without losing one’s own identity. It is perhaps better understood on a continuum ranging from apathy to sympathy:

Show OHT:

<table>
<thead>
<tr>
<th>APATHY</th>
<th>EMPATHY</th>
<th>SYMPATHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I don’t care”</td>
<td>“Looks like you’re really feeling down today”</td>
<td>“Your poor thing...”</td>
</tr>
<tr>
<td>“That’s your problem!”</td>
<td>“Sounds as if you were really hurt by that”</td>
<td>“I feel just dreadful for you!”</td>
</tr>
</tbody>
</table>

Say:

“Apathy” is a “lack of feeling or lack of interest or concern”. We need some selective apathy to survive. Otherwise, our interpersonal circuits would become overloaded and we would “blow a fuse” and shut down, or we would at least drain our interpersonal energy.

“Sympathy” lies at the other end of the continuum. It is defined as “feeling for” another person, in contrast to empathy, which is “feeling with” the other. Sympathy can be condescending, and even weaken its receiver, just when the person most needs be strong.

Ask:

What can sympathy be good for?

For people in the middle of a grievance, what might the pitfalls of too much sympathy be?

Say:

The empathic person senses the other person’s bewilderment, anger, fear or love as if it were their own feeling.

However, it is a detached involvement, keeping your own feelings separate from the feelings of the other person.
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
<th>Time/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>Basically, the importance of empathy is the ability to communicate with another person so that the other person feels accepted and understood. Another important quality that is common to the effective mediator and the effective manager is that relating to “professional detachment”.</td>
<td></td>
</tr>
<tr>
<td>Ask:</td>
<td>What does “professional detachment” mean? Is it possible to be “professionally detached” and still show empathy to another person? How would you do it?</td>
<td></td>
</tr>
<tr>
<td>Say:</td>
<td>Answers to include: • giving “permission” to (and even encouraging) someone to express their emotions • acknowledging feelings without taking sides • asking about feelings as well as facts</td>
<td></td>
</tr>
<tr>
<td>Say:</td>
<td>Some basic skills that foster empathic communication were discussed in previous modules of the Good Working Relationships Program. It should be noted of course, that communication skills, no matter how finely developed, cannot be a substitute for being genuine, caring, and understanding. But they can help us express these qualities more effectively than many of us have been able to do in the past. And expressing these core qualities nourishes and reinforces these characteristics. In other words, the better we do it, the more we become it.</td>
<td>5 minutes</td>
</tr>
</tbody>
</table>

**RECAP INTRODUCTION TO MEDIATION**

**Hand out:** SUMMARY OF THIS SESSION Handout 8.2

*Check with participants that this session achieved: *
- the learning objectives, and
- the “one thing I would like to get out of this session”
If time permits, go through summary of this session and deal with any final comments and questions.

Say:
The is the final module for supervisors and managers in the Good Working Relationships Training Program.

Hand out:
EVALUATION / ASSESSMENT SHEET
Handout 8.3

Say:
Please complete and return this combined Evaluation / Assessment Sheet which will give you the opportunity for some brief reflection of what we've covered today. Constructive suggestions to improve the training session are always welcome! Thank you for your participation.

FINAL ACTIVITY FOR THE GOOD WORKING RELATIONSHIPS TRAINING PROGRAM

Say:
Cast your minds way, way back to Module No.1, where we talked about how we will know if the Good Working Relationships Program was successful.

Ask:
How did we decide to measure its success? We developed some "indicators" - things that could be measured so that we could say with confidence "yes, it is working" or "no, it's failed". In other words, what would be different in your workplace?

Show OHT:
INDICATORS: OHT 8.9
for Good Working Relationships Training Program
developed in Module No.1

Go through OHT and:

Ask:
Are they still relevant?
Can any of the indicators be improved?
Can you think of other indicators to measure the success of the program?

What would the greatest impact be at work for you if these came about?
<table>
<thead>
<tr>
<th>Action</th>
<th>Content</th>
<th>Time/Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Say:</td>
<td>Thank you for participating at these training modules.</td>
<td></td>
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<tr>
<td></td>
<td><strong>Hand out certificates</strong></td>
<td>Good Working Relationships</td>
</tr>
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<td></td>
<td></td>
<td>Training Program Participant</td>
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<td>Attendance Certificates</td>
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<td>**Collect OHT pens, other materials and Evaluation /Assessment Sheets</td>
<td></td>
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<tr>
<td></td>
<td><strong>from participants as they leave.</strong></td>
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<tr>
<td>Close</td>
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</table>