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Author(s): Susan Lagassee, Michael McGarthy

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UNIVERSITY OF
NATIONAL CRIMINAL JUSTICE REFERENCE SERVICE (NCJRS)
Box 6000
Rockville, MD 20850

THE FOCUS PROGRAM FINAL REPORT

Submitted by ETP, Inc., and The State of
Connecticut, Department of Correction

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The FOCUS Program final report is written by:

Susan Lagassee, CEAP

ETP, Inc.

111 Founders Plaza

East Hartford, CT 06108

Mallary Tytel, CEO

And

Michael McGarthy

State of Connecticut, Department of Correction

24 Wolcott Hill Road

Wethersfield, CT 06109

John Armstrong, Commissioner

Susan Lagassee has been an Employee Assistance Program (EAP) Account Manager for eighteen years, and has worked for ETP, Inc. in that role since February of 1993. Susan managed the Department of Correction's EAP throughout the FOCUS program. She is a community mediator for the Hartford Area Mediation Program where she mediates cases for the Hartford Superior and Community Courts. She is also a mediator with the United States Postal Service REDRESS Mediation program, an innovative program that addresses EEO complaints through a process of transformative mediation.

Michael Mc Garthy is the Principal Investigator for the FOCUS Program. He has worked for the State of Connecticut for twenty-four years, and the last twenty of those years has been in Human Resources. He has been with the Department of Correction for the last six years where he has worked with, or chaired, numerous labor/management committees. Michael is currently in charge of Special Projects for the Human Resources Department.

S&R Associates (Provided the survey design and statistical analysis)

35 Pine Street

Columbia, CT 06237

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THE FOCUS PROGRAM

The Proposed Program

In March 1998, the Connecticut Department of Correction (DOC) and Education and Training Programs, Inc. (ETP), based in East Hartford, CT, received the Law Enforcement and Corrections Family Support: Solicitation for Research, Evaluation, Development, and Demonstration Project from the National Institute of Justice. Since August 1993, ETP has provided Employee Assistance Program (EAP) services to approximately 7,000 Connecticut DOC employees. Many of the calls from Correctional Officers (COs) concerned stress and/or other problems related to work issues. There were numerous complaints involving job stress, conflicts with colleagues, and conflicts with supervisors that impacted all areas of the COs' life. It was rare to ever have a complaint or concern raised about inmate contact. Many described stress as the reason why other parts of their lives had gotten out of control, i.e., substance abuse, marital and/or relationship problems, disciplinary actions at work, etc. It seemed that for many of the officers the inability to manage the stress inherent in their work was a significant factor.

Although the Department has implemented training and other programs over the years to address stress, there had never been a program integrated into the mandatory annual training for all officers. To its credit, the Department has long recognized that correctional work takes a toll on all employees, and, in 1985, the Department implemented an in-house EAP as a way to offer support for all employees to deal with personal matters and/or concerns.

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In the early 1990s, the Department expanded tremendously, building prisons across the state and hiring hundreds of COs. It became clear to the administration that an external EAP would be able to meet the increasing demands for services in a more efficient and expedient manner. In 1994, the transition from an internal to an external program began.

The transition was successful. However, the level of distrust COs had towards “outsiders” was high, and it took time for them and other staff to develop trust with the program. As that happened, the EAP began to gain an understanding of some of the problems and concerns that exist within a large correctional system. John J. Armstrong, Commissioner of the Department of Correction, began his career as a correctional officer and is very familiar with the demands of the work. He was very supportive of a program that would begin to look at ways to reduce stress for his officers. His support, and our experience, led to the decision for ETP and the Department to partner in designing this program as a joint venture.

Originally named the Correctional Officer Maintenance Program (COMP), the program was designed to increase awareness of personal and work stress, and to present ways to manage it, thus reducing the impact on officers’ personal, family, and work lives. The name of the program was later changed to FOCUS (Families, Officers, and Corrections Understanding Stress).

There were four facilities originally chosen to participate:

- *York Correctional Institution*—The state’s only female facility, housing pre-trial and sentenced women at all security levels, 325 COs
- *Webster Correctional Institution*—A low-level security, pre-release facility, 77 COs
- *Cheshire Correctional Institution*—A high-level security facility housing long-term sentenced offenders, 335 COs
- *Manson Youth Correctional Institution*—A high-level security facility housing offenders ages 14 to 21, 173 COs

The method was to present a series of one-hour, introductory workshops at the facilities and at off-site training areas during the day, as well as in the evening with pizza and childcare available during the evening sessions.

Proposed topics for the workshops included “Active Parenting Skills,” “Managing Stress,” “Effective Communication Skills,” and “The High-Risk Lifestyle.” Consideration was also given to a program on “Managing Credit Card Spending” and/or “Financial Planning.”

Upon completion of the introductory sessions, there would be more “in-depth” sessions, two hours in duration, offered at each facility. In order to have the program accessible to officers, manageable for the Department of Correction, and meet coverage needs, sessions were planned as follows:

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- Four topics presented twice at each facility for a total of 32 one-hour presentations.
- Follow-up sessions with two, two-hour presentations at each facility for a total of 16 hours.

There would be a total of 48 hours of presentations.

All COs from the participating facilities would be invited to voluntarily attend any and all of the workshops, and to invite family members and/or significant others.

The Coping and Stress Profile developed by the Carlson Learning Company, or a comparable instrument, would be mailed to the homes of the officers at the four facilities and to the officers at one representative control facility. We anticipated a 30% response rate from the surveys.

FOCUS also proposed to look at the life cycle of an officer and prepare a series of short, educational brochures describing what we saw to be significant events during the career of an officer:

- Graduation from the academy into their assigned facility and promotion after the probationary period
- Leveling off in the 4th to 5th years; looking at career options within the Department
- Critical incident involvement—an event beyond the officer's control, i.e., a riot, an attack, suicide of an inmate
- Reassignment—circumstances beyond the officer's control
- Retirement

Also to be included:

- Development of a website with pertinent information and links.
- Technical assistance to an in-place family support program that had been established by the wife of an officer.
- Increased EAP response to critical incidents that occur at the four facilities. This would be coordinated with the in-house Critical Incident Response Team, and at the request of the facility warden.
- Attendance at DOC Health Fairs with FOCUS information, as well as EAP information.

Another, more informal goal of the program was to increase awareness of the Department's EAP. Although usage was good, COs were often coming into the program at a point where they were facing serious discipline, usually related to reliability issues. If we could begin to educate officers to reach out for help sooner, we felt absenteeism and discipline could be reduced. This kind of impact would not be seen during the life of this project. However, with ongoing programs and awareness, it is reasonable to expect to see COs address problems before the cycle of work problems, personal problems, and stress affects performance. The majority of EAP participants reported some stress-related concerns when calling the program for help.

Process

ETP staff and a DOC personnel representative wrote the original proposal, with input from other DOC administrators. Once the grant was awarded, a multi-disciplinary team was put in place to implement the project.

In looking at the many “lessons learned” from this process, the first was not including the officers’ union from the start of the program design. Prior to submitting the proposal, we asked the union presidents from several AFSCME locals to write a letter of support for the program, which they did. The plan was to have them be part of the team once the grant was awarded. The team was comprised of union stewards from the participating facilities, several union presidents, an EAP liaison, the project manager from ETP, and the principal investigator from the Department.

Although time was a factor in our moving forward with grant writing, it became clear that this type of project requires union involvement in plan development, as well as program implementation. The union had a great deal of enthusiasm for the project, and, as the team began meeting on a regular basis, their suggestions, comments, and ideas were very helpful in the final shaping of the program.

The name of the program was changed to FOCUS (Families, Officers, and Corrections Understanding Stress) almost immediately in response to the union’s concern that the name

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COMP was too closely related to “Worker’s Compensation” – a system that has a negative connotation for many COs.

We added the Hartford Correctional Center, one of the Department’s three jails with pre-sentenced and short-term sentenced inmates (180 COs), and Northern Correctional Institution, the State’s super maximum security facility (236 COs) to the project and removed the youth facility. The total number of COs for the project was now 1153, up from the original 910. However, including these facilities gave us a much more accurate cross section of the Department.

These changes are perfect examples of relatively simple oversights that could have been avoided by having union input earlier on in the process.

This also increased the number of participating facilities and added extra training sessions. During our initial meetings, it was recommended that the program consist of five introductory courses for each of the five facilities, offered two times, for a total of 50 one-hour sessions. The advanced workshops would average five per facility, and not exceed 25 two-hour sessions for a maximum total of 100 hours of programs. The topics remained the same.

As we began to look at tools to evaluate the effectiveness of the training, as well as the levels and perceptions of stress in the Department, we looked at what Robin Gershon, Ph.D. had used in her NIJ project concerning stress and police officers in Baltimore, MD. Our plan was to add to and/or change the context of some of her questions to more aptly fit COs. Dr. Gershon was

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willing to assist in this process, offering to search for and validate items more appropriate for the correctional setting.

As it was initially written, the program assumed a relatively small number of participants with the hope of learning and then expanding in the future. The union saw this as an opportunity to survey all COs (4,100), thus having a significant amount of data with which to evaluate the stress of COs Department wide. FOCUS would be a way to make some intervention with a selected group, while the richness of the data could be used for future planning.

Training and Survey Design

Once the committee accepted this idea, seeking the survey instrument took on a different level of importance. Searching for an intact survey that would suitably measure the specifics of the setting proved unsuccessful. We brought in Mark Sullivan, Ph.D., and John Rogers, Ph.D., of S&R Associates, researchers with experience in the customized development of surveys measuring matters such as employee morale and work-related stress. In addition, Dr. Sullivan had involvement with the officers' union in the past around this very issue when a departmental joint labor/management committee, The Stress Reduction Committee, explored addressing officer stress several years ago.

Numerous meetings were held with S&R Associates to look at the feasibility of their working with us. They reviewed the Gershon survey, as well as some of the literature. The final recommendation from them was to design a survey specifically for the DOC, with the thinking that much, if not all, of it would be applicable to survey any state Department of Correction.

The first step in the survey design was to facilitate a series of CO focus groups with Sullivan and Rogers in order to validate the issues identified in the project and in the literature review. Fifteen groups sessions were held, all participants were randomly selected, and each session was representative of a different group, i.e., males, mixed sex, females, first shift, etc. There were eight specific areas targeted in each session, with guiding questions introducing each topic. The areas were: 1) burnout, 2) job satisfaction, 3) personal finance, 4) family life, 5) race, 6) gender,

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7) employment issues, and 8) other matters. The sessions included between nine and 12 participants and lasted approximately 90 minutes.

The information from the groups overwhelmingly indicated a strong level of suspicion about the process and the guaranteed anonymity of information shared in the groups. There was an overwhelming feeling of distrust for the administration, the union, and the EAP, and especially a lack of confidence in mid-level management, i.e., the Lieutenants and Captains at the facilities. There were concerns about favoritism, sexism, racism, and a lack of respect for COs and their work. There was also concern expressed as to what, if any, impact this type of program would really have, and suspiciousness expressed as to the motivation for such a program. The union and the EAP were both mentioned as groups that don't always address the COs' needs, and at times pander to the administration. The issue of confidentiality within the EAP was challenged as well. The inmates were not described as a source of stress for the COs during any of the sessions. The focus groups gave us much more information than we could possibly use in the type of training that we planned to deliver under this grant.

The committee met numerous times with Dr. Rogers to review and make suggestions for changes to the survey instrument. The final survey consisted of 352 questions that measured burnout, management environment, organizational life, job satisfaction, correctional officer life satisfaction, potential outcomes of prison work, and self-evaluation. The first 24 items gathered demographic information. (See Exhibit A)

We had six officers take the survey and give us feedback concerning both the level of difficulty and the time involved to complete it. There were no reported problems understanding or responding to the questions. Their completion time averaged 30 minutes.

Because of the expanded survey size, as well as the unanticipated development costs, mailing the survey to 4,100 officers became cost prohibitive. Conventional wisdom predicts low return rates on mailed items, even with pre-paid return postage and we wanted as high a return as possible in order to collect data representative of the Officers view of their work and the Department.

The union suggested, and the Department agreed, to allow time on shift for each officer to complete the survey. This entailed a Herculean effort by the wardens and other ranking facility managers to schedule and cover time for this to happen. The union agreed to have reps at each facility hand out the surveys and collect them, hopefully reducing any suspiciousness on the officers' part. The plan was to have only union members handle the surveys. We anticipated a very high rate of return for three reasons: 1) we believed the issue of officer stress is paramount, 2) this is the first time the Department has attempted to capture this information in a legitimate, systematic fashion, and 3) the officers are being paid to fill out the survey.

In order to accurately measure any impact the training may have, there had to be some type of identifying code for each survey. Much discussion ensued with the union regarding this matter and there was a great deal of concern expressed right away concerning confidentiality and that an identifier would cause alarm amongst the officers. The researchers spoke in depth with the committee regarding why this was necessary. However, it was an issue that came back to haunt

us once the surveys were distributed. The code used for ID purposes was the last four digits of the officer's social security number and the last four digits of his/her phone number.

The return rate for the initial survey was in the 50% range – disappointing, given the structure that was in place. As one would expect with a project of this size, all things did not go as planned. The survey distribution wasn't as smooth as we had hoped for and some surveys were picked up by lieutenants and stored in warden's offices, causing the level of distrust to rise.

Although we had set a time frame of two weeks for the surveys to be completed, they came in for up to almost eight weeks after they were handed out. Many came back unusable, unreadable, or incomplete. There were many angry comments written in the space for feedback about the Department, this project, etc.

The first survey results showed a high level of dissatisfaction with all management, especially the lieutenants, who are the first level in the COs chain of command and the group who directly supervise the officers. There was also distrust and dissatisfaction expressed about how officers are treated during an internal investigation and/or inmate attack or accusation. This carried over into all of the training sessions. The department currently is staffed with 356 lieutenants, 133 captains and 44 majors.

Simultaneously, we were looking at the actual training program for the targeted facilities – how could we attract the greatest number of officers? Because of facility scheduling, offering the five training sessions two times per facility would not capture a large number of participants. Even with creative scheduling, offering more evening programs for families in centralized locations

presented challenges. How many COs would attend any type of programming during their time off and would they want to include family members?

The union and the Department both began to see this training as having a much greater impact if it were to be mandatory rather than elective, and of a full day's duration rather than the shorter sessions originally planned. This led to a revamping of the curriculum we had planned in order to present a day of topics that would flow together and address several areas of stress. We designed a program that would cover communication styles and dealing with anger as the basis of understanding and learning to deal with stress at work and at home.

With much discussion between the union, the Department liaison, and the Department's training academy management, a plan unfolded to present a mandatory, full day of FOCUS training to every CO in the five targeted facilities. Commissioner Armstrong and his staff fully supported this plan and the FOCUS Program took on a new level of importance to the Department and the committee. This was no longer a small, somewhat informal, voluntary program for interested COs at the five facilities. Further discussion led to this program becoming part of the required, in-service training days that officers department-wide must complete annually.

The next two challenges were how and where to schedule these sessions, and what the structure would be. We initially looked at multiple locations, with simultaneous sessions; however, that was unmanageable because of the number of trainers needed. We wanted to have the training occur away from the worksite, thus keeping it unique, while at the same time, meeting academy requirements.

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We finally settled on doing the training at one of the centrally located union offices. Although it was not an ideal training site, we felt it was a good choice in that it made a very strong statement about the union's support of the program, as well as a demonstration of labor and management's willingness to work together. More importantly, it was a statement of the union's commitment to addressing the issue of stress within the Department and taking steps to make some changes.

The design of the training went through several "metamorphoses" as we looked at the shift from several one and two-hour presentations to full day of training. Once we ruled out multiple offerings/multiple sites, we settled on a six-hour day of training with one trainer per group. The day would cover conflict, and communication, two major factors in stress, as well as general hints for handling stress, and an action-planning piece at the end. The program was designed to be highly interactive and experiential. We wanted to touch on some of the issues that came up in the focus groups, and felt these topics would give the officers tools to work with as they deal with their day-to-day activities and interactions.

To cover the 69 training sessions, we used seven trainers, and three of them provided a majority of the training. Although there was a curriculum provided, it was important that the trainers be flexible enough to "roll with" the particular group in front of them. Over time they became quite adept at working with the officers and keeping the sessions on track while addressing some of the unique concerns of a certain group or individual.

In order to allow for maximum participation and interaction, we set a maximum of 25 participants per group and averaged 22. We ran two groups daily for 34 days and one group on the last day for a total of 69 six-hour training sessions, comprised of 414 direct training hours. Programs ran from 8 a.m. to 3:30 p.m. or 3:30 p.m. to 11 p.m. Total attendance was very high (over 97%), with only officers on extended leave missing the program.

The FOCUS Trainers

Robert Fogel, M.S.C.J.

Mr. Fogel is a clinical member of the Connecticut Association for Treatment of Sex Offenders. He works as an independent consultant, trainer, and treatment provider specializing in violent offenders and resistant clients in both the adult and juvenile justice system. With over 22 years of experience working in the Connecticut criminal justice system, his “cognitive skills and restructuring program” has been used as a model by state and private agencies contracted to develop domestic violence psychoeducation, supervisor education, and specialized sex offender supervision and treatment programs. Mr. Fogel recruited, trained, and managed the performance of a number of college interns and probation officer trainees during his tenure for the Office of Adult Probation. He currently directs the Family Violence Education Program for Northeast Clinical Specialists, is a trainer for ETP’s Court Support Training Resource project, and serves as an auditor for juvenile alternative sanctions programs.

Michelle Messina, B.S.W.

Ms. Messina, a graduate of Elms College, worked for the Connecticut DOC for nine years. During this time, she has held positions as a program planner and evaluation specialist in the Community Services Division, as assistant regional coordinator for the Hartford Community Services Office, and as an addiction services counselor. Prior to her employment with the DOC,

she worked in the private sector in the field of substance abuse treatment. She is a community mediator for the Family and Youth Mediation Program of the Center for Human Development in Springfield, MA. She is on the United States Postal Service Roster of REDRESS Mediators to mediate employee disputes and is a member of the Hampden County Restorative Justice Collaborative.

Heather Smith, Ph.D., LPC

Ms. Smith is a therapist serving as the managing partner for the Center for Professional Counseling, LLC, in South Windsor. Ms. Smith has worked extensively in the areas of individual, family, and couples therapy. She has developed, implemented, and supervised the after-hours care management for a managed care company and provided emergency, crisis-focused therapy for children and their families as part of a hospital diversion program. Ms. Smith has also led groups for adolescent females and victims of domestic violence, conducted mental health program evaluations within the health care delivery system, conducted court evaluations and psychological testing, and serves as a trainer for ETP's Court Support Training Resource project and as an auditor for the juvenile alternative sanctions programs.

Monica Perez, JD

Ms. Perez is the director of operations for the Department of Youth Services, Western area Office, in Springfield, MA. Her responsibilities include administration of daily operations, coordination of a million-dollar grant from the Office of Juvenile Justice and Delinquency Prevention, management of the alternative lock-up program, statewide supervision of apprehension officers, and various community outreach projects. She is a graduate of American International College and Western New England College School of Law. She has provided related training to the Massachusetts Juvenile Police Officer's Association, the National Law Enforcement Institute, the National Institute of Corrections, the University of Illinois, and other agencies nationwide.

Paul Hegarty, MS

Mr. Hegarty has worked in the field of corrections for the past 14 years. He has a M.S. degree from Springfield College and is a certified alcohol and drug abuse counselor in the state of Massachusetts. He is currently the treatment manager for the Hampden County Day Reporting Center. He is a member of the International Community Corrections Association and is the past treasurer/secretary of the International Association of Addiction and Offender Counselors.

Denise Messina, M.Ed.

Ms. Messina has been an educator over the past 27 years. She has held a wide range of instructional and organizational development positions. In 1984, she became a community mediator, and has been providing training and consulting in conflict management, team development, communication and alternative dispute resolution (ADR) to a variety of groups, including: neighborhood centers, patrol and community police officers, Youth Aid Bureau, Americorp, Corrections staff, administrators, teachers, parents and youth. Invited by the United States Postal Service, for the past year, she has been providing to supervisors, managers and union leadership across the country for a national USPS EEO/ADR initiative. She is presently an Ed.D candidate at Nova Southeastern University.

Kevin Warwick M.S.W.

Mr. Warwick is the Assistant Superintendent of Community Corrections for the Hampden County Corrects Center in Ludlow, MA, where he designed the first Day Reporting Center in the nation. Mr. Warwick, who has over 15 years' experience in the community corrections field, has worked as a consultant to several state, local, and nonprofit agencies in the development of community corrections programs and is the past-president of the International Association of Addictions and Offenders Counselors. He is a faculty member of the Criminal Justice Department at Western New England College, has presented at numerous national conferences, and has published several articles on substance abuse treatment and community corrections.

The Survey Results

FOCUS was originally submitted in response to category one, hypotheses-based prevention or treatment programs. This program was not designed to be a research project; however, we developed a very comprehensive survey instrument to evaluate the COs' current understanding of handling stress, as well as a modified version to evaluate the effectiveness of our education program. The survey and its' subsequent distribution became a much larger piece of the project than we planned. However, the heart of the FOCUS program remains the actual educational program delivered to approximately 1,150 COs. In looking at the survey results, it is important to remember that our return rate for the pre-program survey was only in the 50% range, and our return rate for the post survey (Exhibit B) was only 13%. Because of the low rate of return, we do not believe the survey results present an accurate, overall view of the COs in the Department.

The discussion below focuses on the survey outcomes in the areas of job satisfaction, burnout, management environment, organizational life, life and family satisfaction, and outcomes of prison life for COs in the targeted facilities. The first five tables cover demographic information of the participants. The full survey results, including individual item results and discussion, can be found in Exhibit C. References are in the full survey results report.

Table 6 shows the condensed results of the Maslach Burnout Inventory. The Maslach Burnout Inventory - Human Services Survey assesses three dimensions related to burnout. The three dimensions assessed are emotional exhaustion (EE), depersonalization (DE), and lack of personal accomplishment (PA). The original instrument was modified to relate to the demands of correctional officers.

The concept of burnout is assessed as a continuous variable. A high degree of burnout is reflected in high scores on the Emotional Exhaustion (≥ 28) and Depersonalization (≥ 11) subscales and a low score on the Personal Accomplishment (≤ 33) subscale. Scores are considered high if they are in the upper third of the normative distribution that included 2,897 legal aid employees, attorney, police officers, probation officers, ministers, librarians, and agency administrators.

The officer's scores, Emotional Exhaustion (18.15), Depersonalization (10.62), and Personal Accomplishment (24.51) do not indicate a high degree of burnout.

Table 7 shows the condensed results of the Management Environment. Management Environment is a measure of the efficacy of management policy and activity. The indicators are administration, supervision, mission and goals, perceptions of change, communication, and absenteeism.

Administration

The measure of the perception of how well the administration supports the correctional officers was measured using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score indicates that the COs perceive that administration supports the officers.

Supervision

Correction officers' perception of their immediate supervisor, supervisors' evaluations of staff, and satisfaction with their immediate supervisor was assessed using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score indicates satisfaction with supervision in general.

Mission and goals

The measure of how the organizations' missions and goals affect work was assessed by measuring the COs commitment or dedication to department goals and how they affect work. That is, how the department's goals influence the day-to-day work activities. The measure of commitment to the department was measured using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score on this measure indicates a high commitment and dedication to the department.

Perceptions of Change

Perceptions of Change is a measure of the correctional officers overall perceptions of change within the department during the proceeding the past six months. They were asked whether things were getting better or worse. The perception of change was assessed using a 4-point Likert scale (e.g., have gotten worse to improved a lot). A high score indicates a positive change in the facility and work environment.

Communication

The measure of the COs perception of communication within the organization was assessed by measuring the COs perception of how well they receive information at roll call and their satisfaction with the departments newsletter. The perception of how well they received information at roll call and the accuracy and effectiveness of the dissemination of information through the department's newsletter were measured using a 5-point Likert scale (e.g., strongly disagree to strongly agree). The two measures are reported on two separate tables (Roll Call and Newsletter). A high score indicates a perception that there is good communication within the organization.

Absenteeism

Absenteeism is the measure of the desire to stay away from work/work avoidance. Absenteeism has also been labeled as "employee withdrawal" where Bluedorn (as cited in Sheridan, 1985) defines withdrawal "as a reduction in the employee's sociopsychological attraction to or interest in the work organization" (p.88). Research has also linked absenteeism to a number of variables including: a) depression; b) burnout; c) stress; d) work attitudes; e) leadership style; f) control policies and procedures; g) role stress; h) attendance motivation; i) job expectations, and j) personal work ethic (Ivancevich, 1985). Absenteeism due to stress/depression and related affective disorders cost an estimated \$11.7 billion dollars in 1990 (Greenberg et al., 1993).

Absenteeism was assessed using a self-report of the reasons and the number of times an employee was absent from work during the 3-month period prior to the current investigation. Research has shown that a shorter reporting period (3-6 months) yielded higher reliability when compared with payroll records (Johns, 1994). The measure of the desire to stay away from work

or absenteeism includes tardiness and leaving work early. A high score on absenteeism indicates a strong avoidance of the work environment.

We expected the scores in each of these areas to be much lower, reflecting significant dissatisfaction with administrative and supervisory support, and an overall dissatisfaction with how communication flows. The scores indicate at least a mid-range level of satisfaction in these areas. For example, throughout the FOCUS program, we heard one complaint after another regarding lieutenants; however, based on the range, the scale measuring satisfaction with supervision reflects a score of 26.26, over the midway range.

Organizational life

Table 8 shows Organizational Life. The indicators of organizational life provide a measure of the mismatch or harmony of the employee and the organization. The scales used to assess organizational life were workload, control, reward, fairness, role conflict and ambiguity, and discrimination.

Workload

Workload is the amount of time and resources available to get the work done. As the workload becomes an overload, the quality of work diminishes, collegial relationships are disrupted, and innovation is lowered or gone all together. The measure of the COs perception of the extent to which workload demands are manageable was determined using a 5-point Likert scale (e.g.,

strongly disagree to strongly agree). A high score indicates an overall perception that the workload is manageable.

Control

Control is the perception that there is an opportunity to make choices and decisions, to think and solve problems, and to have some input in the process of achieving the outcomes for which they are held accountable. For example, the close monitoring of staff can diminish their capacity to adapt or take the initiative resulting in the perception of a lack of control. In general, the staff member doesn't feel trusted that their judgments are respected and they may feel inadequate. A result of this perception is they feel incapable of doing the work without supervision. The perception of the amount of control the CO has in performing their duties was assessed using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score indicates that COs perceive that they have control in their jobs.

Fairness

Fairness means that workers are shown respect and their self-worth is confirmed. Respect is evident in relationships within the organization (attitude towards work). Fairness is a measure of respect and fairness among people in the organization. Evidence of fairness is found during process of evaluation and promotion. Indicators of the lack of fairness are inequity of workload or pay, the bending of the rules, or cheating in order to get ahead. Perceived fairness was assessed using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score indicates that the CO perceived the organization to be fair.

Role Conflict and Ambiguity

Organizational theory states that every position within an organization should have a specified set of tasks and/or responsibilities. The intent of this specification is to define the role of the individual within the organization. This definition of tasks and responsibilities allows management to hold individuals accountable (e.g., principle of single accountability) for specific performance and to provide guidance and direction (e.g., principle of unity of command and chain of command). The role of the individual is specified as a set of expectations (e.g., what authority they have to make decisions, what they are expected to accomplish, and how they will be judged). If these expectations are inconsistent, the individual will experience stress, become dissatisfied, and perform less effectively resulting in a conflict of roles. Most destructive is chronic and unresolved conflict. Conflict infuses the work place with frustration, anger, fear, anxiety, disrespect, and suspicion.

Role Conflict

Role conflict is the result of violation of the principles of single accountability and the unity of command and chain-of-command principles causing a decrease in an individual's satisfaction and a decrease in the effectiveness of the organization. Individuals reporting role conflict stated that their trust in the persons who imposed the pressure was reduced, they liked them less personally, held them in lower esteem, communicated with them less, and that their own effectiveness was reduced.

Role conflict can be further defined in terms of the types of conflicts in the requirements of the role that impinge upon role performance. These conflicts are a) between the individual's internal

standards or values and the defined role behavior, b) between time, resources, or capabilities of the individual and the defined role, c) between several roles for the same person which require different or incompatible behaviors or changes in behavior as a function of the situation, and d) between the expectations and organizational demands in the form of incompatible policies, conflicting requests from others, and incompatible standards for evaluation.

Role Ambiguity

Role ambiguity is the lack of the necessary information available to a given position resulting in coping behavior. This coping may take the form of attempts to solve the problem to avoid the source of stress, or to use defensive mechanisms, which can distort the reality of the situation. In the correctional facility, role ambiguity is generally the struggle between helping the inmates and guarding them and the uncertainty between having to go by the book and be flexible. Role ambiguity increases the probability that a person will be dissatisfied with his role, will experience anxiety, distort reality, and perform less effectively.

Role conflict in the correctional institution is the struggle that the COs have reconciling their custodial responsibilities with that of rehabilitation. Role ambiguity reflects the CO's perception of the ambiguity of his/her role as a corrections officer. It is a perceived lack of related information, an uncertainty or lack of clarity surrounding expectation about the role of correction officer and an interference with goal accomplishment.

Role conflict and ambiguity were measured using a modified version of the scale developed by Rizzo, et al., (1970). Items were selected that 1) had high loadings on Rizzo, et al.'s original

factor analysis ($> .30$) and 2) that were deemed appropriate by the review committee. Both measures were assessed using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score on role conflict indicates a perception of little conflict between their requirements of their role that impinge on performance. A high score on ambiguity indicates a perception that there is little ambiguity in their role as a correctional officer.

Again, the scores do not indicate the concerns we have heard verbally regarding fairness, ambiguity, and individual control in the work setting. Although the scores do not endorse a setting without problems, there is no stinging indictment indicated.

Table 9 shows the levels of job satisfaction. Job satisfaction has been defined in numerous ways. Locke (1969) stated that it is the “pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one's job values. Job satisfaction and dissatisfaction are a function of the perceived relationship between what one wants from one's job and what one perceives it as offering” (p. 316).

The assessment of job satisfaction has been measured using either a single-item or a set of items measuring some facets of the job. Scarpello and Campbell (1983) argue that an overall global measure of job satisfaction is inappropriate due to the unreliability of the measures and instead proposed the use of a single-item using a 1-5 rating of the overall job satisfaction. Seashore and Taber (1975) have defined the single-item measure as facet-free data that are obtained when a respondent is asked to indicate his/her global satisfaction with their job and job environment. They also defined a job scale as a facet-specific data that are obtained when the respondent is

asked to respond to a set of specific questions about the job or job environment. Wanous, Reichers, and Hudy (1997) concluded that the single-item measure was more robust than a scale measure of overall job satisfaction, but also indicated that there was no good reason for preferring a single-item to a well-constructed scale measure.

Overall job satisfaction was assessed as the sum of the evaluations of discriminable elements of the job of correction that according to Locke (1969) is a “valid overall index of satisfaction” (p. 331). Job satisfaction was also measured using a single item.

Materson and Ivancevich (1987) found that job satisfaction can be divided into two sets of task attributes—*intrinsic* or the characteristics of the job (e.g., variety, autonomy, task identity, task significance) and *extrinsic* (e.g., pay, promotion, benefits). The items used to measure job satisfaction were a modified set of items from “The 1977 quality of employment survey” (Quinn, & Staines, 1979). The modifications were based on the specific aspects of working as a correctional officer. Additionally, the items were reviewed for relevance and content validity.

Overall Index of Job Satisfaction

The index of job satisfaction was the single item “indicate your overall level of satisfaction with your job.” The item response format was a 5-point Likert scale from very unsatisfied to very satisfied.

Specific Indices of Job Satisfaction

The specific indices of job satisfaction are 1) intrinsic value of work, 2) extrinsic value of work, and, 3) work convenience. The response format for each of the 25 items was measured using a 5-point Likert scale (strongly disagree to strongly agree). A high score indicates satisfaction in the individual indices. Intrinsic Value of Work is a 15-item index to measure the individuals perception about the intrinsic values of work. The extrinsic value of work is a 6-item index that measures the individual's perception about the physical environment including the rewards and benefits of the position. Work convenience is also an extrinsic measure of job satisfaction that is measured on a 4-item index that measures the individual's perception about how convenient the job is in terms of location, shift, etc.

Job Enrichment

Toch & Klofas (1982) initially developed the job enrichment or professional orientation inventory. It was intended to measure interest in or sympathy for more-than-custodial work and a preference for distancing from inmates. The more-than-custodial work scale included items such as a) the most satisfying jobs involve inmate contact, b) the CO's only concern is with prison security, and, c) sometimes a guard should be an advocate for an inmate. The need to keep the inmates at a distance included items such as a) the best way to deal with an inmate is to be firm and distant, b) a CO should work hard to earn trust from inmates, c) a good principle is not to get close to convicts, and, d) a personal relationship with an inmate invites corruption.

The items from the original study were factor analyzed using a principal axis factor (PAF). The initial factor structure indicated a three-factor solution fit the data. The data were factored using a

3-factor solution using a varimax rotation. The three factors were identified as an interest in more than custodial work, a compassion for inmates, and a need for social distance factors. Three separate tables, Interest in rehabilitation, Compassion for the plight of the inmate, and Dealing with inmates are reported. A high score indicates the perception that their job is enriching.

Work Safety

Work safety is a measure of the CO perception of their personal safety on the job in relation to inmate and/or co-worker violence. A high score indicates a perception of high risk at work.

Intent to Leave

Intent to leave is the desire to change jobs. The Intent to Leave index is composed of 5-items using a 5-point Likert scale ranging from strongly disagree to strongly agree.

The overall job satisfaction scale indicates a level (3.41) that is higher than the mid-range (2.50), and the facet specifics are all in the high range. Job enrichment items are in the mid to high range levels as well. The intent to leave score is also high (15.47 with a range of 23), indicating that some officers are at least exploring the possibilities of pursuing other work. Intent to leave also may stay with an employee throughout a long career in corrections.

Table 10 shows Life and Family Satisfaction.

Overall Life Satisfaction

This is a single-item, facet-free measure of overall life satisfaction. Correctional officers were asked to respond to the following question using a 5-point Likert scale ranging from very unsatisfied to very satisfied: “How satisfied are you with your life?”

Overall Relationship Satisfaction

This is a single-item, facet-free measure of overall satisfaction with the present relationship. Correctional officers were asked to respond to the following question using a 5-point Likert scale ranging from very unsatisfied to very satisfied: “How satisfied are you with your present relationship with your spouse/significant other?”

Family Safety

Family safety is a 5-item index that measures the extent to which correction officers worry about the safety of their family. A high score indicates a perception of being able to provide safety to their family.

Interrole Conflict

Kahn, Wolfe, Quinn, Snock, & Rosenthal (1964) define interrole conflict as the simultaneous occurrence of two or more sets of pressures such that compliance of one role makes it more

difficult to comply with the other. That is, the “role pressures associated with membership in one organization are in conflict with pressures stemming from membership in other groups” (Kahn et al., 1964, p. 20). The family-work roles are two separate and distinct roles that create their own set of pressures. The conflict with work is created when the individual experiences incompatible pressures within the work domain. The same is true for the family conflict, except the pressures are within the family domain. The family-work conflict is the incompatibility that stems from multiple role senders, and/or a lack of fit between the individual and the two role requirements (e.g., family; work). Netemeyer et al., (1996) indicates that “this type of conflict reflects the degree to which role responsibilities from family and work are incompatible” (p. 401). That is, “the responsibilities, requirements, expectations, duties and commitments of one role make performance of the other role more difficult” (Katz & Kahn, 1978; Netemeyer et al., 1996)

The types of family and work conflict are either time-based or strain-based. Time-based conflict is defined as the amount of time devoted to one role, which interferes with the performance related responsibilities of the other role. The strain-based conflict is created when one role interferes with the performance of the responsibilities of the other role.

Two scales initially developed by Netemeyer et al., (1996) and modified for the present study were used to assess the extent of the conflict created by either the work-family or the family-work continuum. The modifications consisted of using a 5-point Likert scale versus a 7-point scale.

The Work-Family Conflict Scale

The Work-Family Conflict Scale (WFC) is a 5-item scale that measures a form of interrole conflict in which the general demands of, time devoted to, and strain created by the job interfere with performing family-related responsibilities. A high score indicates the presence of a work-family conflict. That is, the demands of the family may be interfering with the responsibilities of the job.

The Family-Work Conflict Scale

The Family-Work Conflict Scale (FWC) is also a 5-item scale. It measures a form of interrole conflict where the general demands of, time devoted to, and strain created by the family interfere with performing job-related responsibilities. A high score indicates the presence of a family-work conflict. That is, the demands of work may be interfering with the responsibilities of the family.

Relationship Conflict Scale

The relationship conflict scale is an 8-item index that is intended to measure family relationships using a 5-point Likert scale (e.g., strongly disagree to strongly agree). A high score indicates more relationship conflict.

Finances

The assessment of the correctional officers perception of their finances employed a 5-item index using a Likert scale ranging from strongly disagree to strongly agree. A high score indicates a perception of more money problems.

Relaxation Index

The relaxation index consists of 16-items to assess the amount of relaxing. The index used a 5-point Likert scale ranging from never to daily. A higher score indicates the more activities you engage in for relaxation.

The scores here follow a pattern similar to the other results in that they tend to fall into the mid and/or higher ranges. In the areas of individual and family safety, scores may indicate areas of concern, but they are not remarkable.

Table 11 looks at Outcomes of Prison Work.

Depression and Stress

In 1990, approximately 11 million people reportedly suffered from depression and related affective disorders including bipolar disorder and dysthymia. During a depressive period, other symptoms are usually present to varying degrees. Such symptoms may include a change in appetite (overeating or poor appetite), sleep disturbances (insomnia or hypersomnia), low energy or fatigue, low self-esteem, and interruptions in concentration and an inability to make decisions and feelings of hopelessness.

Stress and anxiety disorders are characterized by symptoms that may include restlessness, fatigue, difficulty concentrating, irritability, muscle tension, sleep disturbances, detachment or absence of emotional responsiveness. In acute cases such as when a person has experienced,

witnessed, or confronted with an event that may have involved actual or threatened injury or death, derealization, depersonalization, and dissociative amnesia may occur.

Physical symptoms often accompany stress, anxiety, and depression. A person may experience pains or pounding in their chest, faintness or dizziness, loss of sexual interest, headaches or migraines, shortness of breath, and nausea (or other gastrointestinal distress). More serious medical disorders have also been linked with anxiety and depressive symptoms. Specifically, cardiac diseases include angina, arrhythmia, mitral valve prolapse, and myocardial infarction; respiratory disease including COPD, pulmonary embolus, and asthma; metabolic and endocrine disorders including hyperthyroidism, hypoglycemia, Cushing's disease, and pheochromocytoma, and miscellaneous disorders such as migraines, epilepsy (complex partial) and unspecified pain.

The estimated cost of treating depression (and related affective disorders) reached \$44 billion per year in 1990. Direct and indirect costs to employers included \$12.1 billion in lost productivity, \$11.7 billion due to absenteeism, \$12.4 for treatment expense (out and in patient services and pharmaceutical cost), and \$7.5 billion dollars in mortality costs.

A study completed by the New York Business Group on Health (1990) identified consequences of employee stress, anxiety and/or depression that included reduced productivity, morale problems, absenteeism, alcohol/substance abuse, poor work quality, high turnover, and job related accidents. Additionally, major complaints reported by workers with depression included

difficulty concentrating, sleep disturbances, loss of energy, loss of interest in work, and increased overall anxiety.

Research has also identified job performance and behavior changes that may be present in an employee experiencing stress, anxiety, and/or depression. These may include: a) marked decrease in ability to get the job done; b) working more slowly than usual; c) frequently missed deadlines; d) making excuses for inability to complete work; e) frequently calling in sick; f) appearing listless, unable to concentrate on work; g) frequently looking distracted or “far away”; h) showing decreased interest or involvement in work, and; i) withdrawal from interaction with co-workers.

Physiological Stress Index

Physiological Stress Index (PDI; Items 86 – 113) measure symptoms of physiological distress that include physical and emotional indicators of stress, anxiety, and/or depression. The employees are asked if they have ever experienced any of the items, and if so, how often. The items are measured on a 6-point Likert scale (Never to Daily). The lower the score on this factor, the higher the intensity and severity of symptoms of physiological distress.

Depression

Depression is a disturbance in mood characterized by varying degrees of feelings of sadness, disappointment, loneliness, hopelessness, self-doubt, or guilt. Correctional officers were asked to indicate how frequently they experienced a number of behaviors like items 292 – 295 using a 6-point Likert scale “never to daily.” Additionally, they were asked how often they agreed with a number of statements like items 121, 140, 159, 164, 183, 202, and 221 using a 5-point Likert

scale “strongly disagree to strongly agree.” A low score on this measure indicates a higher degree of overall depression.

Stressful Events/Situations

Many of the stressful events that occur in the correctional officer’s life are beyond their control.

Some of these events are the death of a family member, close friend, or co-worker; being diagnosed with a life threatening illness; having to take care of an elderly relative; a period of prolonged sickness of a family member; or having an inmate threaten harm to their family.

Research has shown that even a positive event such as a marriage, birth of child, promotion, or a pay raise can cause stress.

Stressful events were divided into the following two categories: work related (Items 308-315) and family related (items 337-348) stressful events. The items used to measure these two types of stressful events were modified from the Life Event Scale (Holmes, & Rahe, 1984). The indices were used as an indicator of overall life stress. A score of six (1 point for each event) is at the 50th percentile in the overall population. As the scores become higher, there is an increase in overall stressful events.

Work-related stressful events is a measure of the COs exposure to work related stressful events. A high score indicates a higher exposure to work related stressful events. The COs exposure to family related stressful events were also measured. A high score on this measure indicates that the CO has been exposed to more family related stressful events. In addition to the measure of the stressful events the CO has been exposed, the COs were also asked to describe how they responded to stressful events. The high score on the responding to stress measure indicates that the CO tends to respond more negatively to stressful situations. The strategies for coping with

stress were also assessed. A high score on the coping with stressful events measure indicates that an officer tends to have strategies to help cope with stressful situations.

The scores here indicate that officers have identified symptoms of physiological and emotional depression and a low score on the coping strategies for stress. This is an area that warrants further investigation. It may be wise to look at educating officers about the signs and symptoms of depression along with a stress program to raise awareness of the connection between them.

Demographics:

The average age of the COs in the five facilities was 36.8 (SD = 7.35, N = 566). The average length of service was 7.32 years (SD = 4.48, N = 619) and the average household size was 3.10 (SD = 1.58, N = 634). The average CO's salary was \$57,826 (SD = \$21,194, N = 547).

Table 1. Gender

Gender	Number	Percent
Female	137	21.6
Male	489	77.1
Missing	8	1.3
Total	634	100.0

Table 2. Ethnicity/Race

Race/Ethnicity	Number	Percent
African American	129	20.3
Asian American	6	.9
Hispanic	47	7.4
Native American	8	1.3
White	419	67.1
West Indian-Caribbean	14	2.2
Other	1	.2
Missing	10	1.6
Totals	634	100.0

Table 3. Correction officer highest level of education.

Level of Education	Number	Percent
Less than High School	7	1.1
High School Diploma or GED	245	38.6
Technical Degree	31	4.9
Some College	222	35.0
AA or AS degree	54	8.5
BA or BS degree	63	9.9
MA or MS degree	5	.8
Ph.D.	2	.3
Missing	5	.8
Totals	634	100.0

Table 4. Marital Status.

Marital Status	Number	Percent
Single	141	22.2
Widowed	8	1.3
Married	356	56.2
Separated	21	3.3
Divorced	69	10.9
Live-in Partner or Significant other	37	5.8
Missing	2	.3
Total	634	100.0

Table 5. The facility that you are currently working

Facility	Number	Percent
Northern	130	20.5
Cheshire	213	33.6
Webster	68	10.7
York	159	25.1
Hartford	64	10.1
Totals	634	100.0

Table 6. Maslach Burnout Inventory

Sub-scale	Number of Items	Number of Officers	Range	Mean	Standard Deviation
Emotional Exhaustion (EE)	9	630	54	18.15	12.74
Depersonalization (DP)	5	629	30	10.62	8.26
Personal Accomplishment (PA)	8	629	48	24.51	9.98

Table 7. Management Environment

Scale Sub-scale	Number of Items	Number of Officers	Range	Mean	Standard Deviation
Administration	6	626	23	15.80	4.45
Supervision	10	626	41	26.26	7.67
Mission and Goals	8	630	36	23.88	6.50
Perception of Change	6	623	16	12.56	2.56
Communication					
Roll call	8	630	31	21.68	5.95
News Letter	4	630	16	11.80	2.98
Absenteeism	12	634	241	10.97	18.34

Table 8. Organizational Life

Scale	Number of Items	Number of Officers	Range	Mean	Standard Deviation
Work Load	7	626	27	21.62	4.77
Control	5	626	22	13.11	3.46
Fairness	5	630	21	14.76	3.90
Role Conflict	6	630	27	18.94	5.01
Ambiguity	7	630	32	20.41	5.31

Table 9. Indices of Job Satisfaction

Scale Sub-scale	Number of Items	Number of Officers	Range	Mean	Standard Deviation
Overall Index of Job Satisfaction	1	629	5	3.41	.98
Facet Specific Job Satisfaction					
Intrinsic value of work	16	630	67	50.56	10.42
Extrinsic value of work	9	630	30	26.58	5.38
Convenience of work	4	629	16	14.43	2.74
Job Enrichment					
Interest in rehabilitation of inmates	6	626	24	17.52	3.84
Compassion for inmates	5	626	21	13.62	3.10
Dealing with inmates	4	626	19	9.51	2.52
Intent to Leave	5	630	23	15.47	3.68

Table 10. Life and Family Satisfaction

Scale Sub-scale	Number of Items	Number of Officers	Range	Mean	Standard Deviation
Overall Life Satisfaction	1	628	5	3.96	.96
Overall Relationship Satisfaction	1	626	5	3.49	1.77
Life Satisfaction	5	630	23	13.42	3.43
Interrole Conflict					
WFC	6	630	28	18.93	4.94
FWC	5	630	21	19.51	3.59
Relationship Conflict	8	630	33	25.00	5.94
Finances	5	622	25	14.17	7.25
Safety at Work	6	630	24	12.72	3.53
Safety of Family	5	630	24	14.10	4.61
Relaxation	16	623	80	53.36	9.92

Table 11. Outcomes of Prison Work

Scale Sub-scale	Number of Items	Number of Respondents	Range	Mean	Standard Deviation
Depression and Stress					
Physiological Depression Index	28	625	168	55.06	25.13
Emotional Depression	4	622	22	7.66	3.91
Depression	8	630	35	28.50	5.62
Stressful Events					
Work Related	8	622	6	1.73	1.55
Family Related	12	624	12	2.76	2.25
Response to Stressful Events	5	624	27	9.74	4.72
Coping	7	620	36	17.93	6.42

The Training Process

Although we knew there was frustration and distrust with the administration, the union, and the EAP, we were not prepared for the degree that was present during the survey distribution and the subsequent training. We all viewed this as an opportunity to gain new skills in the areas of conflict and communication that would help to reduce stress. This program was strictly focused on behaviors that could be controlled, and thus changed, by the officer. It was also a day out of the facility, and we arranged to have the officers approved to wear civilian clothes rather than their uniforms.

In order to promote open discussion, there was no DOC management at any of the training sessions. The initial sessions were met with anger and misunderstanding about why the officers had to attend, and what it was about, along with a high level of sarcasm as we began the training. Some were angry about having to travel further than their normal drive, that the directions were not always clear, and/or that the parking was confusing. Some officers went to work, in uniform, only to learn they were assigned to the training, where they found their co-workers dressed casually. Some COs even felt that they had been “hand-picked” to attend the program due to their responses to the survey. This fed into their concerns about confidentiality and was addressed up front in each session during orientation.

There also was a sense that the training was some sort of punishment and many officers’ felt they shouldn’t have to participate. The trainers were able to balance allowing time to vent with

covering the content, however, we never were able to get away from the pervasive tone of anger towards the administration, especially the lieutenants.

Often with stress education/management training, participants find it easier to complain about that which they can't change (the administration, the boss or supervisor), rather than what they can (how one responds to criticism, how much one smokes, drinks, eats junk foods, one's attitude, etc.). This was certainly the case, and at times the officers' frustration with the system led to disruptive behavior. Although at times this was a serious problem, no one was asked to leave the sessions.

After the first week of training, part of the space we were using in the union office became unavailable, and, between a Wednesday and the following Monday, we had to find another space for the training. This was a major challenge since we had already begun, we had a schedule that the Department and our trainers were committed to, and people were getting familiar with where we were because the word was getting out. This seemed like the last straw. How would we find centrally located space for two groups of 25, meeting daily, at times until 11:00 p.m. that would have adequate parking, training space, and be affordable. We were fortunate enough to find a local restaurant owner who had two large rooms and the flexibility to meet our scheduling demands. FOCUS was now being offered from a deli/pizzeria about two blocks from the union office. Logistically, it was not the best training facility; however, it was larger, lunch and dinner were very convenient, and most importantly, it was immediately available.

After the first day, we began each session with a very detailed explanation of the program, the survey, the confidentiality of what is said in the sessions, etc. We also had a union spokesman address the groups to talk about the union's role in, and support of, the project. This was helpful in setting the tone for the training. We also used this time to address questions and encourage participants to give us feedback through the evaluation sheets provided. We felt these would be a significant source of information about the program.

Because the officers were often focused on the Department as the cause of their problems, it was difficult to introduce the connection between work-related stress and their marital/family and other relationships. Many stated they keep their work and personal life totally separate and were unwilling to look at those areas at all. There were also strong feelings about involving spouses and significant others in anything connected to work. The overwhelming majority saw no value to including family. However, some believed it would be a way to have family understand the stress of their job more fully. Because of the perceived uniqueness of their jobs, attempts to separate work and family made it difficult for officers to see what impact their behavior had on their relationships outside of work. It was difficult to make the connection between changing individual behavior, regardless of politics within the Department, and less stress at home.

At the training site, there was information and handouts available on topics such as domestic violence, kids and violence, talking to kids about violence, stress, communication, finances, drugs and alcohol, PTSD, anger management, etc. Each participant received a packet with information and handouts about some of the above topics, as well as the training slides and the basic handouts for the training (Exhibit D). We also included brief bios of the trainers, EAP

information, and an evaluation sheet. Officers were encouraged to then “personalize” their packets with information they were interested in and to share that information with their families (Exhibit E). We also encouraged discussion about the training with family members and suggested they try some of the exercises at home.

The accommodations and the effort made by administration and the three Union locals to have this program succeed were numerous. We felt it important for the officers to see both their unions’ buy-in to this, as well as administration’s willingness to make it happen. From a cost perspective, the Department’s buy in was tremendous in straight and overtime hours for officers, as well as for Warden’s and other administrative time. We talked about this during the program introduction initially, however, it seemed to stir up anger for many of the officers who felt there might have been better ways to spend the money. Instead, we emphasized the commitment that the Department has to help officers deal with the very real issue of the inherent stress of their jobs, including incorporating this program into the annual, mandatory in-service training for all officers in 2000-2001.

A Discussion of the Training

This section is meant to provide a general, overall discussion of the FOCUS training sessions. There were 69 sessions and this discussion represents some of the themes that arose consistently throughout the program. Each group (and trainer) had its own personality and the trainers adapted each module as necessary to work most effectively with each group. The training curriculum had five modules (SEE Exhibit F).

Module One, "Introductions and Overview," provided an overview of the day's program, the course objectives and working agreements, as well as individual introductions. The objectives were ambitious:

- Describe the characteristics of effective communication
- Describe at least three methods for reducing stress
- Demonstrate an understanding of conflict resolution in multiple settings
- Outline a personal action plan for change that builds on individual resiliency factors and reduces individual risk factors

As noted earlier, each session began with a historical overview of the program presented by one of two representatives from ETP and a union representative who was part of the FOCUS committee. The union representative's involvement was helpful because it illustrated their involvement in all aspects of the program from development to delivery. It was also an

opportunity to encourage the officers to fill out and return the second survey once they received it. There was emphasis on how their unions and administration worked together to provide a program that would lead to a better understanding of, and ability to, handle the stress that impacts their daily lives.

Ideally, the working agreements during a training session would come from each group and include confidentiality, mutual respect, speaking only for one's self, etc. In almost all groups, there was little interest in this beyond what was suggested by the trainer.

In terms of confidentiality, it was explained that general, anonymous feedback from the training would be shared with the Department via the evaluation forms. It was expected that participants would respect each other's confidentiality; however, all were reminded that once the sessions ended, the trainers had no control over what participants shared with others.

Participants had the option to sign their names to the evaluation form that was included in their packet or to leave them anonymous. Early in the planning process we discussed the possibility of having interested COs learn to deliver this program. Although the Department's training facility has a staff of trainers, we felt the more involved officers became with this program, the more buy in we would have from them. To that end, those officers who were interested in learning to train others with the FOCUS curriculum were asked to include their name and number on the evaluation so they could be contacted by the department as the program expanded.

The trainer's ability to establish credibility with the officers was seen as paramount to the process. At the outset of each session, the trainer provided an in-depth introduction of him/herself and their background, as well as answering any participant questions. As the training progressed, and the trainers felt more comfortable, there were fewer challenges.

Every session began with a participant introduction exercise. The officers were broken into pairs, assigned to gather specific information about their partner, and then introduce him/her to the larger group by name, position, areas of responsibilities and the first live musical concert or performance they remembered attending. This last part turned out to be a good tension breaker, leading to jokes about ages and musical tastes. After several sessions, the trainers added another category to the exercise, asking where the officers would rather be than in the training session. This also worked well since it acknowledged their feelings, yet was light in tone. Officers were responsive to that particular question – some even said they would rather be at their facility than at the training. However, by the end of each session, many officers admitted they had learned something beneficial.

After getting through the general introduction to the FOCUS program, the ground rules, and the participant introductions, Module One moved into a discussion about communication with two exercises that demonstrate the importance of accurate listening, as well as speaking. Although there was some initial resistance, both The Sentence and The Story exercises generated lively discussion in the groups.

It is important to note that officer training typically focuses on more concrete matters related to inmate handling, safety and security matters, and/or policy and procedure protocol. Our goal for this training was to have it be more personal, looking at home and work, and focused on taking personal responsibility for handling the stress that comes from the job. It was a stretch for the officers to focus on and talk about more personal matters.

In Module Two, “The Fundamentals of Effective Communication,” the emphasis was on active listening rather than talking. It included exercises that looked at how easy it is to hear what you expect rather than what is being said. There was lecture and discussion about cultural and gender biases and how they impact active listening and communication. Both gender and culture are issues within the department, and although this was not diversity training, it allowed for some discussion and illustration of how easy it is to allow perceptions to be forefront in the officers’ view of their co-workers.

One of the things we discovered during the training was that just the word “lieutenant” could easily lead to a negative reaction from the officers. The trainers attempted to point out that like the Clinton/Gore exercise, their reaction was based on an automatic response rather than a thoughtful evaluation. The trainers contended that every lieutenant couldn’t possibly be bad and the use of sweeping generalizations kept that belief alive, fostered negativity, and played a part in keeping the stress levels high within the facilities. Officers were able to relate to this when they were reminded of how they feel when there are sweeping generalizations made of them as a group. There was a similar, but less intense response to discussions about wardens, majors, and

captains and, again, the trainers pointed out that looking at individuals was a more fair and realistic approach.

The Clinton/Gore slide led to some lively discussion of how easy it is to assume that you see what you think you're seeing. The trainers worked to tie all of this in with the officers' perceptions of their lieutenants and other administration staff.

There were also discussions about the communication patterns that exist outside of the prisons and jails. The challenge for many of the officers is to be able to leave the "CO persona" at work and communicate with friends and family in a way that allows for an open sharing of ideas, acceptance, disagreement, and compromise. The officers are in a difficult position; their training reinforces the need to be strict disciplinarians and to keep their emotions in check. During their academy time, the structure is rigid and militaristic. The goal is to prepare officers to handle the inmates and work within a paramilitary system. Once they graduate, there is another adjustment to the "real world" of a facility. New recruits are especially vulnerable; their stress and anxiety levels are high as they try to balance what they have learned in training against "how it really happens." At the same time, they are meeting their colleagues, men and women who they will come to depend on for their own safety, while adjusting to a difficult and dangerous environment. Over time, the newness wears off and they become accustomed to the routine of their particular facility.

On the inside, they are in charge, yet they are expected to leave that mindset behind when they go home to friends and family. It is not surprising to learn that many have difficulty with that

transition and often revert to an “authoritarian” stance outside of work. This was addressed with the officers throughout the program. However, resistance came up as officers stated that the problems are at work and not at home and/or that work-based training should stay out officers’ personal lives.

Module Three, “Conflict Reduction,” continued the discussion from Module Two. The goal of this section was to help officers see conflict as a natural part of any relationship, and when handled well, may lead to personal growth, understanding, and an improved relationship. The trainers emphasized both the pitfalls and benefits of conflict, encouraging participant discussion about their experiences with conflict. The bottom line message was that without discussion and some compromise, conflict is likely to escalate and/or go underground. A non-scientific Conflict Resolution Questionnaire was used during the training. Officers completed and scored the survey and then discussed their results in small groups, and then in the larger group session. There was on-going discussion about how to manage conflict in ways that do not lead to escalation yet allow for the parties involved to present their views and work towards a solution.

Within the Connecticut correctional setting, there are significant limitations on how this process might work between officers and their supervisors. Because the correctional system is a paramilitary structure, there are strict parameters around the chain of command that are reinforced by union contractual guidelines. The setting does not easily lend itself to creative problem solving and conflict resolution. There is not a lot of opportunity to “negotiate” perceived injustices and disagreements. Most often, matters are settled through a process that allows a third party to decide who is “right” and who is “wrong” rather than settling on a

compromise that is agreed upon by the parties involved. This certainly can add to the “us and them” feelings expressed by the officers.

However, many of the conflicts that arise at home and/or outside of work can be resolved through the steps proposed in the training. As noted earlier, making the transition from CO to spouse, significant other, family, friend, etc., is not easy for some of the officers, therefore, the emphasis was on the personal impact of unresolved conflict. There was significant discussion in the groups concerning the high rate of divorce for correctional and police officers and how the roles of the job, along with the inherent stress, make it crucial for matters of personal disagreement to be dealt with quickly.

Module Four, “Handling Stress So It Doesn’t Handle You,” focused on concrete ways to understand and manage stress. We used a combination of lecture and discussion to help the officers understand what stress is and more importantly what stress is not. The officers engaged openly in discussions of what causes stress for them and shared the kinds of things they currently do to relieve stress.

We used several handouts to help participants evaluate their own reactions to their perceived stresses. The importance of this process was emphasized as a way to feel some control over daily events in the officers’ lives. The focus remained on learning to control what you can, and let go of those things that are out of your control. We continuously reminded the officers that much of the stress inherent in their work is not going to change, but their reactions to that stress is in their control. We also spent time helping the officers to see that the stress that leads to upset

and frustration in their work is often carried home where it impacts the quality of their personal lives and vice versa. After awhile, there is a cycle of stress that is constant and an intervention at any point will offer some relief.

In order to keep the potential impact of the FOCUS Program in perspective, we continued to emphasize that any changes that may occur within the “system” of the Department will be very slow to come. This is a beginning in terms of looking at the impact of stress and offering a program that provides some education and tools to understand stress. Training for all officers, lieutenants, captains and majors is the next step, with a long-range goal to train staff in all positions annually on various aspects of stress reduction, communication, and conflict. FOCUS is not a program designed to lead to systemic change; rather, it is geared towards individuals taking responsibility to change their own behavior in response to some parts of the system.

Module Five, “Making it Real – Action Planning,” was the wrap up segment. The emphasis here was to wrap up the program with some concrete planning. There was discussion focused on ‘risk’ and “risk-taking” behavior, as well as the importance of “resiliency.” Officers were encouraged to look closely at where they are in terms of their risk-taking behavior. This led to several lively discussions about what really constitutes risk taking, what is dangerous, etc. This segment also focused on planning a process for change and encouraged the development of support networks to reinforce any changes. Small steps were encouraged. The goal was for small successes rather than large, unrealistic plans that will most likely fail.

Advanced FOCUS Training and The Survey, Part II

The format of the program had changed from the original plan, with training hours exceeding four times the total proposed by the time we completed phase one. The Department suggested we present one day-long session for the second part of the training that would be open to 75 officers from the targeted facilities and their spouses or significant others. Unlike our spartan accommodations in the deli, this was held in a hotel ballroom with lunch and snacks included, as well as a drawing for a “stress-free,” overnight stay for two at the hotel, including brunch and use of all amenities. We also had drawings for FOCUS polo shirts.

This was a voluntary session, and participants attended on their own time. Although originally planned to be more in depth, this session focused on specific stress relieving techniques because of the size of the group. We were not able to schedule any of the original FOCUS trainers for the date, and used a trainer who has criminal justice experience, as well as working with large, challenging groups. There is no doubt we would have had more continuity had we been able to schedule one of the other trainers; however, this trainer handled herself and the group very well. The group was open to the training as well since they were self-selected as opposed to being mandated to attend the session.

Advanced FOCUS training: “Handling Stress” (SEE Exhibit G), included numerous exercises geared to help individuals relax, feel more grounded, and try new problem-solving methods. As in the initial program, the emphasis was on individual responsibility for responding to, and

handling, daily events that lead to stress. Participants worked in groups for all of the exercises except the guided journey silent writing exercise. The day ended with each participant writing some thoughts about several particular stressful situations, and what they plan to do differently. These letters were then picked up by the trainer and mailed back to the participants two weeks after the training.

The second survey (See Exhibit B) was distributed to all the officers from the targeted facilities, as well as 300 randomly selected officers. The format was the same, however we did not repeat all of the questions and reduced it to 145 items. The union again was responsible for the distribution and collection.

The response for the second survey was extremely disappointing. We anticipated a high response because of the familiarity with the training and the first survey, however we had only 200 usable returns out of approximately 1500 distributed. Unfortunately, we are not able to discern any significant impact from the program based on survey results. We were, however, able to ascertain a need for a review and increased development of our current "New Supervisory" training program.

FOCUS I also identified a need to develop this program for delivery to our supervisory staff. The department applied for, and has been awarded, another grant which will run from 1/1/01 through 7/31/02. This program will be called FOCUS II and will be utilized to develop and deliver training to our entire supervisory staff.

Other Items

The proposed Officer Life Cycle Brochures. Because of the changes to the program design, there were four brochures designed that were primarily educational about the program and issues around stress management, communication and conflict. (See Exhibit F)

Due to technical and system difficulties, we were unable to get a website up and running in time for the FOCUS project.

We were unable to contact anyone involved with the Connections Program, a “self-help” style support group of spouses of officers.

EAP involvement with the Critical Incident Response Team remained at the same level as prior to the project.

EAP utilization remained about the same. There were some calls that came in as a direct response to the FOCUS training, but there was no perceptible drop in calls related to serious disciplinary actions where earlier intervention would have been beneficial.

Training for Trainers (T4T) (See Exhibit F) was held to assist DOC training staff with a modified FOCUS Curriculum delivery. The department plans to include a four-hour “FOCUS type” program into the training for all officers in the year 2000. The Department has a team of professionals who deliver in-service training. Our goal in the brief (3.5 hours) time we had for

The National Institute of Justice Grant award # 98-FS-VS-003 funds this program.

the T4T was to discuss the dynamics of FOCUS and the issues that arose during our sessions. The challenge for the trainers is that they are themselves lieutenants, and often perceived to be the cause of the stress. The setting and structure of the in-service training will be different from the original FOCUS sessions in that they will be held on location, and in uniform, with DOC training staff. The training will be a half-day, with another topic in the second half. The structure sets up a totally different set of dynamics, and we anticipate much less of the overt resistance than we received.

We presented a thorough history of the project so that they understood it and could in turn, discuss it with the officers during the training. We emphasized the history of FOCUS as an important piece of the process because it speaks to the commitment of the Department to acknowledge the stress that impacts officers on a daily basis. In discussing the history, we also talked about the survey, its distribution, and some preliminary findings. Because the lieutenants had not seen the survey, we spent time discussing how it was developed and the process of dissemination. We also discussed curriculum development and why we chose to focus on the areas of conflict and communication. We spent time talking about the perception that lieutenants are a significant source of stress for officers in order to help them prepare for any anger or frustration that may be directed towards them.

We also emphasized the facilitative nature of this program versus the more didactic nature of much of the training they deliver. The content in this program is less important than the process that occurs as the participants work together in groups and/or pairs.

Wrap Up

A question that came up frequently during this project, as well as once the training was complete was, “Were we successful?” Although the scope changed considerably from what was initially proposed, the committee and the Department would say that, overall, the program was successful. Even with all of the grumbling and anger that was evident during the FOCUS training, much of the feedback was positive, and many officers were able to see personal benefit. There were 681 usable training evaluations returned, and of those, 81.8% rated the training as favorable.

The expanded survey instrument and training program was larger than what we set out to accomplish, and the time and expense the project demanded from all involved was considerably higher than our initial projections. What began as a program to educate self-selected groups in the area of stress became a program with much more impact.

Another “lesson learned” from this project, was the absolute need to research and budget the feasibility of implementing proposed items prior to formally committing to delivery.

We were not prepared for the difficulties we encountered with the survey delivery and the poor returns we received. Perhaps we were naïve in our thinking when we agreed to have the Union handle the distribution and collection, rather than using the two outside researchers to manage this. It was disappointing to receive only 50% back with the pre-training survey; however, we were hopeful that once the training was complete, we would see a better return rate for the

second survey. Due to the poor response from the second survey, we were not able to gather any tangible information to compare pre and post results.

Although many officers expressed dissatisfaction with their supervisors and the administration, many suggested that similar sessions with COs and lieutenants together would be helpful in learning to understand each other. This kind of innovative idea may not have surfaced without this training, and although it may not occur immediately, it is a great idea to test with several small groups of volunteers. Based on the FOCUS experience, we would recommend that any blended groups be of a voluntary nature.

The union and the administration worked together on a project in an extremely amicable fashion. The Department showed a tremendous willingness to work with the committee to have the training delivered. Both sides made concessions and entered into an agreement stating they would not use any survey results information during the collective bargaining process.

Did we accomplish everything we set out to? No, we didn't. But, at the same time, we accomplished more than we planned when the scope of the program changed. We learned more than we anticipated and much of that information will be used by the Department to augment training provided to all staff, as well as to look closely at the areas of concern raised in the survey results.

The modified FOCUS training began Department wide in September 2000.

1	Introduction The FOCUS I Program A Brief Overview
2	Commissioner John J. Armstrong Letter Signing Ceremony Acknowledging the Start of FOCUS I Program
3	External/Internal Media Coverage of FOCUS I Program
4	Corrections Today Feature Article
5	FOCUS I - Pre-Survey
6	FOCUS I – Brochures
7	Sample Training Evaluation
8	FOCUS I – Post Survey
9	Letter of Understanding
10	

THE FOCUS PROGRAM

A BRIEF OVERVIEW

**The National Institute of Justice Grant Award
#98-FS-VX-0003 funded the development of this
program**

THE FOCUS PROGRAM

The Proposed Program

This program, originally named the Correctional Officer Maintenance Program, (COMP), was designed to increase awareness of personal and work stress, and to present ways to manage it, thus reducing the impact on officers' personal, family and work lives. There were four facilities originally chosen to participate:

- *York CI*—The state's only female facility, housing pre-trial and sentenced women at all security levels, 325 COs
- *Webster CI*—A low-level security, pre-release facility, 77 COs
- *Cheshire CI*—A high-level security facility, housing long-term sentenced offenders, 335 COs
- *Manson Youth CI*—A high-level security facility, housing offenders ages 14 to 21, 173 COs

The method was to present a series of one-hour, introductory workshops at the facilities and at off-site training areas, during the day as well as in the evening, with pizza and childcare available during the evening sessions.

Proposed topics for the workshops included "Active Parenting Skills", "Managing Stress," "Effective Communication Skills," and "The High-Risk Lifestyle." Consideration was also given to some type of program on "Managing Credit Card Spending" and "Financial Planning."

Upon completion of the introductory sessions, there would be more "in-depth" sessions, two hours in duration, offered at each facility. In order to have the program accessible to officers, manageable for the Department of Correction (DOC), and meet coverage needs, sessions were planned as follows:

- Four topics presented twice at each facility, for a total of 32 one-hour presentations.
- Follow-up sessions with two, two-hour presentations at each facility, for a total of 16 hours. There would be a total of 48 hours of presentations.

All COs from the participating facilities would be invited to voluntarily attend any and all of the workshops, and to invite their family members and/or significant others.

A short, pre/post, self-report survey instrument would be mailed to the homes of the officers at the four facilities, and to the officers at one representative control facility. We anticipated a 30 percent response rate from the surveys.

FOCUS also proposed to look at the life cycle of an officer, and prepare a series of short, educational brochures describing what we saw to be significant events during the career of an officer:

- Graduation from the academy into their assigned facility and promotion after the probationary period

- Leveling off in the 4th to 5th years; looking at options in the Department
- Critical Incident involvement—an event beyond the officer’s control, i.e., a riot, an attack, suicide of an inmate
- Reassignment—circumstances beyond the officer’s control
- Retirement

Also to be included:

- Development of a web page with pertinent information and links.
- Technical assistance to an in-place family support program that had been established by the wife of an officer.
- Increased Employee Assistance Program (EAP) response to critical incidents that occur at the four facilities. This would be coordinated with the in-house Critical Incident Response Team, and at the request of the facility warden.
- Attendance at DOC Health Fairs, with FOCUS information, as well as EAP information.
- Another, more informal goal of the program was to increase awareness of the Department’s Employee Assistance Program (EAP). Although usage was good, often COs were coming into the program at a point where they were facing serious discipline, usually related to reliability issues. If we could educate officers to reach out for help sooner, we felt absenteeism and discipline could be reduced. The majority of EAP participants reported some stress related concerns when calling the program for help.

Process

The original proposal was written by the vendor of the Department’s EAP, ETP Inc, and a DOC personnel representative, with input from other DOC administrators. Once the Grant was awarded, a multi-disciplinary team was put in place to implement the project.

In looking at the many “lessons learned” from this process, the first was not including the officer’s union from the start of the program design. Prior to submitting the proposal, we asked the officer’s union presidents from several AFSCME Locals to write a letter of support for the program, which they did. The plan was to have them be part of the team once the grant was awarded. The team was comprised of union stewards from the participating facilities, several union presidents, an EAP liaison, the project manager from ETP, and the Principal Investigator from the Department.

Although time was a factor in our moving forward with grant writing as quickly as possible, it became clear that this type of project needs union support from the very beginning. As the team began meeting on a regular basis to flesh out and implement the program, numerous suggestions were made from the union concerning the structure of the program. These initial changes are reflective of what happens when a plan is designed for a group without their input.

The name of the program, was changed to FOCUS (Families, Officers, and Corrections Understanding Stress) almost immediately, in response to the union’s concern that the name COMP is too close to “Worker’s Comp” – a system that for many COs has a negative connotation.

We added the Hartford Correctional Center, one of the Department's three jails, with pre-sentenced and short-term sentenced inmates, 180 COs; and Northern CI, the State's super maximum security facility, 236 COs, to the project, and removed the youth facility. The total number of COs for the project now was 1153, up from the original 910, however, including these facilities gave us a much more accurate cross section of the Department.

This also increased the number of participating facilities and added extra training sessions. During our initial meetings, it was recommended that the program consist of five introductory courses for each of the five facilities, offered two times, for a total of 50 one-hour sessions. The advanced workshops would average five per facility, and not exceed 25, two-hour sessions, for a maximum total of 100 hours of programs. The topics remained the same.

As we began to look at tools to evaluate the effectiveness of the training as well as the levels and perceptions of stress in the Department, we looked at what Robin Gershon, Ph.D. had used in her NIJ project concerning stress and State Police Officers in Maryland. Our plan was to add to and/or change the context of some of her questions to more aptly fit COs. Dr. Gershon was willing to assist in this process, offering to search for and validate items more appropriate for a correctional setting.

As it was initially written, the program assumed a relatively small number of participants, with the hope of learning and then expanding in the future. The union began to look at this as an opportunity to survey all COs (4,100), thus having a significant amount of data with which to evaluate stress in the Department for officers. The FOCUS Program would be a way to make some intervention with a selected group, while the richness of the data could be used for future planning.

Training and Survey Design

Once this idea was accepted, seeking the survey instrument took on a different level of importance. Searching for an intact survey that would suitably measure the specifics of the setting proved unsuccessful. We brought in Mark Sullivan and John Rogers, of S&R Associates, researchers with experience in the customized development of surveys measuring issues such as employee morale and work related stress. In addition, one of the researchers had involvement with the union in the past around this very issue when AFSCME had explored doing something similar several years ago.

Numerous meetings were held with S&R Associates to look at the feasibility of their working with us; they reviewed the Gershon survey as well as reviewing some of the literature. The final recommendation from them was to design a survey specifically for the DOC, with the thinking that much, if not all, would be applicable to any state department of correction.

The first step in the survey design was to facilitate series of CO focus groups to meet with Sullivan and Rogers in order to validate the issues identified in the project and in the literature review. Fifteen groups were interviewed, and all participants were randomly selected for each

group, each session was representative of a different group, i.e., males, mixed sex, females, 1st shift, etc. There were eight specific areas targeted in each session, with guiding questions introducing each topic. The areas were: 1) burnout; 2) job satisfaction; 3) personal finance; 4) family life; 5) race; 6) gender; 7) employment issues; 8) other matters. The sessions included between 9 and 12 participants and lasted approximately 90 minutes.

The information from the groups overwhelmingly indicated a strong level of suspicion about the process, and the anonymity of information shared in the groups. There was an overwhelming feeling of distrust for the administration, and especially a lack of confidence in mid level management, i.e., the Lieutenants at the facilities. There were concerns about favoritism, sexism, racism, and a lack of respect for COs and their work. There was also concern expressed as to what, if any, impact this type of program could have, and suspiciousness expressed as to the motivation for such a program. The union and the EAP were both mentioned as groups that don't always address the COs needs, and at times pander to the administration. The issue of confidentiality within the EAP was challenged as well. The inmates were not described as a source of stress for the COs.

Simultaneously, we were looking at the actual training program for the targeted facilities – how could we attract the greatest number of officers? Because of facility scheduling, offering the five training sessions two times per facility would not capture a large number of participants. Even with creative scheduling, offering more evening programs for families in centralized locations presented challenges: How many COs would attend any type of programming on their time off?

The union and the Department both began to see this training as having a much greater impact if it were to be mandatory rather than elective, and a full day's duration rather than the shorter sessions originally planned. Further discussion led to this becoming part of the required, in-service training days that all officers must complete annually. With much discussion between the union, the Department liaison, and the training academy management, a plan began to unfold to present a mandatory, full day of FOCUS training to every CO in the five targeted facilities.

The next two challenges were how and where to schedule these sessions, and what the structure would be. We initially looked at multiple locations, with simultaneous sessions, however, that was unmanageable because of the number of trainers we would need. We wanted to have the training occur away from the worksite, keeping it unique, while at the same time, meeting academy requirements.

We finally settled on doing the training at one of the union offices that was centrally located in the state. Although not an ideal training site, we felt it was a good choice in that it made a very strong statement about the union's support of the program. More importantly, it was a statement of the union's commitment to addressing the issue of stress within the Department, and taking steps to make some changes.

The design of the training went through several "metamorphoses" as we looked at the shift from several one and two-hour presentations to full day of training. Once we ruled out multiple offerings/multiple sites, we settled on a six-hour day of training, with one trainer per group. The day would cover conflict, and communication, two major factors in stress, as well as general

hints for handling stress, and an action-planning piece at the end. The program was highly interactive and experiential.

To cover the 69 training sessions, we used seven trainers, with three of them providing a majority of the training. Although there was a curriculum provided, it was important that the trainers be flexible enough to “roll with” the particular group in front of them. Over time they became quite adept at working with the officers and keeping the sessions on track, while addressing some of the unique needs of a certain group or individual.

In order to have the training be meaningful, we set a maximum of 25 participants per group, and averaged 22. We ran two groups daily for 34 days and one group on the last day for a total of 69, six-hour training sessions, 414 direct training hours. Programs ran from 8:00 AM to 3:30 PM or 3:30 PM to 11:00 PM. Attendance was very high at over 95%, with only officers on extended leave missing the program.

Once the survey instrument was completed, the committee met numerous times to review and make suggestions for changes. When it was finished, we had a 352 item questionnaire that we felt covered both personal and work related stresses as well as current coping mechanisms. We had six officers take the survey and give us feedback concerning both the level of difficulty and the time involved in responding to it. There were no reported problems understanding or responding to the questions, and the time averaged 30 minutes.

Because of the expanded survey size, as well as the unanticipated development costs, mailing the survey to 4100 officers became cost prohibitive. Conventional wisdom predicts low return rates on mailed items, even with pre-paid return postage; we wanted as high a return as possible in order to produce worth while results. The union suggested, and the Department agreed to allow time on shift for each officer to complete the survey. This entailed a Herculean effort by the Wardens and other ranking facility managers to schedule and cover time for this to happen. The union agreed to have reps at each facility hand out the surveys and collect them, hopefully reducing any suspiciousness on the officers’ part. Only union members would handle the surveys. We anticipated a very high rate of return for three reasons: 1) the issue of officer stress is paramount, 2) this is the first opportunity to capture this information in a legitimate, systematic fashion, and 3) the officers are being paid to fill out the survey.

In order to accurately measure any impact the training may have, there had to be some type of identifying code for each survey. Much discussion ensued with the union regarding this matter, and there was a great deal of concern expressed right away concerning confidentiality and how an identifier would cause some alarm amongst the officers. The researchers spoke in depth with the union regarding why this was necessary, however, it was an issue that came back to haunt us once the surveys were distributed. The code used for ID purpose was the last four digits of the officer’s social security number, and the last four digits of their phone number.

The return rate for the initial survey was in the 50% range – disappointing, given the structure that was in place. As one would expect with a project of this size, all things did not go as planned – the survey distribution wasn’t as smooth as we had hoped for; some surveys were picked up by Lieutenants and stored in Warden’s offices causing the level of distrust to rise.

Although we had set a time frame of two weeks for the surveys to be completed, they came in for up to almost eight weeks after they were handed out. Many came back unusable, unreadable, or incomplete. There were many angry comments written in the space for feedback about the Department, this project, etc.

The survey results showed a high level of dissatisfaction with management, namely the Lieutenants, the next largest group of Department employees after the officers, and the group who directly supervise the officers. There also distrust and dissatisfaction expressed about how officers are treated during an internal investigation and/or inmate attack or accusation. This carried over into all of the training sessions.

The Training

Although we knew there was a level of anger and frustration with the administration, as well as a high level of distrust in the administration, the union and the EAP, we were not prepared for the anger that was present during the survey distribution and the subsequent training. We all viewed this as a great opportunity to gain new skills in the areas of conflict and communication that would help to reduce stress. This program was strictly focused on behaviors that could be controlled, and thus changed, by the officer. It was also a day out of the facility, and we arranged to have the officers approved to wear civilian clothes rather than their uniforms.

In order to promote open discussion, there was no DOC management staff at the training. The beginning sessions were met with anger and misunderstanding about why the officers were there, what it was about, along with a high level of sarcasm as we attempted to begin the training. Some were angry about having to travel further than their normal drive, that the directions were not always clear, and/or the parking was confusing. Some officers went to work, in uniform, only to find out they were assigned to the training, where they found their co-workers dressed casually.

There was a sense that this was a punishment, and many felt they didn't need it, but that their Lieutenants did. The trainers soon learned how to balance allowing time to vent with covering the content, however, we never were able to get away from the pervasive tone of anger at the administration and especially the Lieutenants. Often with training around stress, participants find it easier to complain about that which they can't change (the administration, the boss or supervisor), rather than those they can (how one responds to criticism, how much one smokes, drinks, eats junk foods, one's attitude, etc.). At times disruptive behavior was a serious problem, although no one was asked to leave the sessions.

After the first week of training, part of the space we were using in the union office became unavailable to us – with almost no notice, we had to find another space for the training. This was a major challenge since we had begun, we had a schedule, and people were getting familiar with where we were because the word was getting out. This seemed like the last straw – where to find a space for two groups of 25, daily, including evenings, that would be centrally located. Amazingly enough, the project manager went out for a coffee during a break one morning and in talking about our plight to the owner of the deli, was offered space in his building. FOCUS was

now being offered from a deli/pizzeria just up the street from the union office. Again, not the best training site, but it was more spacious and lunch or dinner was very convenient!

After the first day, we began each session with a detailed explanation of the program, the survey, the confidentiality of what is said in the sessions, etc. We also had a union spokesman address the groups to talk about their role in, and support of, the project. This was helpful in setting the tone for the training. We also used this time to encourage participants to give us feedback through the evaluation sheets provided. We felt these would be a significant source of information about the program.

Because the officers were often focused on the Department as the cause of their problems, it was difficult to introduce the issue of how they handle work stress directly influences their marital/family and other relationships. Many stated they keep their work and personal life totally separate, and were unwilling to look at those areas at all. There were also strong feelings about involving spouses and significant others in anything connected to work. The overwhelming majority saw no value to including family except to have family understand the stress of their job more fully. It appeared that a result trying to separate work and family, with the perceived uniqueness of their work often made it difficult for the officers to see the impact of their own behavior on their relationships. It was hard to make the connection between changing individual behavior, regardless of the politics in the Department, and less stress at home.

At the training site, there was information and handouts available on topics such as domestic violence, kids and violence, talking to kids about violence, stress, communication, finances, drugs and alcohol, PTSD, anger management, etc. Each participant received a packet with information and handouts about some of the above topics as well as the training slides and the basic handouts for the training. We also included brief bios of the trainers, EAP information and an evaluation sheet. Officers were encouraged to "personalize" their packets with information they were interested in, and to share the info with their families. We also encouraged discussion about the training with family members, and even trying some of the exercises at home.

FOCUS II and The Survey, Part II

Obviously, the format of the program had changed from the original plan, with training hours exceeding four times the total proposed by the time we completed phase one. It was determined that for the second part of the training, we would present one day long session that would be open to seventy-five officers from the targeted facilities, and their spouses or significant others. Unlike our spartan accommodations in the deli, this was held in a hotel ballroom, with lunch included.

This was a voluntary session, and participants attended on their own time. Although originally planned to be more in depth, because of the size of the group, this session focused on specific stress relieving techniques. We were not able to schedule any of the original FOCUS trainers for the date, and used a trainer who has had criminal justice experience and had worked with large, challenging groups. There is no doubt that we would have had more continuity had we been able to schedule one of the other trainers, however, this trainer handled herself and the group very

well. The group was open to the training as well since they were self-selected as opposed to being mandated to attend the session.

The second survey was distributed to all the officers from the targeted facilities as well as 300 randomly selected officers. The format was the same, however, we did not repeat all of the questions, and reduced it to 145 items. The union again was responsible for the distribution and collection. The response for the second survey was also disappointing; we anticipated a high response because of the familiarity with the training, however we ended up with only 200 usable returns. Unfortunately we are not able to discern any impact from the program based on survey results.

Other Items

The proposed Officer Life Cycle Brochures: Because of the changes to the program design, there were four brochures designed that were primarily educational about the program and issues around stress management, communication and conflict.

Due to technical and system difficulties, we were unable to get a web page up and running in time for the FOCUS project.

We were unable to contact anyone involved with the Connections Program, a “self-help” style support group of spouses of officers.

EAP involvement with the Critical Incident Response Team remained at the same level as prior to the project.

EAP utilization remained about the same; there were some calls that came in as a direct response to something they learned in the FOCUS training, but there was no perceptible drop in calls related to serious disciplinary actions where earlier intervention would have been beneficial.

Training for Trainers was held to assist DOC training staff with a modified FOCUS Curriculum delivery. The department will include a four-hour “FOCUS type” program into the training for all officers in the year 2000. Original FOCUS materials were distributed, and an overview of the program was presented.

Wrap Up

A question that had come up frequently during this project as well as once the training was complete was “Was this successful?” It depends on what “successful” means, however, the committee would say overall, the program was successful. Even with all of the grumbling and anger that was evident with the FOCUS training, much of the feedback was positive, and many officers were able to see personal benefit, even though the Department and the politics have not changed.

Although many officers expressed anger towards their Lieutenants, and the administration, many suggested that similar sessions with COs and Lieutenants together would be helpful in learning

to understand each other. This kind of innovative idea may not have surfaced without this training, and although it may not happen immediately, it is a great idea to test with several small groups of volunteers.

The union and the administration worked together on a joint project in an extremely amicable fashion. The Department showed a tremendous willingness to work with the committee to have the training delivered. Both sides made concessions, and the union signed an agreement stating they would not use any survey results information in the bargaining process.

Did we accomplish everything we set out to? No, we didn't, and at the same time we accomplished more than we planned when changed the scope of the program. We learned more than we anticipated we would, and much of that learning will be used to augment the training provided to all staff annually.

The modified FOCUS training begins Department wide in September 2000!

Funding:

In addition to the \$99,990.00 grant, this program has been supplemented financially with additional funds both in-kind and budgeted. These additional funds were contributed through several different sectors. The breakdown of these additional funds is as follows:

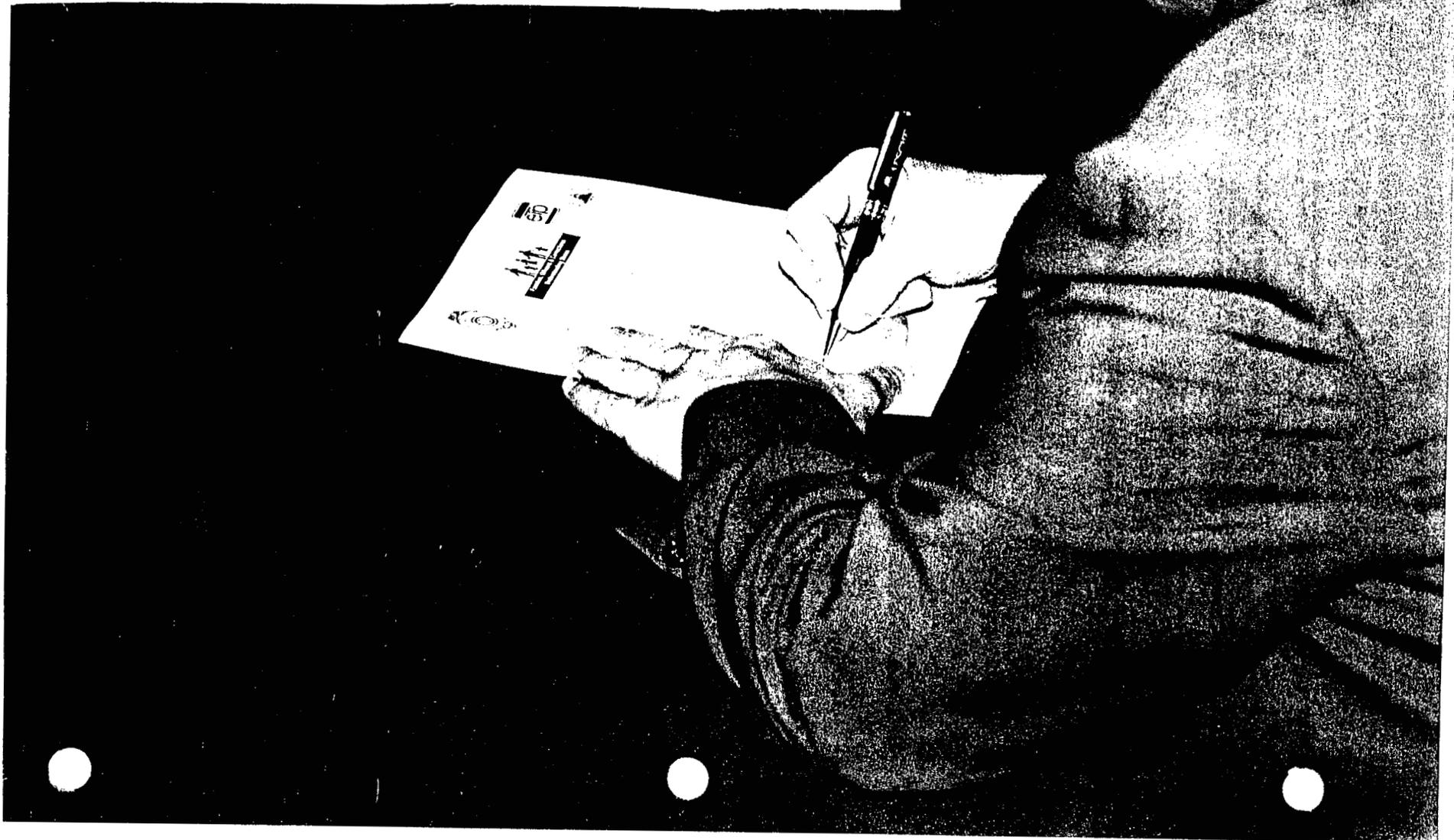
1. \$9,000.00-- Actual cash funds from AFSCME Council 4 Stress Reduction Fund.(the Correctional Officer Union)
2. \$290,190.00 – In-Kind and budgeted funds from the State of Connecticut Department of Correction.
3. \$50,000.00 – Additional funds both In-Kind and budgeted from ETP Inc. Our current EAP provider, and designated program assistant of this grant.
4. \$99,990.00 – Grant funding...

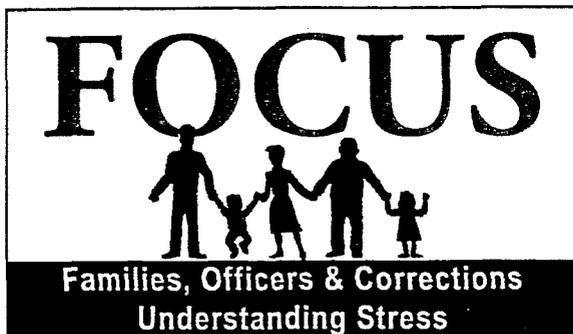
Total = \$449,180.00

These additional funds have contributed to a total program cost of approximately
\$450,000.00

Commissioner John J. Armstrong signs the letter acknowledging the start of the FOCUS program.

A copy of this letter was distributed statewide to every Correctional Officer.





Dear AFSCME Correction Officer:

The Department of Correction has been awarded a grant from The National Institute of Justice to implement an educational program related to the impact of stress on the lives of Correction Officers and their families. We are the first and only correctional department in the country to be included in the project, thus giving us the opportunity to become a national leader in the area of Correction Officer stress. What makes this opportunity particularly important is the inclusion of family members in the program.

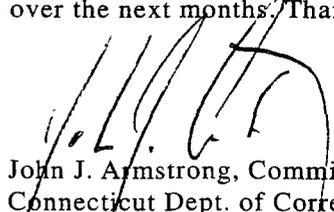
To ensure the success of the program, the Department, AFSCME Council 4, and our Employee Assistance Program (EAP) will work together to deliver the services under the *FOCUS* program (Families, Officers & Corrections Understanding Stress). This unique partnership brings together those people with both a first-hand knowledge of the department and the stress involved in the work of a Correction Officer.

The Department, the union, and the EAP recognize that stress impacts all areas of the lives of our Correction Officers and their families. The goal of *FOCUS* is to reduce Correction Officer and family stress through education and training in the areas of communication, personal stress management, conflict mediation, parenting skills, and prudent money and debt management.

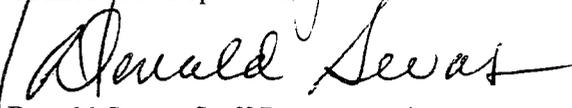
The program will be implemented in five facilities: Cheshire CI, Webster CI, York CI, Northern CI and Hartford Correctional Center. It is our hope that this pilot program will lead to more funding for a departmental-wide program in the year 2000 and beyond. In order to be successful, the program depends on the participation and support of Correction Officers at all facilities.

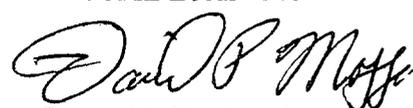
In March, a questionnaire will be randomly distributed; please take the time afforded you to answer the questions and return the questionnaire to your *FOCUS* designee. The questionnaire is confidential, and there is nothing on it that will identify you individually. Participation is voluntary. Once the program is completed, the same questionnaire will be distributed again so that we can evaluate the impact of the education components on Officers. We hope to prove that Officers' participation in *FOCUS* show a positive change in their ability to manage stress at home and at work. Your participation could lead to changes and improvements in the departmental training programs.

For those Officers in the five participating facilities, please encourage your family member(s)/significant other to participate in the educational programs as they are developed in response to the questionnaire. Watch for further information over the next months. Thanks in advance for your support of this important program.


John J. Armstrong, Commissioner
Connecticut Dept. of Correction


David LaPointe, President
AFSCME Local 1565


Donald Sevas, Staff Representative
AFSCME, Council 4

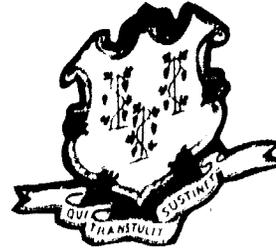

David Moffa, President
AFSCME Local 387


Michael Minney, President
AFSCME Local 391


Susan Lagassee, CEAP
EAP Contract Manager, ETP Inc.

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

CONNECTICUT DEPT.



OF CORI



FOCUS Committee members at official letter signing ceremony

Seated from left to right – Don Sevas Staff Representative AFSCME Council 4, David LaPointe, President Local 1565, David Moffa, President Local 387, Mike Minney President Local 391 and Larry Mens Project Manager ETP, and Commissioner John J. Armstrong.

It's not easy coping with prison job stress

Ralph Hohman
Record-Journal staff

CHESHIRE — John J. Armstrong remembers coming up as a correctional officer more than 20 years ago, when prison guards were tough all the time.

"Everybody had a facade," said Armstrong, now the state's commissioner of correction. "It was your me face for the game inside that you also kept on when you went elsewhere in your life."

In some ways, things haven't changed. "Certainly you do have to be her tough in this business," Armstrong said. "It's not for the meek."

But being impenetrable has its

price. According to Education and Training Programs Inc. (ETP) of Hartford, which administers the Department of Correction's Employee Assistance Program, clinical evidence suggests that correctional officers have higher-than-normal rates of ulcers, heart attacks, hypertension, that they live shorter lives and have more marital and family problems than the general public.

Much of it, say the officers, comes from stress.

"Personally, one of the best ways to do it is to leave your stress at the gym," said Dave Moffa, president of union local 387 in the Cheshire Complex.

Moffa said being around his family helps him get rid of stress — "but some

people just can't release it like that."

The department, while still expecting its correctional officers to be cool and strong in the face of a crisis that could come at any time, now wants them to be human, too.

"Outside of here there's a lot less necessity for some of the things inside," Armstrong said. "We need to have people able to make those transitions. And it should be a transition you make every day — as you come in, you recognize where you are, as you leave, you know where you're going."

Together with the American Federation of State, County and Municipal Employees, the department last week celebrated at the Maloney Center for Training and Staff Development after

receiving a \$100,000 renewable grant from the National Institute of Justice to implement a program called FOCUS — Families, Officers and Corrections Understanding Stress.

Armstrong said the department is one of eight law enforcement organizations to receive the grant, and the only department of correction to do so. The program will be conducted in Connecticut with personnel from the Cheshire, Hartford, Northern, Webster and York correctional institutions. Curriculum is to be developed by a committee of union members, administrators and the Employee Assistance Program.

"What's in this grant is money to do a survey and baseline studies (to dis-

cover) what are the issues," said Larry W. Mens, criminal justice services Manager for ETP. "Then we'll have some money to do some training."

Programs evolving in FOCUS, Mens said, will likely address conflict resolution, coping, social skills, communication, parenting, and sessions for family members who have often been unaware of what it's like to be inside a prison.

Armstrong said he hopes to have a program fully up and running in a year.

"You design it, you implement it, and you evaluate it," he said. "And certainly we hope to get all the way through to that point in the first year. And at that point we need to look at what we've got going and continue to improve it."

Local report

Correction Dept. given \$100,000 federal grant

CHESHIRE — The National Institute of Justice has given a \$100,000 grant to the Connecticut Department of Correction, American Federation of State, County and Municipal Employees Council 4 and the state's Employee Assistance Program to study the impact of stress on the lives of correction officers and their families.

The grant is titled "Families, Officers and Corrections Understanding Stress" (FOCUS) and Connecticut is the first and only correctional department in the country to be included in this project.

Encompassing extensive workshops designed to positively impact officers and their families by providing knowledge and skills to reduce stress, the program will be piloted in Cheshire, Hartford, Northern, Webster and York correctional facilities. Cheshire is the large, high-security institution on Highland Avenue in Cheshire, and Webster is a minimum-security facility on Jarvis Street, also in Cheshire.

Evidence indicates shorter life expectancy and hypertension for correction officers are higher in proportion to normal population statistics. Classes on parenting skills, stress management, strategic financial planning, communication skills and identifying high-risk lifestyles will be some of the areas highlighted.

CT Post, February 1, 1999

Grant to aid correction officers

CHESHIRE — The state is getting a \$100,000 federal grant to develop a stress management program for correction officers.

The grant, previously available only to police departments, is the first to go to a state prison system, State Correction Commissioner John Armstrong said. Prison guards and their families will participate in the program.

Armstrong, who began his career as a prison guard in 1977, said correction officers are constantly "working with difficult people who have no impulse control."

The restraint needed to function in such a work environment is extremely stressful, he said.

Union officials, noting the strain that prison work puts on individuals and their families, said the stress management program is overdue.

The Day, February 1, 1999

REGION BRIEFS

FROM WIRE REPORTS

\$100K federal grant to aid prison guards

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AFSCME COUNCIL 4 VOLUME 2 NUMBER 1 JANUARY / FEBRUARY 1999

NEW UNION/CORRECTIONS PROGRAM TO 'FOCUS' ON WORKER STRESS

WETHERSFIELD—Correction Officers have a much shorter life expectancy than the general population and considerably higher than average incidence of divorce, according to available research. A new cooperative labor/management program will attempt to positively influence the attitudes of COs and their families by providing knowledge and skills to reduce stress in their lives.

Families, Officers and Corrections Understanding Stress or FOCUS is a cooperative program of AFSCME Council 4, the Connecticut Department of Corrections and the Employee Assistance Program. FOCUS is funded through a \$100,000 grant from the National Institute of Justice with matching funds from DOC.

The program will be piloted at Cheshire, Hartford, Webster and York corrections facilities.

Newly elected Local 387 Pres. Dave Moffa, a CO at Cheshire Correction Institution, said that the program will involve several extensive In-Service Training Programs and informational mailings to members' homes. A pre-program survey will be distributed to members.

Other members of the committee are COs Steve Hall and Robert Parziale of Local 387, Harris Porter and Dan Kelley of Local 1565, and Mike Minney and Karl Voneisengrein of Local 391.



L-R EAP's Larry Mens, AFSCME's Dan Kelley, Steve Hall, Bob Parziale, Dave Moffa, Don Sevas, Mike Minney, & Harris Porter.

Good Samaritan Tracey

The state trooper was standing in the middle of Rt. 12 in Griswold. He wasn't directing traffic. It was 12:25 a.m. on Nov. 27. The trooper was dazed. He had hit a deer, and his cruiser, its flashing lights shimmering off trees in the woods beside the road, was severely damaged, its windshield shattered. The first person on the scene was Correction Officer William Tracey of the Gates Correctional Institution, who was returning home after the 4-12 shift. Tracey safely escorted state trooper to the side of the road and tended to him until members of Troop E responded to the trooper's call for assistance.

High court to review federal intervention

The U.S. Supreme Court on Dec. 6 announced that it will look at a federal law aimed at limiting the oversight of state prisons by federal courts. The justices will review a statutory provision that automatically would end a judge's supervision of a

correctional facility if the judge failed to respond to such a request within 90 days.

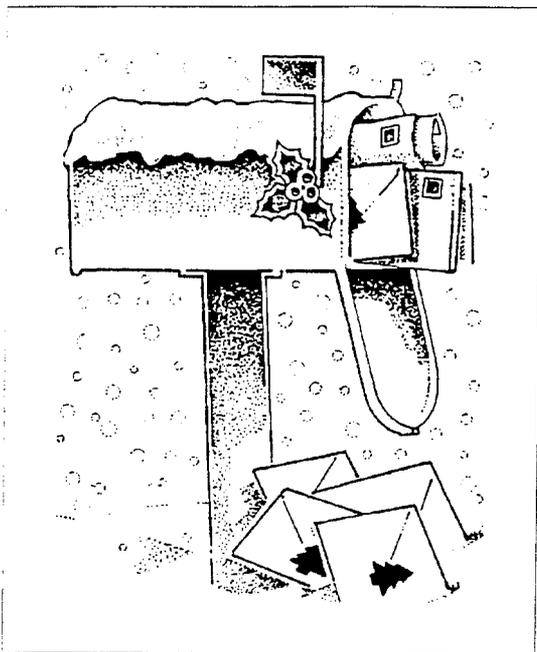
As the result of inmate lawsuits over prison conditions, some courts have ordered state officials to relieve those conditions that violate a constitutional right. Congress enacted the Prison Litigation Reform Act (PLRA) because it felt that federal courts were intruding too far into state prison management. Under the PLRA, remedies must be the "least intrusive means necessary" to correct any violation.

Jail\$ raise 15 big ones for CSEC charities

The Bridgeport Correctional Center this year raised \$9,300 for the State Employee Campaign, Warden John Tarascio announced. He noted that 128 staff participated, and praised Counselor Jessica Tiriole-Theisen and Lieutenant Somchai Engtrakul for their organizational skills. Similarly, staff of the Hartford Correctional Center contributed \$5,727 to the campaign that supports a range of charities throughout the state. Warden Mary Johnson commended Correction Officer Timothy Newton, Hartford campaign coordinator.

Heads, hands and feet well-covered

The numbers confirmed the outpouring of staff support for the clothing collection sponsored by the QWL Committee at the Maloney Center for Training and Staff Development. The Children's Home of Cromwell on Dec. 3 received more than 500 pairs of socks, 100 pairs of gloves and 50 knit hats. The home supplies shelter and programming to more than 100 children without a family environment. If you want to become a positive adult influence in the lives of these children, call Director John Powers at 860.635.6010x334.



The Connecticut
Department
of Correction

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About and for
correctional
professionals

Dec. 12-18,
1999

Holiday hot spots on the internet

No matter what sort of festivities you have planned at this special time of the year, let your personal computer magnify your holiday fun, as well as your understanding:

- To send an online "virtual" greeting card: bluemountain.com, greetingcards.com, dixierose.com or regards.com.
- To send a wish list to Santa . . . and to get a reply: santaclaus.com.
- To learn about the numerous Christmas traditions: christmas.com.
- For the basics on the Jewish celebration of Chanukah: torahtots.com/holidays/chanuka/chanuk.htm.
To learn about the month-long devotions and reflections of the Muslim fast of Ramadan: islam.org/ramadan/.
- For information about Kwanzaa, the week-long festival of unity: christmas99.com/HR&Elkwanzaa_main.asp.

F... Y... I...

Staff of the Northern Correctional Institution on Dec. 17 will hold a retirement party at the Chowder Pot Restaurant in Hartford for Captain Reginald Simms. Office Assistant Kelly Dolnack reported. The celebration begins at 5 p.m. For information, telephone 860.763.8643.

Through a Jeans Day fundraiser on Nov. 24, Central Office staff collected \$204 for the Warm the Children Fund. Personnel Officer Kathleen Callahan reported. The organi-

zation supplies new winter coats to children in need.

Each square of human skin contains 19 million cells, 60 hairs, 90 oil glands, 19 feet of blood vessels and 625 sweat glands. The average person's skin weighs six pounds.

The department's web site—at www.state.ct.us./doc—recorded its 50,000th visitor this week.

Michigan Gov. John Engler recently signed a law prohibiting prisoners from filing lawsuits until they exhaust all administrative remedies, and another prohibiting a suit by an inmate against the state or an employee for mental or emotional injury unless the inmate also can show personal injury, according to *Corrections Alert*. Additionally, after filing three suits or appeals that have been dismissed as frivolous, an inmate no longer may claim indigency or be represented by a lawyer paid with state funds.

To keep film fresh for years, freeze it, according to *Bottom Line*. Both color slide and color print film can be frozen safely; the freezing prevents color deterioration. However, allow the frozen or refrigerated film to warm gradually to room temperature before using it.

Agency good neighbors

CHESHIRE. Staff of the Cheshire Correctional Institution on Dec. 8 delivered 25 coats to the Columbus House in New Haven, a homeless shelter. Lieutenant Michael Capasso and Correction Officers James Bulger and Anita Hardy coordinated the clothing collection.

This Week, Dec. 12-18, p. 3

Death row time falling

Despite the efforts of state legislatures, the U.S. Supreme Court, and Congress to hasten the appeals process, convicted killers in 1998 spent just 90 fewer days on death row than those put to death in 1997, a federal report revealed. The Bureau of Justice Statistics reported that the 68 inmates executed in 1998 were confined on death row an average of 10 years and 10 months—three months less than the 74 executed in 1997. Both pro-death forces and the Coalition to Abolish the Death Penalty expect the average death-row stay before execution eventually to drop to approximately eight years.

To date, 96 prisoners on America's death rows have been executed in 1999, the most since 105 were put to death in 1951.

FOCUS sharpening its vision

The first round of FOCUS (Families, Officers and Corrections Understanding Stress) training has been completed at the Cheshire, Northern, Webster and York correctional institutions and at the Hartford Correctional Center, Personnel Officer Michael McGarthy reported. Ninety-nine percent of correction officers participated. The FOCUS Committee now is working on the second component of the training package, a one-day voluntary seminar open to officers and their families. For information, call 860.692.6808.

Most recent MVP-card recipients:

Adams, Michael, CO, NHC
 Allen, Thomas, Lieutenant, MCI
 Amado, Wilfredo, Counselor, MCI
 Andrade, Richard, Rec Spec, NHC
 Andrews, Jane, Fd Serv Sup, HCC
 Beaver, Bernard, CO, MCI
 Bishop, John, Personel Officer, COF
 Black, Alan, CO, NHC
 Bogush, David, Fd Serv Sup, HCC
 Bowles, Roger, Lieutenant, HCC
 Bromley, Robert, CO, RCI
 Byers, Bonnie, Nurse, HCC
 Byford, Larry, CO, RCI
 Castro, Evelyn, Clerk Typist, HCC
 Chicano, Joseph, CO, NHC
 Cohen, Frances, Teacher, HCC
 Coleman, Brent, Fd Serv Sup, HCC
 Culhane, Dennis, CO, WCB
 Dickson, John, Counselor, HCC
 Dwyer, Richard, CO, MCI
 Edwards, Jon, CO, HCC
 Ellis, Joan, Coun Supervisor, WCB
 Ello, Julie, Teacher, HCC
 Fulton, Brenna, CO, GCI
 Green, Corey, CO, NHC
 Hanks, Glenn, Locksmith, WCB
 Hare, David, CO, MYI
 Henry, Robert, CO, YCI
 Iweka, Andrew, Counselor, HCC
 Jakubielski, Raymond, GMO, RCI
 Johnson, Jennifer, Nurse, HCC
 Jones, Barbara, Secretary, HCC
 Josephs, Bertram, CO, NHC
 Kaba, Natalie, Preprof Trainee, COF
 Kapitske, Alan, Rec Dir, HCC
 Kastenhuber, Kenneth, Lieut, NHC
 King, Larnetta, Office Asst, NHC
 Kurtz, Fred, Counselor, HCC
 Lamb, Diane, CO, GCI
 Lebejko, Phyllis, Fin Clerk, COF
 Lepaoja, John, CO, GCI
 Lofgren, Nicole, Counselor, HCC
 Lorusso, Michael, CO, NHC
 Lovisolio, Carl, Lieutenant, NHC

Lowe, Peter, Counselor, HCC
 Massey, Michael, Fd Serv Sup, HCC
 Michaud, David, Counselor, HCC
 Milardo, Donald, Fd Serv Sup, HCC
 Miller, John, Gen Main Off, NHC
 Miller, Sherry, Clerk Typist, HCC
 Molina, Roberto, CO, MCI
 Morin, Carl, CO, HCC
 Morton, Sandra, Captain, GCI
 Mosen, George, CO, GCI
 Neville, James, Captain, NHC
 Newton, Timothy, CO, HCC
 Nosal, Linda, Secretary, HCC
 O'Gorman, Frank, Counselor, MCI
 O'Keefe, Michelle, CO, HCC
 Pemberton, Samuel, CO, YCI
 Penn, Theresa, Lieutenant, RCI
 Percoski, Timothy, Fd Serv Sup, HCC
 Perry, Robin, Lieutenant, NHC
 Porter, William, Main Sup, RCI
 Post, Linda, Teacher, HCC
 Potter, Scott, CO, YCI
 Roberts, Angelo, CO, NHC
 Rodolakis, Michael, CO, NCI
 Rodriguez, Javier, CO, WCI
 Ruffo, Roger, Captain, GCI
 Ryan, Michael, CO, MYI
 Samuel, Annie, Lieutenant, BCC

This Week, Dec. 12-18, p. 5

Santerre, Gordon, Gn Main Off, RCI
 Schmitt, Carol, Industries Sup, OCI
 Schuder, Jay-Todd, Counselor, HCC
 Sholes, Deborah, CO, HCC
 Smith, Michael, Lieutenant, YCI
 Smith, Raymond, Lieutenant, WLK
 Smith, Stacy, Counselor, HCC
 Steafather, William, Electrician, RCI
 Stein, Dale, CO, OCI
 Stone, Valerie, CO, MCI
 Strickland, Richard, Coun, HCC
 Sulewski, Joseph, CO, WLK
 Suse, Mark, Coun Sup, WCB
 Sylvestri, Armand, CO, YCI
 Talbert, Frederick, CO, OCI
 Taylor, Christopher, CO, MYI
 Terrio, Richard, CO, WCB
 Tirolo, Jessica, Counselor, BCC
 Tracey, William, CO, GCI
 Trapasso, David, Coun Sup, BCC
 Turbett, Wendie, Teacher, HCC
 Vinci, Mario, CO, WLK
 Watson, John, Lieutenant, WCI
 Weldon, Roy, Counselor, HCC
 Wyzik, Edward, CO, MCI

MVP-card index

BCC Bridgeport Correctional Center
 CO Correction Officer
 COF Central Office
 GCI Gates Correctional Institution
 GMO General Maintenance Officer
 HCC Hartford Correctional Center
 MCI MacDougall Correctional Institution
 MYI Manson Youth Institution
 NCI Northern Correctional Institution
 NHC New Haven Correctional Center
 OCI Osborn Correctional Institution
 RCI Radgowski Correctional Institution
 WCB Willard-Cybulski Correctional Institution
 WCI Webster Correctional Institution
 WLK Walker Reception and Special Management Unit
 YCI York Correctional Institution

FIGHTING THE ENEMY WITHIN: HELPING OFFICERS DEAL WITH STRESS



By Rebecca Childress,
Vincent Talucci and Jennifer Wood

"Every year, correctional officers from across the country gather at a monument in Judiciary Square in Washington, D.C., to honor our brothers and sisters who have fallen in the line of duty," says John Carr, clinical supervisor of the Rhode Island Department of Corrections' (DOC) Stress Unit. "But a little-known fact is that correctional officers are three times more likely to commit suicide than they are to be killed on the job."

In fact, Rhode Island's Stress Unit owes its existence to the suicide of a local police chief 13 years ago. Several months after his death, a stress program was formed for correctional and law enforcement officers in the area. From that initiative, the Rhode Island DOC's Stress Unit evolved.

CORRECTIONAL OFFICER WELLNESS

Correctional officers, much like police officers, operate in a work environment that is characterized by unusually high levels of stress. Although a great deal of research has been conducted concerning the causes and consequences of stress for law enforcement officers, there have been few examinations of the correctional environment. The existing studies of correctional officer wellness identify a number of factors, both environmental and organizational, that are potential stressors. These include, but are not limited to:

- Inmate demands and manipulation
- Low pay
- Overtime
- Poor public image
- Problems with co-workers
- Role ambiguity
- Role conflict
- Rotating shift work
- Threat of inmate violence

- Understaffing
- Unrealistic supervisor demands

The consequences of stress are varied and can include both physical and emotional symptoms. Correctional officers may become vulnerable to a variety of stress-related illnesses, including cardiovascular disease, high blood pressure and gastroenterological problems.

Emotional problems also can surface, such as increased irritability, feelings of tension and depression. Addictive behaviors such as substance abuse, gambling and overeating may emerge as well. These problems can cause or exacerbate existing family problems. According to Francis E. Cheek's 1984 book, *Stress Management for Correctional Officers and Their Families* (American Correctional Association), the average divorce rate among correctional officers is higher than that of law enforcement officers and is more than the national average as well.

Carr's father spent his entire career in law enforcement and corrections. He died at the age of 54. "I feel that is too young, since I am 57 years old," says Carr.

According to Cheek's book, the average life span of a correctional officer is 59 years. If this holds true today, the life expectancy rate for correctional officers is significantly less than that of the general public and also is less than that of law enforcement officers.

Beyond the toll on the individual, occupational stress also is costly for correctional institutions. Officers suffering from stress-related medical or mental illnesses can greatly impact budgets. The financial losses incurred may include high staff turnover and the resultant loss of human resource recruitment and training investment, overtime sick leave, early retirement due to job-related stress, and workers' compensation claims arising from avoidable injuries suffered or caused by a distracted employee.

NIJ RESPONDS

In 1994, the U.S. Congress authorized the Law Enforcement Family Support (CLEFS) program through Title XXI of the Violent Crime Control and Law Enforcement Assistance Act. This legislation authorized the exploration of methods to ameliorate the harmful effects of stress experienced by officers and their families. The National Institute of Justice (NIJ), the research, evaluation and development arm of the U.S. Department of Justice, was designated to award grants to state and local agencies and organizations to support research, demonstration and evaluation projects on stress intervention methods.

A year later, NIJ published *Developing a Law Enforcement Stress Program for Officers and Their Families*, which explored state-of-the-art practices for preventing and reducing the effects of police and family stress. Since the publication of this report four years ago, NIJ has solicited grant proposals from law enforcement and correctional agencies and the organizations representing these officers (i.e., unions or membership associations) to develop or examine a variety of subjects related to the causes, effects and solutions for job-related stress for officers as well as their families. To date, 24 grants have been awarded to correctional and law enforcement agencies and affiliated organizations.

The demonstration and training grants have included work in the following areas:

- Critical incident stress debriefing and management (CISD/CISM) techniques
- Peer support services
- Development of police psychological services referral networks
- Provision of police chaplaincy services
- Provision of rookie stress inoculation counseling
- Police organizational change and well-being
- Development of stress management training methods
- Development of train-the-trainer stress education programs

Grantees are now developing and demonstrating innovative stress treatment and training programs for officers and their families. Some also are researching the nature and causes of officer stress, as well as effective methods for its early detection. Through the NIJ-funded work of the grantees, knowledge is advancing in several key and previously understudied areas:

The development, implementation and coordination of services. We will have a greater understanding of the feasibility and impact of expanding services to families, including services traditionally offered only to officers.

The feasibility and efficacy of various program elements/strategies. We are developing knowledge on various program elements, such as mandatory vs. voluntary approaches; peer support vs. professional referrals; rates of use of various kinds of services (e.g., hotlines); the timing of interventions (e.g., during recruit training, in-service or following crisis); and the target of interventions (e.g., recruits, family members, supervisors).

The efficacy of specific approaches. Grantees are collecting and analyzing outcome data on a range of specific

The Warning Signs of BURNOUT

TEN BEHAVIORS COMMON IN BURNED-OUT EMPLOYEES:

- Exhaustion
- Apathy or lack of involvement with job
- Inability to relax
- Bitterness or sour attitude
- Low morale
- Constant complaining about job or working conditions
- Frequently impatient or easily frustrated
- Always tense
- Frequently call in sick or leave work for the slightest reason
- Lack of interaction with co-workers

From *Stressed Out: Strategies for Living and Working With Stress in Corrections*, by Gary F. Cornelius, 1994, American Correctional Association.

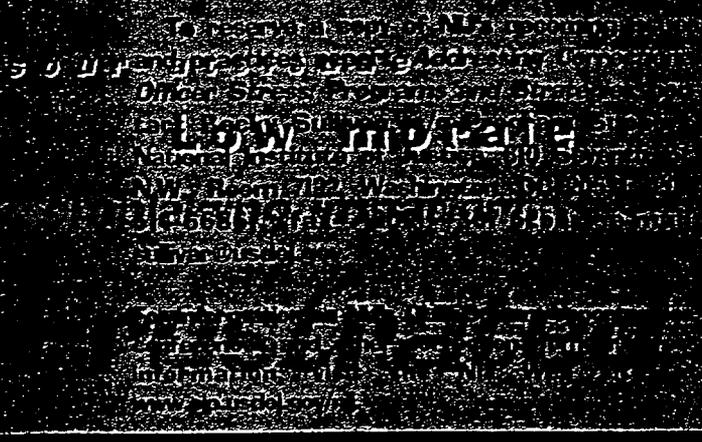
approaches to stress management and reduction; peer support; critical incident stress debriefings; anger management; and stress education. Although most are not carefully controlled outcome studies, they have yielded valuable information on approaches for dealing with specific stressors and target populations (e.g., state troopers, corrections personnel, tribal police, small and large departments, and university police departments).

Basic understanding of officer and family stress. Several data sets are being built. These data are coming from surveys, interviews and focus groups. We currently are developing a much-needed body of knowledge from a variety of departments regarding perceived stressors of spouses and other family members, new recruits, management, female officers and ethnic minority officers.

CONNECTICUT GAINS FOCUS

In August 1998, the Connecticut DOC won a competitively awarded grant from NIJ. Funds from this grant are being used to support the DOC's "Families, Officers and Corrections" (FOCUS) initiative. Five correctional facilities in Connecticut, including the state's maximum security institution, were chosen to field-test FOCUS.

For free copies of NIJ issues and practices report, *Developing a Law Enforcement Stress Program for Officers and Their Families*, NCJ 163175, write to the National Criminal Justice Reference Service (NCJRS), Box 3000, Fosters, MD 20748. NCJRS can also be reached by phone at 1-800-851-3420 or by email at ncjrs@ncjrs.org.



MORRIS

The interventions provided depend, in part, on the officer's progression through the career/life cycle. For example, an officer who recently has become eligible for promotion may receive brochures from FOCUS notifying him or her of available educational and training opportunities. Another officer who has been passed over for promotion may receive many of the same brochures in addition to a list of available support groups or information on how to obtain EAP assistance.

Thus far, the Connecticut DOC has administered a presurvey to all correctional officers to determine current stress levels and to identify potential stressors. This information has been used to focus curriculum development for the workshops in order to better meet the needs of the officers. Officer and family workshop training began in August.

CORRECTIONAL OFFICER STRESS

Much attention has been given to the nature, causes and consequences of police officer stress, but few efforts have as yet been targeted toward corrections. We now are catching up and will be for some time. NIJ remains committed to the field of corrections and to developing the knowledge for evidence-based practice.

NIJ is completing a complementary, companion document to *Developing a Law Enforcement Family Stress Program for Officers and Families*. The publication, *Addressing Correctional Officer Stress: Programs and Strategies*, examines methods to mitigate correctional officer stress. It is scheduled for release at the end of the year.

To encourage corrections professionals to submit applications for funding (and thereby increase the number of correctional officer stress programs), NIJ sponsored a grant writing workshop in May. Forty-seven participants from 27 jurisdictions attended. The participants included administrators, researchers, counselors, EAP managers, and community and institutional correctional officers. As a result of this workshop, 25 of the 27 jurisdictions submitted proposals for CLEFS funding.

In addition, NIJ has invited researcher Dr. Robert Delprino to its staff as a visiting fellow. Delprino is examining the similarities and differences between police and correctional stress, expanding NIJ's current research portfolio and assessing the transferability of technology between the two professional groups. Delprino also will help conduct a national survey to assess the nature and extent of stress-related services available to correctional officers and their families.

NIJ recognizes the extraordinary demands of the corrections profession and the potential consequences to correctional officers and their families. It is hoped that this collective effort, supported by the CLEFS program, will not only expand the existing body of knowledge, but also will serve as a catalyst to heighten discussion about correctional officer stress and its effects.

Rebecca Childress, Vincent Talucci and Jennifer Wood are program managers at the National Institute of Justice, U.S. Department of Justice. Opinions, findings and conclusions expressed here are those of the authors and do not necessarily reflect the official positions or policies of the U.S. Department of Justice.

FOCUS aims to help officers and their families learn how to better manage stress improve family communication skills, enhance coping skills and improve parenting skills. The following components were built into the program to help achieve these objectives:

- Introductory FOCUS and conflict resolution training during academy attendance with conflict resolution training provided on an annual basis thereafter;
- Workshops for both officers and their family members to cover a variety of topics related to stress, family relationships and parenting;
- Replicating a support group called Connections that already existed elsewhere in the state and was specifically designed to deal with the unique stressors of spouses and family members living with correctional officers;
- Provision of technical assistance to personnel officers to help them maximize employee and family participation in the existing Employee Assistance Program (EAP);
- Enhancement and expansion of EAP to permit a better response to critical incidents for both officers and their families, provide services for a greater range of incidents and include verbal harassment; and
- Dissemination of topical information on a variety of issues through upcoming workshops, available services, Connection group meetings and other venues.

Interventions provided by FOCUS are tailored to coincide with certain stages in the officer "career/life cycles." The premise is that officers generally follow a specific career path that requires them to negotiate several critical phases, all of which can be stressful. These critical junctures generally include graduation from the academy, eligibility to begin the promotional process, reaching a "career plateau," post-critical incidents, reassignment and retirement.



FOCUS



Pre Survey



Families, Officers & Corrections Understanding Stress

Dear AFSCME Correction Officer,

Some months ago, the Connecticut Department of Correction was awarded a grant from the National Institute of Justice to implement an educational program related to the impact of stress on the lives of Correction Officers and their families. Recently, you should have received a brochure that provided an overview of the Families, Officers, and Corrections Understanding Stress (FOCUS) Project. In that brochure, we indicated that the goal of the project was to reduce Correction Officer and family stress through education and training. The FOCUS project is the collaborative effort of AFSCME Council 4 and the Connecticut Department of Correction, in conjunction with ETP Inc. and Drs. M. E. Sullivan and J. B. Rogers (S & R Associates).

The following survey was developed through that collaboration. In order to insure that the results of this survey accurately represent the perceptions of the Correction Officers, we want to urge you to answer each question as honestly as possible. To insure your confidentiality, the completed survey will only be handled by the AFSCME liaison and returned directly to S & R Associates for analysis.

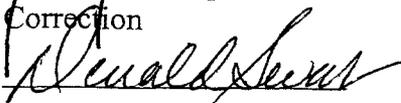
The Connecticut Department of Correction, AFSCME (Locals 387, 391, and 1565), ETP Inc., and S & R Associates hope that we can begin to effect a significant change in the lives of all Correction Officers and their families with your help. We want to thank you for providing us with your effort and time.


John J. Armstrong,
Commissioner
Connecticut Department of
Correction


David Moffa,
President AFSCME
Local 387

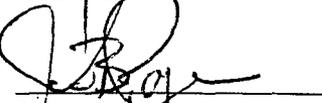

Michael Minney,
President AFSCME
Local 391


David LaPointe,
President AFSCME
Local 1565


Donald Sevas,
Staff Representative
AFSCME, Council 4


Larry W. Mens
ETP Inc.


Mark E. Sullivan, Ph.D.
S & R Associates


John B. Rogers, Ph.D.
S & R Associates

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Indicate the last 4 digits of your Social Security number: _____/_____/_____/_____

Indicate the last 4 digits of your telephone number: _____/_____/_____/_____

Directions: Please check (✓ or X) the categories for each question that applies to you. Do not leave any question blank nor select more than one option per question. If you feel that the question does not apply to you, mark Not Applicable (NA).

1. **GENDER:** Male Female
2. **DATE OF BIRTH:** Month/Day/Year _____/_____/_____
3. **RACE:**

African American ----- <input type="checkbox"/>	Asian American ----- <input type="checkbox"/>
Hispanic ----- <input type="checkbox"/>	Native American ----- <input type="checkbox"/>
White ----- <input type="checkbox"/>	West Indian/Caribbean ----- <input type="checkbox"/>
Other _____ (Specify)	
4. **EDUCATION:** What is the highest level of education that you have completed?

Less than High School ----- <input type="checkbox"/>	High School Diploma/GED ----- <input type="checkbox"/>
Technical degree ----- <input type="checkbox"/>	Some College ----- <input type="checkbox"/>
AA / AS degree ----- <input type="checkbox"/>	BA / BS degree ----- <input type="checkbox"/>
MA / MS degree ----- <input type="checkbox"/>	Ph.D. ----- <input type="checkbox"/>
5. **MARITAL STATUS:** What is your present marital status

Single ----- <input type="checkbox"/>	Widowed ----- <input type="checkbox"/>
Married ----- <input type="checkbox"/>	Separated ----- <input type="checkbox"/>
Divorced ----- <input type="checkbox"/>	Live-in Partner/Significant Other ----- <input type="checkbox"/>
6. Have you ever been divorced? NA No Yes Number of times _____
7. Has your spouse/significant other ever been divorced? NA No Yes Number of times _____
8. Does your spouse/significant other have a job? NA No Yes Full time Part time
9. What is the highest level of education completed by your spouse/significant other? NA

Less than High School ----- <input type="checkbox"/>	High School Diploma/GED ----- <input type="checkbox"/>
Technical degree ----- <input type="checkbox"/>	Some College ----- <input type="checkbox"/>
AA / AS degree ----- <input type="checkbox"/>	BA / BS degree ----- <input type="checkbox"/>
MA / MS degree ----- <input type="checkbox"/>	Ph.D. ----- <input type="checkbox"/>
10. **LEVEL OF FACILITY:** NA 2 3 4 5
11. How long have you worked for the Connecticut Department of Correction? _____ years _____ months
12. About what is your total family income before taxes? \$ _____, _____ .00
13. Including yourself, how many people in your household? _____
14. What shift do you primarily work? 1st 2nd 3rd Rotating
15. What is your current rank? Cadet Probationary Officer Officer 5 and 2 Officer
16. Have you served in any military organization? No Yes Length of service _____ years
17. Have you worked for any other correctional organization? No Yes Length of service _____ years
18. On average, how many OTs per pay period do you work? _____
19. Have you worked for any police force? No Yes Length of service _____ years
20. Are you currently serving in any military organization in the US or abroad? No Yes
21. Has any member of your immediate family ever worked for the Connecticut Department of Correction? No Yes

If yes, please indicate which family members

Mother ----- <input type="checkbox"/>	Spouse/Significant Other ----- <input type="checkbox"/>
Daughter ----- <input type="checkbox"/>	Father ----- <input type="checkbox"/>
Aunt ----- <input type="checkbox"/>	Son ----- <input type="checkbox"/>
Other _____ (Specify)	Uncle ----- <input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

22. Please indicate which of the following you are a member of-

- NA K9 CERT SOG CISRT HONOR GUARD

23. Indicate the facility that you presently work in-

- | | |
|--|--|
| Enfield CI ----- <input type="checkbox"/> | Northern CI ----- <input type="checkbox"/> |
| Osborn CI ----- <input type="checkbox"/> | Robinson CI ----- <input type="checkbox"/> |
| Willard-Cybulski CI ----- <input type="checkbox"/> | Bridgeport CC ----- <input type="checkbox"/> |
| Cheshire CI ----- <input type="checkbox"/> | Garner CI ----- <input type="checkbox"/> |
| New Haven CC ----- <input type="checkbox"/> | Manson YI ----- <input type="checkbox"/> |
| Brooklyn CI ----- <input type="checkbox"/> | Webster CI ----- <input type="checkbox"/> |
| Corrigan CI ----- <input type="checkbox"/> | Gates CI ----- <input type="checkbox"/> |
| Northeast CI ----- <input type="checkbox"/> | Radgowski CI ----- <input type="checkbox"/> |
| York CI ----- <input type="checkbox"/> | Hartford CC ----- <input type="checkbox"/> |
| MacDougall CI ----- <input type="checkbox"/> | Walker RSMU ----- <input type="checkbox"/> |
| UCONN Health Center ----- <input type="checkbox"/> | CTU ----- <input type="checkbox"/> |
| CTSD ----- <input type="checkbox"/> | Other _____ (Specify) |

24. How would you describe your current post assignment?

- | | |
|---|---|
| General Housing Unit ----- <input type="checkbox"/> | Restrictive Housing Unit ----- <input type="checkbox"/> |
| Sick/Annual/Spare ----- <input type="checkbox"/> | Tower/Perimeter Duty ----- <input type="checkbox"/> |
| Control Center ----- <input type="checkbox"/> | Other _____ (Specify) |

For each of the following, indicate your overall level of satisfaction.

- | | Very Unsatisfied | Unsatisfied | Somewhat Satisfied | Satisfied | Very Satisfied |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 25. Your job ----- <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Your life ----- <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Your present relationship with your spouse/significant other NA <input type="checkbox"/> ----- <input type="checkbox"/> | <input type="checkbox"/> |

In the last 3 months, have you-

28. been late for work? ----- No Yes
29. left work early? ----- No Yes

If yes, how many days?

Have you ever been diagnosed as having-

30. Diabetes? ----- No Yes
31. Chronic low back pain? ----- No Yes
32. Clinical depression? ----- No Yes
33. High blood pressure? ----- No Yes
34. Liver disease? ----- No Yes
35. Heart disease? ----- No Yes

Was this condition diagnosed before being hired?

- No Yes

36. Do you smoke cigarettes? No Yes If yes, about how many pack(s) per day? _____

37. Are you presently taking any medication for depression? ----- No Yes

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Indicate how confident you think you are about doing each of the following. Your answers should be what you think you can do and not what you think you are expected to do.

	Not Very Confident	Not Confident	Not Sure	Confident	Very Confident
38. Accepting criticism from my peers -----	<input type="checkbox"/>				
39. Speaking up when something is wrong -----	<input type="checkbox"/>				
40. Resolving disagreements -----	<input type="checkbox"/>				
41. Assessing a dangerous situation -----	<input type="checkbox"/>				
42. Responding to the injuries or illnesses of inmates -----	<input type="checkbox"/>				
43. Evaluating and implementing an emergency plan -----	<input type="checkbox"/>				
44. Describing proper procedures for a medical emergency -----	<input type="checkbox"/>				
45. Providing emergency medical care -----	<input type="checkbox"/>				
46. Safely restraining an inmate out of control -----	<input type="checkbox"/>				
47. Verbally defusing a potentially dangerous situation -----	<input type="checkbox"/>				
48. Fulfilling the requirements of the job -----	<input type="checkbox"/>				

In the last 3 months, were you away from work due to-

If yes, how many days?

49. personal illness? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
50. sick family member (child/spouse/significant other)? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
51. taking care of an elderly parent? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
52. mental health day? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
53. work related injury? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
54. personal leave/emergency? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
55. planned vacation? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
56. stress related? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	
57. an administrative leave with pay? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	<input type="text"/> <input type="text"/>
58. an administrative leave without pay? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	

How often do you drink-

	Never	1-2 times per month	1-2 times per week	3-4 times per week	Daily	Number of drinks per occasion?
59. Beer? -----	<input type="checkbox"/>	<input type="text"/>				
60. Wine? -----	<input type="checkbox"/>	<input type="text"/>				
61. Mixed liquor drinks? -----	<input type="checkbox"/>	<input type="text"/>				
62. Straight liquor? -----	<input type="checkbox"/>	<input type="text"/>				

63. Have you increased your consumption of alcohol over the last 6 months? ----- No Yes

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

***Read each statement carefully and decide if this is how you feel about your job. If you have not had this feeling, mark/check never. However, if you have had this feeling indicated how often you have felt that way.**

	Never	1 - 2 times a year	Once a month	A few times a month	Once a Week	A few times a week	Every Day
64. I feel emotionally drained from my work.-----	<input type="checkbox"/>						
65. I feel used up at the end of the workday.-----	<input type="checkbox"/>						
66. I feel fatigued when I get up in the morning and have to face another day on the job.-----	<input type="checkbox"/>						
67. Working with the inmates all day is really a strain for me.-----	<input type="checkbox"/>						
68. I feel burned out from my work.-----	<input type="checkbox"/>						
69. I feel I'm working too hard on my job.-----	<input type="checkbox"/>						
70. Working with the inmates directly puts too much stress on me.-----	<input type="checkbox"/>						
71. I feel like I'm at the end of my rope.-----	<input type="checkbox"/>						
72. I feel I treat some of the inmates as if they were impersonal objects.-----	<input type="checkbox"/>						
73. I've become more callous towards the inmates since I took this job.-----	<input type="checkbox"/>						
74. I worry that this job is hardening me emotionally.-----	<input type="checkbox"/>						
75. I do not really care what happens to some of the inmates.-----	<input type="checkbox"/>						
76. I feel the inmates blame me for some of their problems.-----	<input type="checkbox"/>						
77. I can easily understand how the inmates feel about things.-----	<input type="checkbox"/>						
78. I deal very effectively with the problems of the inmates.-----	<input type="checkbox"/>						
79. I feel I'm positively influencing the lives of the inmates and their families through my work.-----	<input type="checkbox"/>						
80. I feel frustrated by my job.-----	<input type="checkbox"/>						
81. I feel enthusiastic after working closely with the inmates.-----	<input type="checkbox"/>						
82. I feel very energetic.-----	<input type="checkbox"/>						
83. I can easily create a relaxed atmosphere with the inmates.-----	<input type="checkbox"/>						
84. I have accomplished many worthwhile things in this job.-----	<input type="checkbox"/>						
85. In my work, I deal with emotional problems very calmly.-----	<input type="checkbox"/>						

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each of the following carefully and decide if you have experienced any of these feelings. If you have not had the experience, check never. However, if you have had this experience indicated how often.

	Never	1 -2 times in last 6 months	Once a month	A few times a month	Once a week	A few times a week	Daily
86. Pains or pounding in your chest -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Faintness or dizziness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Loss of sexual interest -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. A feeling of no energy or excessive tiredness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Thoughts of ending your life -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. Feelings of being trapped -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Headaches or pressure in your head -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Feeling blue or depressed -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Trouble catching your breath or shortness of breath -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. Nausea, upset stomach, or stomach pains -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Sudden feelings of fear or panic -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. A feeling that something bad was going to happen to you -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Feeling that everything that goes wrong is your fault -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. Migraines -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Pains in your back or spine -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. Reoccurring bouts of the flu -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Trouble getting to sleep -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Trouble staying asleep -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Finding it difficult to get up in the morning -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. Sweaty or damp and clammy hands -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Feeling nervous or fidgety -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. A change in appetite -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Taking prescription drugs to relieve stress and/or anxiety -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Crying spells -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Lack of emotional responsiveness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Inability to find pleasure in anything -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Feeling of hopelessness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Feeling of worthlessness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
114. My home life interferes with my responsibilities at work, such as getting to work on time, accomplishing daily tasks, and working overtime.-----	<input type="checkbox"/>				
115. The facility that I work in promotes a sense of excellence.-----	<input type="checkbox"/>				
116. The pay is good.-----	<input type="checkbox"/>				
117. The goals and objectives for my job are clearly defined.-----	<input type="checkbox"/>				
118. Due to work related duties, I have to make changes to my plans for family activities.-----	<input type="checkbox"/>				
119. The conditions of my life are excellent.-----	<input type="checkbox"/>				
120. Roll call provides a chance to discuss policy with immediate supervisors.-----	<input type="checkbox"/>				
121. I just don't seem to be able to make important decisions any more.-----	<input type="checkbox"/>				
122. My job lets me use my skills and abilities.-----	<input type="checkbox"/>				
123. I worry about exposing my family to communicable diseases.-----	<input type="checkbox"/>				
124. The physical surroundings at work are pleasant.-----	<input type="checkbox"/>				
125. I work on unnecessary things.-----	<input type="checkbox"/>				
126. The department is concerned about giving everyone a chance to get ahead.-----	<input type="checkbox"/>				
127. I received the proper training to perform my job requirements.-----	<input type="checkbox"/>				
128. At work, I am at risk of having urine or feces thrown at me.-----	<input type="checkbox"/>				
129. My family does not enjoy doing some of the things that I'd like to do.-----	<input type="checkbox"/>				
130. I am constantly thinking about leaving corrections.-----	<input type="checkbox"/>				
131. The people I work with are competent in doing their jobs.-----	<input type="checkbox"/>				
132. I regularly read "This Week."-----	<input type="checkbox"/>				
133. Family-related strain interferes with my ability to perform job-related duties.-----	<input type="checkbox"/>				
134. The department's mission statement is consistent with my views.-----	<input type="checkbox"/>				
135. After work, I come home too tired to do some of the things I'd like to do with my family.---	<input type="checkbox"/>				
136. I have gotten the important things in life so far.-----	<input type="checkbox"/>				
137. Roll call provides information about what happened on the previous shift.-----	<input type="checkbox"/>				
138. The job security is good.-----	<input type="checkbox"/>				
139. I feel certain how I will be evaluated for my annual review.-----	<input type="checkbox"/>				
140. Lately, I feel confused most of the time.-----	<input type="checkbox"/>				
141. The work I do is meaningful.-----	<input type="checkbox"/>				
142. Roll call provides guidance.-----	<input type="checkbox"/>				
143. I put a lot of effort into my job beyond what is required.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
144. Sometimes I have to violate a rule or policy in order to carry out an assignment.-----	<input type="checkbox"/>				
145. Supervisors show favoritism.-----	<input type="checkbox"/>				
146. I am adequately trained to work with the population of inmates in my facility.-----	<input type="checkbox"/>				
147. At work, I am at risk of exposure to communicable diseases (AIDS, Hepatitis-C, TB).-----	<input type="checkbox"/>				
148. My spouse/significant other wants me to spend more time with them.-----	<input type="checkbox"/>				
149. I feel content working as a correction officer.-----	<input type="checkbox"/>				
150. The people I work with are friendly.-----	<input type="checkbox"/>				
151. The information that is in "This Week" is generally accurate.-----	<input type="checkbox"/>				
152. My spouse/significant other and I have different ideas about who our friends should be.-----	<input type="checkbox"/>				
153. The facility that I work in ensures a secure, safe, and humane environment for the inmates.-----	<input type="checkbox"/>				
154. My family dislikes how often I am preoccupied with my work while I am at home.-----	<input type="checkbox"/>				
155. If I could live my life over, I would change almost nothing.-----	<input type="checkbox"/>				
156. If you ask questions during roll call, you are considered a trouble maker.-----	<input type="checkbox"/>				
157. My fringe benefits are good.-----	<input type="checkbox"/>				
158. I have to work under vague directives or orders.-----	<input type="checkbox"/>				
159. Lately, my ability to cope on a daily basis has been really reduced.-----	<input type="checkbox"/>				
160. I feel personally responsible for the work I do.-----	<input type="checkbox"/>				
161. Roll call provides information/communication that is important.-----	<input type="checkbox"/>				
162. My job requires that I do the same thing over and over.-----	<input type="checkbox"/>				
163. I have to do some things that go against my conscience.-----	<input type="checkbox"/>				
164. Lately, things that I once found enjoyable no longer interest me.-----	<input type="checkbox"/>				
165. I work at the correctional facility of my choice.-----	<input type="checkbox"/>				
166. I worry about my family's safety.-----	<input type="checkbox"/>				
167. I sometimes find myself treating my loved ones like inmates.-----	<input type="checkbox"/>				
168. I have to do things that I don't agree with.-----	<input type="checkbox"/>				
169. I receive assignments based on my ability not my gender.-----	<input type="checkbox"/>				
170. At work, I am at risk of verbal abuse from inmates.-----	<input type="checkbox"/>				
171. My spouse/significant other and I have different ideas about spending time with relatives.-----	<input type="checkbox"/>				
172. The facility that I work in is committed to protect the public and staff.-----	<input type="checkbox"/>				
173. Because of my work demands, I am irritable at home.-----	<input type="checkbox"/>				
174. The chances for promotion are good.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
175. The facility that I work in promotes a sense of professionalism.-----	<input type="checkbox"/>				
176. Things I want to do at work don't get done because of the demands of my family.-----	<input type="checkbox"/>				
177. The facility that I work in promotes a sense of dignity.-----	<input type="checkbox"/>				
178. I'm finding it harder and harder to cope on a daily basis.-----	<input type="checkbox"/>				
179. I have the opportunity to develop my own abilities.-----	<input type="checkbox"/>				
180. Roll call provides support among officers.-----	<input type="checkbox"/>				
181. The main satisfaction in my life comes from work.-----	<input type="checkbox"/>				
182. I am clear on what I am expected to do.-----	<input type="checkbox"/>				
183. I generally want to be left alone.-----	<input type="checkbox"/>				
184. Transfers within the department are always available.-----	<input type="checkbox"/>				
185. I worry about taking my family out because we may run into an ex-inmate.-----	<input type="checkbox"/>				
186. My job requires that I keep learning new things.-----	<input type="checkbox"/>				
187. I work with inconsistent policies and guidelines.-----	<input type="checkbox"/>				
188. The department generally is more lenient in enforcing the rules for members of the opposite sex.-----	<input type="checkbox"/>				
189. At work, I am at risk of physical abuse from inmates.-----	<input type="checkbox"/>				
190. My spouse/significant other and I have different preferences with respect to entertainment.-----	<input type="checkbox"/>				
191. It would be very hard for me to leave my job even if I wanted to.-----	<input type="checkbox"/>				
192. The demands of my family or spouse/significant other interfere with work related activities.-----	<input type="checkbox"/>				
193. I get a feeling of accomplishment when I do a good job.-----	<input type="checkbox"/>				
194. The facility that I work in promotes a sense of respect among staff, management, and the inmates.-----	<input type="checkbox"/>				
195. There is effective cooperation between shifts.-----	<input type="checkbox"/>				
196. You don't know from one day to the next how the department expects you to perform.-----	<input type="checkbox"/>				
197. Things I want to do at home do not get done because of the demands my job puts on me.-----	<input type="checkbox"/>				
198. This job provides me with opportunities to do work that I feel is important.-----	<input type="checkbox"/>				
199. Roll call provides an opportunity for officers to have a "bitch" session.-----	<input type="checkbox"/>				
200. The only reason I work here is to get a paycheck every two weeks.-----	<input type="checkbox"/>				
201. Responsibilities are clearly defined.-----	<input type="checkbox"/>				
202. Things that used to slide right off my back now really irritate me.-----	<input type="checkbox"/>				
203. No matter how hard I try, I feel no sense of accomplishment.-----	<input type="checkbox"/>				
204. I worry about being recognized by ex-inmates.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
205. My job requires that I be creative. -----	<input type="checkbox"/>				
206. I receive inconsistent requests from two or more supervisors. -----	<input type="checkbox"/>				
207. The rules are more leniently enforced depending on your race. -----	<input type="checkbox"/>				
208. At work, I am at risk of verbal abuse from co-workers. -----	<input type="checkbox"/>				
209. My spouse/significant other and I have different goals for us as a couple. -----	<input type="checkbox"/>				
210. I have too much at stake in my job to change jobs now. -----	<input type="checkbox"/>				
211. I trust my co-workers. -----	<input type="checkbox"/>				
212. My job as a correction officer measures up to the expectations I had when I started. -----	<input type="checkbox"/>				
213. The department's newsletter provides information helpful in performing my work. -----	<input type="checkbox"/>				
214. I have to put off doing things at work because of demands on my time at home. -----	<input type="checkbox"/>				
215. The facility that I work in promotes a sense of personal integrity. -----	<input type="checkbox"/>				
216. My job produces strain that makes it difficult to fulfill family duties. -----	<input type="checkbox"/>				
217. My life is as close to my ideal as possible. -----	<input type="checkbox"/>				
218. Roll call provides an opportunity to share stories about success and failure in dealing with inmates. -----	<input type="checkbox"/>				
219. Travel to and from work is convenient. -----	<input type="checkbox"/>				
220. I feel certain about how much authority I have. -----	<input type="checkbox"/>				
221. I just can't seem to remember things any more. -----	<input type="checkbox"/>				
222. I worry about protecting my family from ex-inmates. -----	<input type="checkbox"/>				
223. I get to do a number of different things on my job. -----	<input type="checkbox"/>				
224. I do things that are apt to be accepted by one supervisor and not accepted by others. -----	<input type="checkbox"/>				
225. I receive assignments based on my ability not my race. -----	<input type="checkbox"/>				
226. Promotions within the department are handled fairly. -----	<input type="checkbox"/>				
227. At work, I am at risk of physical abuse from co-workers. -----	<input type="checkbox"/>				
228. My job makes it difficult to be the kind of spouse/parent I'd like to be. -----	<input type="checkbox"/>				
229. I am searching for a new career. -----	<input type="checkbox"/>				
230. My co-workers are helpful in getting the job done. -----	<input type="checkbox"/>				
231. The work is interesting. -----	<input type="checkbox"/>				
232. The newsletter "This Week" is informative. -----	<input type="checkbox"/>				
233. If I had a chance to do it all over again, I would still want to be a correction officer. -----	<input type="checkbox"/>				
234. If a good friend of mine were interested in being a correction officer, I would strongly recommend the job. -----	<input type="checkbox"/>				

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
235. I can see the results of my work. -----	<input type="checkbox"/>				
236. My hours are good.-----	<input type="checkbox"/>				
237. I am fairly rewarded considering my responsibilities.-----	<input type="checkbox"/>				
238. You must keep conversations with an inmate short and businesslike. -----	<input type="checkbox"/>				
239. I receive an assignment without the necessary staff to complete it. -----	<input type="checkbox"/>				
240. Supervisors are generally the first ones to praise a CO for a job well done. -----	<input type="checkbox"/>				
241. It is important for a CO to have compassion. -----	<input type="checkbox"/>				
242. Supervisors maintain a high standard of performance in their own work.-----	<input type="checkbox"/>				
243. The best way to deal with inmates is to be firm and distant.-----	<input type="checkbox"/>				
244. Sometimes a CO should be an advocate for an inmate. -----	<input type="checkbox"/>				
245. The administration trusts me. -----	<input type="checkbox"/>				
246. I am fairly rewarded taking into account my education and training. -----	<input type="checkbox"/>				
247. I receive an assignment without adequate resources. -----	<input type="checkbox"/>				
248. I seem to have enough time to get everything done that I am expected to do. -----	<input type="checkbox"/>				
249. The CO's only concern is with facility security. -----	<input type="checkbox"/>				
250. Supervisors are competent.-----	<input type="checkbox"/>				
251. The way to get respect from inmates is to take an interest in them. -----	<input type="checkbox"/>				
252. Administration cares more about the inmates than about the COs. -----	<input type="checkbox"/>				
253. I am fairly rewarded in view of the amount of experience I have. -----	<input type="checkbox"/>				
254. I have the freedom to decide what I do on the job regarding inmates. -----	<input type="checkbox"/>				
255. If a CO wants to do counseling, they should change jobs.-----	<input type="checkbox"/>				
256. I am asked to do excessive amounts of work. -----	<input type="checkbox"/>				
257. A CO should work hard to earn trust from inmates. -----	<input type="checkbox"/>				
258. Supervisors encourage innovative/creative thinking.-----	<input type="checkbox"/>				
259. Any infraction of the rules by an inmate should result in disciplinary action. -----	<input type="checkbox"/>				
260. If it is an officer's word against an inmate's, the administration will generally believe the inmate. -----	<input type="checkbox"/>				
261. I am fairly rewarded for the amount of effort I put forth. -----	<input type="checkbox"/>				
262. It is basically my own responsibility to decide on how to handle inmates. -----	<input type="checkbox"/>				
263. I have enough authority to do my job.-----	<input type="checkbox"/>				
264. The job demands more than I can fit into a workday. -----	<input type="checkbox"/>				
265. Rehabilitation programs should be left to mental health professionals. -----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
266. The supervisor who evaluated me for my annual review had first hand knowledge of my performance. -----	<input type="checkbox"/>				
267. With some inmates, an officer becomes a substitute parent. -----	<input type="checkbox"/>				
268. Supervisors are respectful to the COs.-----	<input type="checkbox"/>				
269. I am fairly rewarded for the stress and strains of the job. -----	<input type="checkbox"/>				
270. I have a lot to say about what happens on my job.-----	<input type="checkbox"/>				
271. When an officer is injured by an inmate, the administration is there for support. -----	<input type="checkbox"/>				
272. I am required to do an excessive amount of overtime. -----	<input type="checkbox"/>				
273. Counseling is a job for counselors, not correction officers. -----	<input type="checkbox"/>				
274. No one ever asks COs for suggestions relating to their job.-----	<input type="checkbox"/>				
275. Improving facilities for inmates makes the officers' job more difficult. -----	<input type="checkbox"/>				
276. Supervisors are helpful in getting the job done.-----	<input type="checkbox"/>				
277. If a CO does good work, they get recognition.-----	<input type="checkbox"/>				
278. The administration is supportive when there is an incident concerning an inmate. -----	<input type="checkbox"/>				
279. I decide when I take breaks. -----	<input type="checkbox"/>				
280. Management expects too much work from COs. -----	<input type="checkbox"/>				
281. A personal relationship with an inmate invites problems. -----	<input type="checkbox"/>				
282. Most lieutenants and captains are concerned about their COs' morale.-----	<input type="checkbox"/>				
283. Supervisors know their job well.-----	<input type="checkbox"/>				
284. Rehabilitation programs are a waste of time and money. -----	<input type="checkbox"/>				
285. The administration is supportive when an officer is the subject of an investigation due to inmate accusations.-----	<input type="checkbox"/>				

Over the past 6 months-

	Gotten worse	Not changed	Improved a little	Improved a lot
286. the quality of service to the inmates has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
287. the behavior of the inmates has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
288. the physical surroundings have -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
289. my relationship with supervisors has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
290. the department has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
291. the type of inmate sent to my facility has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past 6 months, how often have you-

- | | | | | | | | |
|------|---|--------------------------|--------------------------|-------------------------------------|--------------------------|--------------------------|--------------------------|
| 292. | blamed yourself for things that are not under your control? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 293. | had a loss of any feelings for family and friends? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 294. | experienced mood swings? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 295. | felt guilty about everything that went wrong? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 296. | been concerned about being able to pay the bills? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 297. | had to work overtime to make ends meet? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 298. | had to work a part-time job in order to pay the bills? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 299. | had a concern about having enough money for retirement? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 300. | found yourself living from paycheck to paycheck? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During the past 6 months, after a stressful situation, how often did you-

- | | | | | | | | |
|------|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 301. | draw on past experiences from similar situations? ----- | <input type="checkbox"/> |
| 302. | seek advice from a senior officer? ----- | <input type="checkbox"/> |
| 303. | want to be left alone? ----- | <input type="checkbox"/> |
| 304. | seek advice from a friend or relative? ----- | <input type="checkbox"/> |
| 305. | seek advice from your spouse/significant other? ----- | <input type="checkbox"/> |
| 306. | exercise to relieve the stress? ----- | <input type="checkbox"/> |
| 307. | seek professional help (for example EAP)? ----- | <input type="checkbox"/> |

During the past year, have you or anyone in your immediate family experienced the following?

- | | | | |
|------|--------------------------------------|-----------------------------|------------------------------|
| 308. | The death of an inmate? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 309. | Trouble with a co-worker? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 310. | An inmate accuse you of abuse? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 311. | A change in work location? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 312. | Trouble with a supervisor? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 313. | An involuntary transfer? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 314. | A change in shift assignment? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 315. | A disciplinary action? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past 6 months, during a stressful situation, how often did you-

- | | | | | | | | | | | | | | |
|------|---|--------------------------|-------|--------------------------|------------------|--------------------------|---------------------|--------------------------|-------------|--------------------------|--------------------|--------------------------|-------|
| 316. | respond to the source of stress by shouting/yelling?----- | <input type="checkbox"/> | Never | <input type="checkbox"/> | Once in 6 months | <input type="checkbox"/> | A few times a month | <input type="checkbox"/> | Once a week | <input type="checkbox"/> | A few times a week | <input type="checkbox"/> | Daily |
| 317. | become argumentative?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 318. | kick or slam your fist against something?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 319. | strike out at the source of the stress?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 320. | use physical force to end the situation?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |

In the last 6 months, how often have you-

- | | | | | | | | | | | | | | |
|------|---|--------------------------|-------|--------------------------|------------------|--------------------------|---------------------|--------------------------|-------------|--------------------------|--------------------|--------------------------|-------|
| 321. | watched television?----- | <input type="checkbox"/> | Never | <input type="checkbox"/> | Once in 6 months | <input type="checkbox"/> | A few times a month | <input type="checkbox"/> | Once a week | <input type="checkbox"/> | A few times a week | <input type="checkbox"/> | Daily |
| 322. | read a newspaper, magazine, or a book?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 323. | visited with family, friends, or neighbors?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 324. | played sports (baseball, basketball, volleyball, golf, bowling, etc.)?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 325. | worked on hobbies?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 326. | worked around the house?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 327. | dined out at a restaurant?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 328. | gone to the movies?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 329. | gone to a party dancing?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 330. | gone to a nightclub or bar?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 331. | gone bike or motorcycle riding?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 332. | gone walking, running, jogging, swimming, and/or hiking?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 333. | gambled at a casino or on a sports event?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 334. | worked out at home or a gym?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 335. | gone fishing/hunting?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |
| 336. | used a computer?----- | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | | <input type="checkbox"/> | |

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past year, have you or anyone in your immediate family experienced the following?

- | | | | |
|------|---|-----------------------------|------------------------------|
| 337. | A marriage? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 338. | A divorce? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 339. | Marital separation? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 340. | A pregnancy/birth/adoption? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 341. | The death of an immediate family member? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 342. | The death of a close friend or co-worker? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 343. | Being diagnosed with a life threatening illness? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 344. | A prolonged period of sickness of an immediate member of your family? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 345. | Legal problems? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 346. | An inmate threatened you or your family? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 347. | Having to take care of an elderly relative? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 348. | A decrease in your income of more than 20%? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |

How would you rate yourself in terms of -

- | | Below Average | Average | Good | |
|------|--------------------------|--------------------------|--------------------------|--|
| 349. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | your ability to reach your goals? ----- |
| 350. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | the quality of your performance? ----- |
| 351. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | your knowledge of the rules and procedures in your facility? ----- |
| 352. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | your ability to handle crisis situations? ----- |

Now it is your turn. We are interested in knowing what you think about this survey or you can use this space to gripe about some aspect of your job. Remember, your comments will remain completely anonymous.

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Thank you. We want to assure you again that your responses will be strictly confidential. If you have any questions concerning this survey please call or e-mail us at the numbers below.

S&R Associates

John B. Rogers, Ph.D.
(860) 928-6211
jbrogers08@snet.net

Mark E. Sullivan, Ph.D.
(860) 228-1154

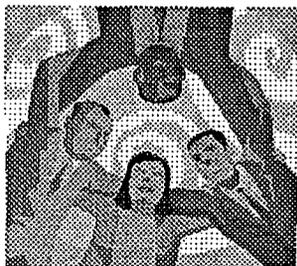
Again, Thank you.

Communication Tip: The next time you are engaged in conversation with a co-worker, friend, spouse or partner, focus on what the person is saying without thinking about what your response will be.

The easiest way to do this is to repeat back to the person what you hear them say—for example: "what I hear you saying is", or, "are you saying," or something similar.

Although this may seem uncomfortable and awkward at times, it is the best way to practice really listening, and getting away from your own agenda.

If you have concerns regarding your communication with a specific person, talk with them about it and "invite" them to try this exercise with you.



Our next brochure will talk more about communication and conflict and how they relate to stress.

The Survey, Part 2

Beginning February 5, 2000, you will receive the follow-up FOCUS survey—this survey is shorter than the first one. Please fill it out, and use the same ID number you used on the first survey. Your participation in this piece is vital and may lead to future departmental training in this area.

Response to the Training

The feedback we received from the training evaluation indicated a great deal of satisfaction with the FOCUS program and an interest in expanded training to include family.

Expanded Training

The FOCUS Committee is offering a full-day of training to include your spouse or significant other to be held on February 28, 2000.

The location will be the Rocky Hill Marriott, with a continental breakfast and lunch. The trainer will be one of the original FOCUS trainers. Individuals will be randomly selected to attend, however, space is limited. This day will count towards one of your IST 2000 times. Watch for more info at your facility. If you have questions, call Julianne Dixon at 692-6812.

FOCUS



Families, Officers & Corrections
Understanding Stress

Collaborating Partners:

Connecticut Department of
Correction

AFSME/Council 4:
Local 1565
Local 391
Local 387

ETP/WorkMax

The National Institute of Justice Grant
Award #98-FS-VS-003 funds this program

The Training

The FOCUS Training for Correctional Officers at Hartford CC, Northern CI, Cheshire CI, Webster CI, and York CI has been completed. We had an excellent turnout, with 99% of available CO's attending the training.

This program was different from most DOC trainings in that it attempted to begin to bridge the gap between home and work. The training focused on three main areas: Communication, Conflict, and Stress Identification/Stress Management.

During the training, participants often questioned why we focused on personal/family relationships rather than work. As we put this program together, we realize the areas we could impact most are those where the CO has some control.

We also believe that it is difficult, if not impossible, to separate the feelings that are related to stress, regardless of where they come from.

Stress from work impacts home and family, stress from home and family impacts work.



Stress can be defined as the body and mind's response to outside demands—it is neither good nor bad.

HOWEVER, STRESS ACCUMULATES! And if it isn't handled, the build up can become toxic to the individual, as well as those around him/her.

Response to Stress

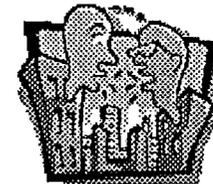
The way we respond to stressful events/demands is the key to our health and well-being and the quality of our relationships.



Unresolved conflicts and poor communication lead to anger, resentment, misunderstandings and stress. Once this cycle begins, the origin of the issue becomes irrelevant.

Communication

The hardest part of communication is listening, not talking—we can all talk, but how many of us actually listen to what is being said? It is often easier to focus on what we think the person means, or is going to say next—we may even finish their sentences for them!



This style of communication can easily lead to anger and frustration for both parties. We often will hold on to this anger, allowing it to grow and fester—the other person becomes the problem. That impacts how we relate to that individual, and others, both at work and at home.

It is easy to see how a simple misunderstanding over a relatively small matter can grow to a point where all communications with that person becomes tainted.

Left unresolved, this can ultimately impact the way you feel about this person in all areas of your relationship. It is why at times, very close friends and/or family members go for long periods of time without speaking to each other. Often the cause was a simple misunderstanding.

Why FOCUS?

In Connecticut, many correction officers talk about the stress they experience on the job - stress that, too often, gets taken home. Nationally, there is research that documents the impact of that stress:

There is overwhelming evidence that stress is an important contributor to the abnormally high incidence of health and relationship problems among correction personnel. Research suggests that occupational stress may be the most important cause of this typically shorter life span and abnormally high marital and family-related problems. (ACA, 1984)

Correctional officers have a high likelihood of heart attacks, ulcers, hypertension, and other serious illnesses (ACA 1984)

There are strong indications that correctional officers are susceptible to a wide range of behavior health problems, including alcoholism, substance abuse, and depression (Cornelius 1994)

There are few statistical data concerning correctional officer suicide rates due to the taboos against reporting the problem; however, the consensus among DOCs nationwide is that correctional officer suicide is a significant problem (Kammerman 1998)

The FOCUS program will help Connecticut correction officers avoid these problems.

Focus Web Site

Look for the FOCUS web site coming soon.



Collaborating Partners

CONNECTICUT DEPARTMENT OF CORRECTIONS:

John J. Armstrong
Commissioner
Connecticut Dept. of Correction

Michael J. McCarthy
Human Resource Liaison
Connecticut Dept. of Correction

AFSCME:

David LaPointe
President
AFSCME Local 1565

Michael Minney
President
AFSCME Local 391

David Moffa
President
AFSCME Local 387

Donald Sevas
Staff Representative
AFSCME, Council 4

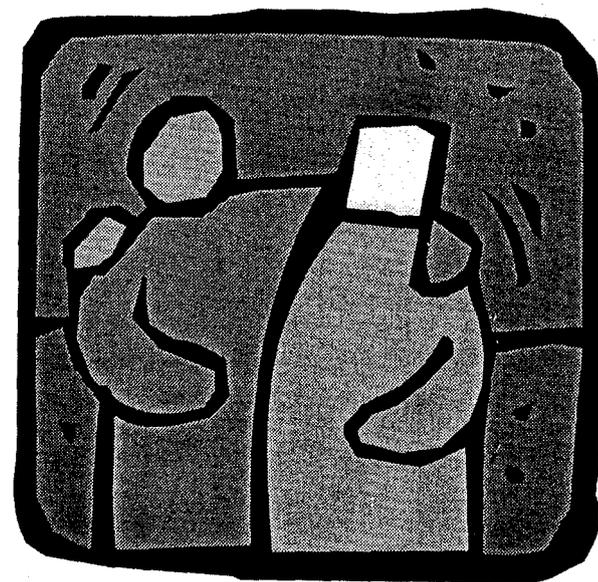
ETP/WORKMAX:

Susan Lagassee
CEAP
EAP Contract Manager
ETP, Inc.

This brochure was produced by the students of the Graphic Communications Department, Gates Correctional Institution, Niantic, CT, a component of the Unified School District #1, William Barber, Superintendent of Schools.



Families, Officers & Corrections Understanding Stress



The National Institute of Justice Grant
Award
#98-FS-VS-003 funds this program

Who is involved?

Families, Officers and Corrections Understanding Stress is a joint project of:

- the Connecticut Department of Correction;
- the American Federation of State, County, and Municipal Employees Council 4; and WorkMax, a division of ETP Inc. WorkMax has provided the employee assistance program for the DOC for the past five years.

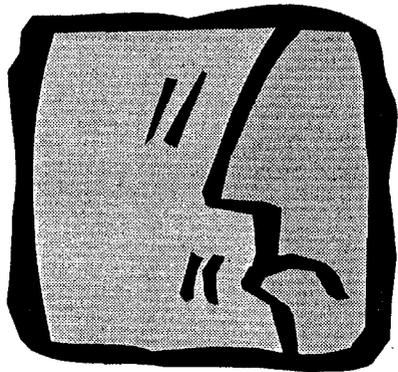
What is the Goal?

The goal of this project is to reduce correction officer and family stress through education and training in the areas of communications, stress management, conflict mediation, parenting skills, prudent money and debt management, and related issues.

How Will it be Done?

Funded by the National Institute of Justice and the collaborating partners, this project has several components:

- Collaborative development of the demonstration project
- Use of focus groups of randomly selected Connecticut correction officers to develop a survey instrument to collect key data to aid in the development of program services.



What is FOCUS?

- Analysis of a comprehensive survey of all Connecticut correction officers, conducted by Dr. Mark Sullivan, to determine issues that create work and family stress for correction officers
- Provision of educational materials on stress-related topics at health fairs
- A day-long in-service training on critical topics for all correction officers of York Correctional Institution, Cheshire Correctional Institution, Webster Correctional Institution, Northern Correctional Institution, and Hartford Correctional Center
- Periodic distribution of educational resource materials
- A follow-up survey with randomly selected correction officers to determine what impact the training have had.

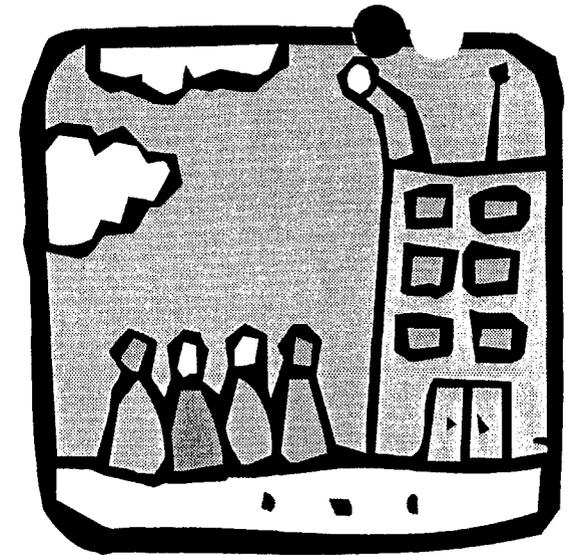
The Survey - June 1999

Dr. Sullivan has been hired by the FOCUS committee because of his extensive experience in the area of statistical studies and survey development. Dr. Sullivan has developed surveys for several area corporations, including Sikorsky Aircraft and Pratt & Whitney.

The confidential survey will be distributed by union members at each correctional facility during the month of June. An envelope will be provided for the return of the survey to Dr. Sullivan.

The Training - September through December 1999

During these four months, ETP Inc. will work with the Wardens and the Training Officers of York CI, Cheshire CI, Webster CI, Northern CI, and Hartford CC to determine the best times



to hold all day training sessions on issues that create stress for correction officers.

The survey will be used to determine the key areas of concern that officers would like addressed during these training.

During each 8-hour day of training, 1-1/2 to 2-hour workshops will be held addressing the three or four subjects found most stressful. These might include stress coping and management skills, communication, conflict resolution, and parenting information.

Family members of correction officers will also be invited to these trainings.

Additionally, educational resource material that will list local resources to address the issues creating stress will be created and distributed to correction officer via their pay envelopes or mailing to their homes.

It is hoped by the Department of Correction, AFSCME, and ETP that, if significant change can be documented through this effort, additional IST time will be allocated by the Department in future years for trainings on stress management and reduction.



frustrated. I'd like to take a break, step away, cool off, and try this discussion again." (put in some

timeframe, in an hour, in 10 minutes, at the end of our shift, etc...). What's important here is that you stop before words are said that damage a friendship/relationship.

Next Step

If possible, try to get outside for even five minutes - if that can't happen due to your post, then spend a minute taking some deep "belly breaths" to clear your head. Belly breathing is deep, and inflates your belly on the intake. If you can, quickly scan your body and for those areas that are tense, quickly tighten the area even more, hold for 5 seconds and release.

Take several more deep breaths, and you will feel better.

Seem silly? Maybe, but it works, and

what do you have to lose? When you return to your discussion, this break may help provide a different perspective of the problem, and/or give you more patience.



It may also help prevent your immediately engaging with someone else in a similar fashion.

Because we become used to walking around with lots of muscular tension, our breathing becomes shallow, and that can lead to a feeling of lethargy or tiredness. Lying down in a darkened environment with soothing music for about 20 minutes, tensing and relaxing all your major muscle groups is an excellent way to release tension. This can also be done at work while sitting at a desk if

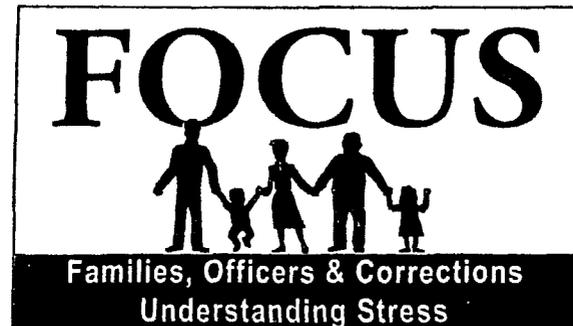


you have access to a private office or area, or sitting in a car during your break.

Alone Time

Although it's nice to spend break time talking with your colleagues, it can be helpful on occasion to step away alone, clear your head, take some deep breaths, and just let your mind wander.

Call your EAP (800-277-9048) for resources and help with repairing the stress cracks. And stay tuned for the next FOCUS brochure concerning stress at work and home.



Collaborating Partners:

Connecticut Department of Correction

AFSME/Council 4:

Local 1565

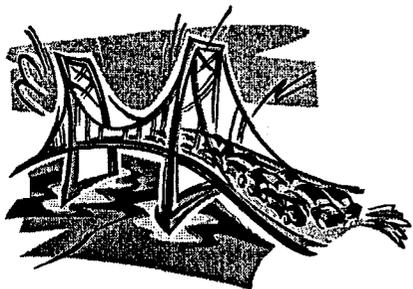
Local 391

Local 387

ETP/WorkMax

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

In the last brochure, we talked about how poor communication and unresolved conflict can significantly add to other stress in your life. As this occurs, and stress accumulates, you will find your regular coping mechanisms become less effective, and you may start to break down. Think of a well-traveled bridge – the continual flow of cars and trucks puts an incredible amount of stress on the entire structure.



Without proper maintenance, the small cracks and fissures that normally form will grow, leading to collapse of all or part of the structure. The human body is no different – all life activities, i.e., breathing, eating, standing, sitting,, etc., cause

stress on our bodies. Rest and good nutrition are examples of how the body “maintains and repairs” itself. Unresolved anger, and communication breakdown lead to high levels of stress that rest and good nutrition cannot repair.



Much of the stress inherent in correctional work is not going to change, i.e., shift work, mandated overtime, the possibility of inmate disturbances and/or attacks. Other stressors that come from departmental administration, supervision, and/or your co-workers are possible to change, however, any system-wide, cultural change takes time.

What was emphasized in the FOCUS training is to look at that which you can control and take charge! This doesn't mean that things like overtime, administrative and/or supervisor attitudes aren't important – however, unless you have your reactions and responses under

control, it is unlikely that you will impact the larger system. **START SMALL!**

Our last brochure discussed some of the problems that arise from a failure to listen and communicate clearly and directly, and included a tip around communication methods.

Time Out



If you find yourself continuing to have communication problems with specific individuals, and you find your anger level rising, try taking “TIME OUT.”

The Situation

You are locked in “going no where” argument/conversation with a colleague, and you feel yourself getting hot under the collar. You have three options: continue and end up in a full blown argument (no resolution), walk away, angry (no resolution), or make a statement: “We're getting no where right now and I'm getting angry and

AFSCME – COUNCIL 4

ETP, INC, WORKMAX, AND

THE STATE OF CONNECTICUT – DEPARTMENT OF CORRECTION

PRESENT

FOCUS On You – Handling Stress

(A stress reduction program funded by The National Institute of Justice Grant Award # 98-FS-VX-003)

Trained by: Susan McLaughlin, MPA

February 28, 2000

Name: _____ Facility: _____

Content/Process:

Upon completing this offering you, the participant, believe that:

Strongly agree → strongly disagree

-
- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | The content presented met the stated objectives. | 5 | 4 | 3 | 2 | 1 |
| 2. | My personal objectives for attending this training were met. | 5 | 4 | 3 | 2 | 1 |
| 3. | The Trainer was effective (organized, knowledgeable, enthusiastic, etc.) | 5 | 4 | 3 | 2 | 1 |
| 4. | The training space was functional for the purpose of the day. | 5 | 4 | 3 | 2 | 1 |
| 5. | The teaching methods and strategies used were conducive for learning (lecture, discussion, exercises, audio-visual, materials, etc.). | 5 | 4 | 3 | 2 | 1 |
| 6. | The information presented was useful and applicable to my job. | 5 | 4 | 3 | 2 | 1 |
| 7. | I was satisfied with this training and would recommend it to colleagues. | 5 | 4 | 3 | 2 | 1 |

(Continued on reverse...)

Additional comments about the trainer: _____

How could the training be improved? _____

What training topics would you like to see offered by the Department? _____

Additional comments? _____

Survey



FOCUS



Families, Officers & Corrections Understanding Stress



Families, Officers & Corrections Understanding Stress

Dear AFSCME Correction Officer,

Some months ago, the Connecticut Department of Correction was awarded a grant from the National Institute of Justice to implement an educational program related to the impact of stress on the lives of Correction Officers and their families. Recently, you should have received a brochure that provided an overview of the Families, Officers, and Corrections Understanding Stress (FOCUS) Project. In that brochure, we indicated that the goal of the project was to reduce Correction Officer and family stress through education and training. The FOCUS project is the collaborative effort of AFSCME Council 4 and the Connecticut Department of Correction, in conjunction with ETP Inc. and S & R Associates.

The following survey was also developed through that collaboration and will be used to measure the effects of the educational information and training provided to date. In order to insure that the results of this survey accurately represent the perceptions of the Correction Officers, we want to urge you to answer each question as honestly as possible. To insure your confidentiality, the completed survey will only be handled by the AFSCME liaison and returned directly to S & R Associates for analysis.

The Connecticut Department of Correction, AFSCME Locals 387, 391, & 1565, ETP Inc., and S & R Associates hope with your help, that we can begin to effect a significant change in the lives of all Correction Officers and their families. We want to thank you for your time and effort in providing us with your responses.

**John J. Armstrong,
Commissioner
Connecticut Department of
Correction**

**David Moffa,
President AFSCME
Local 387**

**Michael Minney,
President AFSCME
Local 391**

**David LaPointe,
President AFSCME
Local 1565**

**Donald Sevas,
Staff Representative
AFSCME, Council 4**

**Susan Lagassee
ETP Inc.**

**Mark E. Sullivan, Ph.D.
S & R Associates**

**John B. Rogers, Ph.D.
S & R Associates**

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Indicate the last 4 digits of your Social Security number: ___/___/___/___

Indicate the last 4 digits of your telephone number: ___/___/___/___

Directions: Please check (✓ or X) the categories for each question. Do not leave any question blank nor select more than one answer per question. If you feel that the question does not apply to you, mark Not Applicable (NA).

1. GENDER: Male <input type="checkbox"/> Female <input type="checkbox"/>	2. DATE OF BIRTH: Month/Day/Year ___/___/___
--	--

3. RACE:

African American ----- <input type="checkbox"/>	Asian American/Pacific Islander ----- <input type="checkbox"/>
Hispanic ----- <input type="checkbox"/>	Native American ----- <input type="checkbox"/>
White ----- <input type="checkbox"/>	West Indian/Caribbean ----- <input type="checkbox"/>
Other _____ (Specify)	

4. Indicate the facility that you presently work in-

Enfield CI ----- <input type="checkbox"/>	Northern CI ----- <input type="checkbox"/>
Osborn CI ----- <input type="checkbox"/>	Robinson CI ----- <input type="checkbox"/>
Willard-Cybulski CI ----- <input type="checkbox"/>	Bridgeport CC ----- <input type="checkbox"/>
Cheshire CI ----- <input type="checkbox"/>	Garner CI ----- <input type="checkbox"/>
New Haven CC ----- <input type="checkbox"/>	Manson YI ----- <input type="checkbox"/>
Brooklyn CI ----- <input type="checkbox"/>	Webster CI ----- <input type="checkbox"/>
Corrigan CI ----- <input type="checkbox"/>	Gates CI ----- <input type="checkbox"/>
Northeast CI ----- <input type="checkbox"/>	Radgowski CI ----- <input type="checkbox"/>
York CI ----- <input type="checkbox"/>	Hartford CC ----- <input type="checkbox"/>
MacDougall CI ----- <input type="checkbox"/>	Walker RSMU ----- <input type="checkbox"/>
UCONN Health Center ----- <input type="checkbox"/>	CTU ----- <input type="checkbox"/>
CTSD ----- <input type="checkbox"/>	Other _____ (Specify)

What shift do you primarily work? 1st 2nd 3rd Rotating

Indicate your overall level of satisfaction with-

	Very Unsatisfied	Unsatisfied	Somewhat Satisfied	Satisfied	Very Satisfied
6. Your job -----	<input type="checkbox"/>				
7. Your life -----	<input type="checkbox"/>				
8. Your present relationship with your spouse/significant other ----- NA <input type="checkbox"/>	<input type="checkbox"/>				

How confident are you about doing each of the following. Your answers should reflect what you think you can do and not what you think you are expected to do.

	Not Very Confident	Not Confident	Not Sure	Confident	Very Confident
9. Accepting criticism from my peers -----	<input type="checkbox"/>				
10. Speaking up when something is wrong -----	<input type="checkbox"/>				
11. Resolving disagreements -----	<input type="checkbox"/>				
12. Assessing a dangerous situation -----	<input type="checkbox"/>				
13. Safely restraining an inmate out of control -----	<input type="checkbox"/>				
Verbally defusing a potentially dangerous situation -----	<input type="checkbox"/>				
15. Fulfilling the requirements of the job -----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

***Read each statement carefully and decide if this is how you feel about your job. If you have not had this feeling, mark/check never. However, if you have had this feeling indicated how often you have felt that way.**

	Never	1 -2 times a year	Once a month	A few times a month	Once a Week	A few times a week	Every Day
16. I feel emotionally drained from my work. -----	<input type="checkbox"/>						
17. I feel used up at the end of the workday.-----	<input type="checkbox"/>						
18. I feel fatigued when I get up in the morning and have to face another day on the job. -----	<input type="checkbox"/>						
19. Working with the inmates all day is really a strain for me. -----	<input type="checkbox"/>						
20. I feel burned out from my work. -----	<input type="checkbox"/>						
21. I feel I am working too hard on my job.-----	<input type="checkbox"/>						
22. Working with the inmates directly puts too much stress on me. -----	<input type="checkbox"/>						
23. I feel like I'm at the end of my rope. -----	<input type="checkbox"/>						
24. I feel I treat some of the inmates as if they were impersonal objects. -----	<input type="checkbox"/>						
25. I have become more callous towards the inmates since I took this job.-----	<input type="checkbox"/>						
26. I worry that this job is hardening me emotionally.-----	<input type="checkbox"/>						
27. I do not really care what happens to some of the inmates. -----	<input type="checkbox"/>						
28. I feel the inmates blame me for some of their problems.-----	<input type="checkbox"/>						
29. I can easily understand how the inmates feel about things.-----	<input type="checkbox"/>						
30. I deal very effectively with the problems of the inmates. -----	<input type="checkbox"/>						
31. I feel I am positively influencing the lives of the inmates and their families through my work. -----	<input type="checkbox"/>						
32. I feel frustrated by my job. -----	<input type="checkbox"/>						
33. I feel enthusiastic after working closely with the inmates.-----	<input type="checkbox"/>						
34. I feel very energetic. -----	<input type="checkbox"/>						
35. I can easily create a relaxed atmosphere with the inmates. -----	<input type="checkbox"/>						
36. I have accomplished many worthwhile things in this job. -----	<input type="checkbox"/>						
37. In my work, I deal with emotional problems very calmly.-----	<input type="checkbox"/>						

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully, then indicate your level of disagreement/agreement with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
38. My home life interferes with my responsibilities at work such as getting to work on time, accomplishing daily tasks, and working overtime.-----NA <input type="checkbox"/>	<input type="checkbox"/>				
39. The goals and objectives for my job are clearly defined. -----	<input type="checkbox"/>				
40. I just don't seem to be able to make important decisions any more.-----	<input type="checkbox"/>				
41. I worry about exposing my family to communicable diseases.-----	<input type="checkbox"/>				
42. I work on unnecessary things. -----	<input type="checkbox"/>				
43. The department is concerned about giving everyone a chance to get ahead. -----	<input type="checkbox"/>				
44. My family does not enjoy doing some of the things that I'd like to do.-----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Family-related strain interferes with my ability to perform job-related duties. -----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. After work, I come home too tired to do some of the things I'd like to do with my family. --NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. I feel certain I know how I will be evaluated for my annual review. -----	<input type="checkbox"/>				
48. Lately, I feel confused most of the time. -----	<input type="checkbox"/>				
49. Sometimes I have to violate a rule or policy in order to carry out an assignment. -----	<input type="checkbox"/>				
Supervisors show favoritism. -----	<input type="checkbox"/>				
51. My spouse/significant other wants me to spend more time with them. -----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. My spouse/significant other and I have different ideas about who our friends should be. ----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. My family dislikes how often I am preoccupied with my work while I am at home. -----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. I have to work under vague directives or orders.-----	<input type="checkbox"/>				
55. Lately, my ability to cope on a daily basis has been reduced. -----	<input type="checkbox"/>				
56. I have to do some things that go against my conscience. -----	<input type="checkbox"/>				
57. Lately, things that I use to find enjoyable don't interest me. -----	<input type="checkbox"/>				
58. I worry about my family's security.-----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. I sometimes find myself treating my loved ones like inmates. -----	<input type="checkbox"/>				
60. I have to do things that I don't agree with.-----	<input type="checkbox"/>				
61. I receive assignments based on my ability not my gender. -----	<input type="checkbox"/>				
62. My spouse/significant other and I have different ideas about spending time with relatives. NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. Because of my work demands, I am irritable at home-----	<input type="checkbox"/>				
64. Things I want to do at work don't get done because of the demands of my family or spouse/significant other.-----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I'm finding it harder and harder to cope on a daily basis.-----	<input type="checkbox"/>				
66. I am clear on what I am expected to do.-----	<input type="checkbox"/>				
I worry about taking my family out because we may run into an ex-inmate.-----NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully, then indicate your level of disagreement/agreement with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
68. I work with inconsistent policies and guidelines.-----	<input type="checkbox"/>				
69. The department generally is more lenient in enforcing the rules for members of the opposite sex. ----	<input type="checkbox"/>				
70. My spouse/significant other and I have different preferences with respect to entertainment. - NA <input type="checkbox"/>	<input type="checkbox"/>				
71. The demands of my family or spouse/significant other interfere with work related activities. NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. I get a feeling of accomplishment when I do a good job.-----	<input type="checkbox"/>				
73. I don't know from one day to the next how the department expects me to act.-----	<input type="checkbox"/>				
74. Things I want to do at home do not get done because of the demands my job puts on me.-----	<input type="checkbox"/>				
75. Responsibilities at work are clearly defined.-----	<input type="checkbox"/>				
76. Things that use to slide right off my back, now really irritate me.-----	<input type="checkbox"/>				
77. No matter how hard I try, I feel no sense of accomplishment.-----	<input type="checkbox"/>				
78. I worry about being recognized by ex-inmates.-----	<input type="checkbox"/>				
79. I receive inconsistent requests from two or more supervisors.-----	<input type="checkbox"/>				
80. The rules are more leniently enforced depending on your race.-----	<input type="checkbox"/>				
81. My spouse/significant other and I have different goals for us as a couple.----- NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. The job of correctional officer measures up to the expectations I had when I started.-----	<input type="checkbox"/>				
83. I have to put off doing things at work because of demands on my time at home.-----	<input type="checkbox"/>				
84. My job produces strain that makes it difficult to fulfill family duties.----- NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. I feel certain about how much authority I have.-----	<input type="checkbox"/>				
86. I just can't seem to remember things any more.-----	<input type="checkbox"/>				
87. I worry about protecting my family from ex-inmates.----- NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. I do things that are apt to be accepted by one supervisor and not accepted by others.-----	<input type="checkbox"/>				
89. I receive assignments based on my ability not my race.-----	<input type="checkbox"/>				
90. My job makes it difficult to be the kind of spouse/parent I'd like to be.----- NA <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. My work is interesting.-----	<input type="checkbox"/>				
92. If I had a chance to do it all over again, I would still want to be a correctional officer.-----	<input type="checkbox"/>				
93. If a good friend of mine were interested in being a correctional officer, I would strongly recommend the job.-----	<input type="checkbox"/>				
94. I can see the results of my work.-----	<input type="checkbox"/>				
95. I am fairly rewarded considering my responsibilities.-----	<input type="checkbox"/>				
96. You must keep conversations with an inmate short and businesslike.-----	<input type="checkbox"/>				
97. I receive an assignment without the manpower to complete it.-----	<input type="checkbox"/>				
98. Supervisors are generally the first ones to praise a CO for a job well done.-----	<input type="checkbox"/>				

The National Institute of Justice Grant Award #89-FC-0006-001-001

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully, then indicate your level of disagreement/agreement with each statement.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
99. It is important for a CO to have compassion. -----	<input type="checkbox"/>				
100. Supervisors maintain a high standard of performance in their own work. -----	<input type="checkbox"/>				
101. Sometimes a CO should be an advocate for an inmate. -----	<input type="checkbox"/>				
102. I am fairly rewarded taking into account my education and training. -----	<input type="checkbox"/>				
103. I receive an assignment without adequate resources and materials to execute it. -----	<input type="checkbox"/>				
104. I seem to have enough time to get everything done that I am suppose to. -----	<input type="checkbox"/>				
105. My supervisor is competent. -----	<input type="checkbox"/>				
106. The way to get respect from inmates is to take an interest in them. -----	<input type="checkbox"/>				
107. I am fairly rewarded in view of the amount of experience I have. -----	<input type="checkbox"/>				
108. I have the freedom to decide what I do on the job regarding inmates. -----	<input type="checkbox"/>				
109. If a CO wants to do counseling, he should change jobs. -----	<input type="checkbox"/>				
110. I am asked to do excessive amounts of work. -----	<input type="checkbox"/>				
111. A CO should work hard to earn trust from inmates. -----	<input type="checkbox"/>				
112. Supervisors encourage innovative/creative thinking. -----	<input type="checkbox"/>				
113. I am fairly rewarded for the amount of effort I put forth. -----	<input type="checkbox"/>				
114. I am free to decide how to handle inmates. -----	<input type="checkbox"/>				
115. I have enough authority to do my job. -----	<input type="checkbox"/>				
116. The job demands more than I can fit into a workday. -----	<input type="checkbox"/>				
117. Rehabilitation programs should be left to mental health professionals. -----	<input type="checkbox"/>				
118. The supervisor who evaluated me for my annual review had first hand knowledge of my performance. -----	<input type="checkbox"/>				
119. Supervisors are respectful. -----	<input type="checkbox"/>				
120. I am fairly rewarded for the stress and strains of the job. -----	<input type="checkbox"/>				
121. I have a lot to say about what happens on my job. -----	<input type="checkbox"/>				
122. Counseling is a job for counselors, not correction officers. -----	<input type="checkbox"/>				
123. Improving prisons for inmates makes prisons worse for officers. -----	<input type="checkbox"/>				
124. Supervisors are helpful in getting the job done. -----	<input type="checkbox"/>				
125. If a CO does good work, he gets recognition. -----	<input type="checkbox"/>				
126. Management expects too much work from correctional officers. -----	<input type="checkbox"/>				
127. Most sergeants and lieutenants are concerned about their CO's moral. -----	<input type="checkbox"/>				
128. Supervisors know their job well. -----	<input type="checkbox"/>				
129. Rehabilitation programs are a waste of time and money. -----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

After a stressful situation, how often did you-

	Never	Once in 6 months	A few times a month	Once a week	A few times a week	Daily
130. draw on past experiences from similar situations?-----	<input type="checkbox"/>					
131. seek advice from a senior officer?-----	<input type="checkbox"/>					
132. want to be left alone?-----	<input type="checkbox"/>					
133. seek advice from a friend or relative?-----	<input type="checkbox"/>					
134. seek advice from your spouse/significant other?-----	<input type="checkbox"/>					
135. exercise to relieve the stress?-----	<input type="checkbox"/>					
136. seek professional help (for example EAP)?-----	<input type="checkbox"/>					

During a stressful situation, how often have you-

	Never	Once in 6 months	A few times a month	Once a week	A few times a week	Daily
137. responded to the source of stress by shouting/yelling?-----	<input type="checkbox"/>					
138. become argumentative?-----	<input type="checkbox"/>					
139. kicked or slammed your fist against something?-----	<input type="checkbox"/>					
140. struck out at the source of the stress?-----	<input type="checkbox"/>					
141. used physical force to end the situation?-----	<input type="checkbox"/>					

How would you rate yourself in terms of -

	Below Average	Average	Good	Excellent
142. your ability to reach your goals?-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
143. the quality of your performance?-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
144. your knowledge of the rules and procedures in your facility?-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
145. your ability to handle crisis situations?-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The National Institute of Justice Grant Award #08-FC-VI-002

FOCUS CURRICULUM, OVERHEADS AND HANDOUTS

The National Institute of Justice Grant Award #98-FS-VX-0003
funded the development of this curriculum

FOCUS CURRICULUM

Instructor's Outline

Notes

Focus on You: Introductions and Overview (45 minutes)

Welcome

The instructor will welcome participants and introduce her/himself.

- Be sure to give experience in the field of training and expertise in this subject matter

Participant Introductions

The participants will introduce themselves to each other and identify their position and responsibilities within DOC.

- Name
- Position/Location
- Responsibilities
- What performer, band, or orchestra you saw at your first concert

Negotiated Personal Learning Objectives

Distribute post-it notepaper to participants.

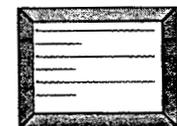
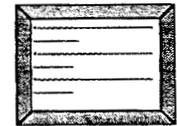
Each person will write one thing that they wanted to learn at this course or that they assumed they would learn at this course.

(While participants are writing the instructor will make three columns on newsprint, YES – MAYBE – NO)

Instructor will collect, read and post on newsprint.

- If the idea expressed on the post-it note will be covered post in YES column
- If you are not sure post in the MAYBE column
- If the idea will not be covered post in the NO column
- For any matter posted in NO column the instructor should attempt to provide a referral or resource information

Instructor will check in with participants to assure everyone feels satisfied with the negotiated objectives.



Easel

Instructor's Outline

Notes

Course Objectives

The instructor(s) will review the overall goals for the *Focus on You* program.

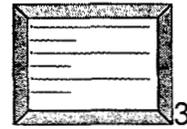
By the end of this course participants will be able to:

- Describe the characteristics of effective communication
- Describe at least three methods for reducing stress
- Demonstrate an understanding of conflict reduction in multiple settings
- Outline a personal action plan for change that builds on individual resiliency factors, and reduces individual risk factors

Working Agreements

Ask participants to offer suggestions for the ways and manners that will govern the conduct in the classroom over the course of the day. Be sure the list includes:

- Confidentiality is the integrity of the group
- No cross talking - respect others and they will respect you
- The "Ouch" rule
 - If anyone says anything that another person finds offensive, we will assume that it was not intentional. The person who is offended will say "ouch" and then explain why s/he is offended.
- Instructor will interpret the silence
 - If at any time during the course there is a pause or silence from the participants, (e.g., after a question has been asked), the instructor will make the decision about whether to move on or to stay in the silence and work out an underlying concern or issue.
- Take care of your needs
 - There will be a short break in the morning and afternoon, as well as a lunch hour. At any other time during the time together anyone has personal needs to take care of it is up to the individual to address her/his needs without interrupting the work of the class.



Easel

Instructor's Outline

Notes

Sharing Factual Information

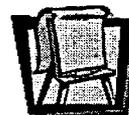
Communication is a complicated process no matter what means or medium we choose. The following exercises illustrate this.

ACTIVITY

Ask participants "What types of things can influence communication?"

Instructor will lead a discussion soliciting input from participants.

List responses on newsprint.



Easel

Instructor will conduct the following exercises:

EXERCISE 1

Ask for six volunteers.

Give each volunteer a copy of "The Sentence."

Each volunteer will read the sentence putting emphasis or infection on a different word.

Start with the instructor - "**I** didn't say she stole the money"

1st volunteer "I **didn't** say she stole the money."

2nd volunteer "I didn't **say** she stole the money."

3rd volunteer "I didn't say **she** stole the money."

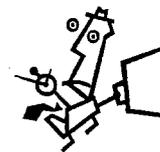
4th volunteer "I didn't say she **stole** the money."

5th volunteer "I didn't say she stole **the** money."

6th volunteer "I didn't say she stole the **money**."

Process with the group what the differences were like.

Ask about difficulties that may arise reading "The Sentence" versus hearing "The Sentence."



Handout

Instructor's Outline

Notes

EXERCISE 2

Tell the participants you are going to read a brief story and to pay close attention.

The instructor will read the text "A Story."

When the text has been read, distribute the *Statements About The Story* handout.

Participants will complete the form individually.

After five minutes check in with the group and allow more time if needed.

Instructor will debrief exercise referring to answer key on the next page of this manual.

During the debriefing and processing be sure to cover the following points:

- Did you make any assumptions as you responded to the statements?
- People tend to fill in or embellish when they are not sure of details.
- People do not want to appear to have missed information.
- People tend to make assumptions to "connect the dots."
- To ASSUME is to make an ASS of U and ME.

A Story

The woman had just turned off the lights in the infirmary when a young man appeared and demanded drugs. A nurse opened a cabinet. The contents of the cabinet were removed and the man ran away. A member of the police force was promptly notified.



Handout

Instructor's Outline

Notes

Answers for THE STORY

1. A young man appeared after the nurse had turned off the lights.
[?] Woman turned off the lights
2. The robber was a man.
[?] Was there really a robbery?
3. The young man did not demand drugs.
[False]
4. The woman who opened the cabinet was a nurse.
[?] A nurse opened a cabinet, not necessarily a woman.
5. The nurse removed the contents of the cabinet and ran away.
[?] Can't tell who did the removing.
6. Someone opened a cabinet.
[True]
7. After the young man who demanded the drugs removed the contents of the cabinet, he ran away.
[?] Can't tell who did the removing.
8. While the cabinet contained drugs, the story does not say how much.
[?] Doesn't say the cabinet contained any drugs.
9. The robber demanded drugs from the nurse.
[?] Was there really a robbery?
10. The story concerns a series of events in which only three persons are referred to: the nurse, a young man who demanded drugs, and a member of the police force.
[?] Are the woman and the nurse one person or two?
11. The following events are included in the story: someone demanded drugs, a cabinet was opened, its contents were removed, and a man ran out of the room.
[True]



Instructor's Outline

Notes

Conclusions

The facts transmitted in both exercises were simple facts about a specific incident.

How our own filters and experiences affect each fact is a lesson about how careful we need to be when transmitting any information.

Some mechanisms exist and are available to help eliminate confusion and build rapport at the same time.

We will cover other ideas during the course of the day.

The Fundamentals of Effective Communication

LEARNING OBJECTIVES

By the end of this module participants will be able to:

- Describe the process of “active listening.”
- Demonstrate her/his ability to not communicate using the “active listening” technique.

INSTRUCTIONAL METHODS:

- Lecturette
- Case study
- Small group exercise
- Individual exercises

HANDOUTS AND OVERHEADS:

Handouts: *Reflective Listening Script, Tips for Effective and Active Listening.*

Overheads: 4 through 6

MATERIALS NEEDED:

- Slide presentation unit
- Newsprint / markers

OBJECTIVES ADDRESSED:

- Provide an opportunity for improving communication skills and improving relationships with others.



Instructor's Outline

Notes

**The Fundamentals of Effective Communication
(90 minutes)**

LISTENING

Active listening is a way of listening and responding to another person that improves mutual understanding.

Often when people talk to each other, they don't listen attentively. They are often distracted, half listening, or half thinking about something else.

When people are engaged in a conflict, they are often busy formulating a response to what is being said. They assume that they have heard what their opponent is saying many times before, so rather than paying attention, they focus on how they can respond to win the argument.

Active listening is a structured form of listening and responding that focuses the attention on the speaker.

The listener must take care to attend to the speaker fully, and then repeat, in the listener's own words, what he or she thinks the speaker said. The listener does not have to agree with the speaker. S/He must simply state what they think the speaker said.

This enables the speaker to find out whether the listener really understood. If the listener did not, the speaker can explain some more.

Often, the listener is encouraged to interpret the speaker's words in terms of feelings.

Thus, instead of just repeating what happened, the active listener might add, "I gather that you felt angry or frustrated or confused when" . . . [a particular event happened]. Then the speaker can go beyond confirming that the listener understood what happened, and can indicate that he or she also understood the speaker's psychological response to it.

Instructor's Outline

Notes

Active listening has several benefits.

- First, it forces people to listen attentively to others.
- Second, it avoids misunderstandings, as people have to confirm that they do really understand what another person has said.
- Third, it tends to open people up, to get them to say more.
 - When people are in conflict, they often contradict each other, denying the opponent's description of a situation. This tends to make people defensive, and they will either lash out, or withdraw and say nothing more. However, if they feel that their opponent is really attuned to their concerns and wants to listen, they are likely to explain in detail what they feel and why. If both parties to a conflict do this, the chances of being able to develop a solution to their mutual problem becomes much greater.

It is important that you listen to the views and opinions of inmates and/or your colleagues and that they feel you are really hearing what they are saying.

For this to be achieved you will need to know how to listen actively so here are some useful tips.

TIPS FOR EFFECTIVE AND ACTIVE LISTENING

- Stop speaking yourself - you cannot listen and speak
- Put the speaker at ease - make the speaker feel that she/he is free to speak - give them the opportunity to speak.
- Demonstrate to the speaker that you want to listen.
- Listening is an active not passive activity. Look and act interested. Lean forward slightly, face the speaker squarely, keep your arms and legs uncrossed and keep an appropriate distance.
- Remove distractions; do not doodle, tap your pen or shuffle papers.
- Empathize with the speaker.
- Try to put yourself in the speaker's place so that you can see her/his point of view.
- Be patient - allow time - do not interrupt.
- Hold your temper. Avoid argument and criticism - this tends to put the speaker on the defensive.
- Do not argue - even if you 'win', you 'lose'.



Handout

Instructor's Outline

Notes

TIPS FOR ACTIVE LISTENING (CONT.)

- Ask questions to encourage the speaker and demonstrate that you are listening.
- Reflect and summarize from time to time.
- Use non-verbal behavior - e.g. nod head, eye contact, gaze.
- Use verbal behavior - e.g. "Aha," "I see," "Go on tell me."

Reflective listening is a way of checking, rather than assuming that you know what is meant. Reflective listening involves offering a response that reflects what the other person has stated. The subject pronoun is usually "you."

As an example, ask a volunteer to read the following script with the instructor as an active example of reflective listening.

Listen to the statement, consider what it might mean, repeat back to person making statement.

Example:

CO = Correction Officer

SP = Spouse

SO = Significant Other

SP/SO: I can't believe you don't want to go to the party. I've been looking forward to it all week.

CO: I didn't realize you were so excited about it. I didn't know you wanted to go so badly.

SP/SO: It seems that lately you've been backing out of everything. You don't want to do anything.

CO: You think I don't want to do things, that I'm avoiding things?

SP/SO: Yes, and I'm beginning to think you just don't want to be with me anymore.

CO: You feel like I don't want to be with you, to go out with you?

SP/SO: What else should I think? It makes me mad that we don't do things together anymore.

CO: You're angry because you think I don't want to be with you?



Handout

Instructor's Outline

Notes

- SP/SO: I'm mad, but I'm scared too. I don't know what you want anymore.
- CO: Are you afraid I don't want to be with you?
- SP/SO: Sort of. You seem so wrapped up in the department, and all the overtime you've been doing.
- CO: You're upset with all the time I spend at work? What about the money I'm making?
- SP/So: I know the money's nice, but what's the price we're paying? We spend almost no time together, we're like ships in the night.
- CO: I didn't realize you felt this way. Actually, I thought you kind of liked having extra time for yourself.

In this exchange the CO continues to repeat information back and in turn elicits more information.

Other Matters That Can Effect Listening While Communicating

Communication is not a benign activity, it is a living extension of the parties involved.

Because each of us has adapted and adopted filters and screens during our lives, it is necessary we develop awareness of what elements have impact on our communications.

PERSONAL BIASES

Each of us has bias. It is part of our composition. Some are more apparent than others and some can be considered more harmful than others.

What are personal biases that may impact professional judgment?

VERBAL LANGUAGE

Reflecting on the exercises used earlier, know what is appropriate and acceptable to say to your spouse/SO, an inmate or co-worker. Language is a fluid matter and does not always mean the same thing for each of us.

Cultural consideration is important and knowledge of others background is important.



Instructor's Outline

Notes

What are some terms that you know should be considered well before using?

GENDER DIFFERENCE

Gender issues continue to be shown as having significant impact on others. Women's treatment in the workplace and at home is the most obvious reference in this domain. Issues of sexual orientation are also applicable.

Awareness of cross-gender relationships between male and female CO's is important to look at. Typically, women in the correctional system are in the minority. The correctional system is a male dominated, paramilitary structure. The role of women has been evolving, and there are women in all levels of the organization. However, many women feel they have to "be like a man" to fit in, or that male co-workers don't feel comfortable with them in certain situations. Issues of sexual harassment become complicated. Women often don't want to make waves, don't want to seem like they can't take it, and so they put up with uncomfortable situations, increasing their personal stress.

CULTURAL CONSIDERATION

Woven through the fabric of all the skills in the communications process, this element can help develop a trust building relationship in a subtle way. Knowledge and understanding of another's ethnic culture should be paramount in the CO's awareness of the inmate or co-worker.

BODY LANGUAGE

Awareness of how you present yourself to the inmate physically is important. Unspoken cues are critical to be picked up by the CO and CO should monitor any unspoken cues.

What are some unspoken cues you may telegraph?

i.e. power, authority, rigidity, threatening

The exercise using visual perception allows us to see how we are effected by predisposition.

Do you leave these traits at work when you leave? Is this

Notes: (gender issues)
Elicit discussion around male/female co-worker issues and communication.

Notes: Cultural
Consideration Discussion here also in terms of communication issues.

Notes: Body Language
Discussion about how CO's keep one demeanor at work and another at home.



Instructor's Outline

Notes

EXERCISE

Show slide 6. Distribute handout of same. Leave on screen and ask participants

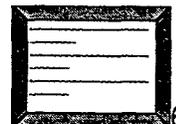
Who are these two men?

At first glance it appears to be President Bill Clinton and Vice-President Al Gore, look again!

Is it really Clinton and Clinton. Examine the faces on both men – they are absolutely identical, only the hairline and clothing is different.

So What's Going On?

In this particular image you were most likely fooled. When your visual system looks at an image it is not so much concerned with specific details as determining the overall meaning of the image. In this particular, you are most likely used to such a pose with the Vice-President in the rear. Al's familiar suit and hairline also contributed to the effect.



6

The exercise using visual perception allows us to see how we are effected by predisposition.

The ways we filter information impact what we say to people about our experience. One area of concern that was raised n the focus groups was communication with supervisors. What kinds of filters, barriers get in the way when you're talking with or disagreeing with, your lieutenant? Remember, we are looking at your filters and preconceived ideas, as well as, what we imagine they have about us.

EXERCISE

HAVE TWO VOLUNTEERS

Role play a discussion between a CO and a Lieutenant.
The scenerio can come from a situation that they suggest.



Module Overview: Conflict Reduction

LEARNING OBJECTIVES

By the end of this module participants will be able to:

- Describe the concepts of escalation and de-escalation that occur in situations of conflict.
- Demonstrate techniques for de-escalation of conflict.
- Describe various case scenarios of conflict and methods used for interacting in given scenarios.

INSTRUCTIONAL METHODS:

- Lecturette
- Role play
- Case study - Small group discussion

HANDOUTS AND OVERHEADS:

Handout: *Conflict Resolution Questionnaire; Eight Steps for Managing Conflict; Case Studies – Conflict Scenarios*

Overheads: 7 through 8

MATERIALS NEEDED:

- Slide presentation unit
- Newsprint/markers

OBJECTIVES ADDRESSED:

- Provide a foundation for reducing conflict and stress.

Instructor's Outline

Notes

Conflict Reduction (90 minutes)

Conflict is often perceived as a negative situation.

Because differing ideas are put together, individuals experience anxiety and stress.

Quite often the parties involved choose one of two reactions to facing the conflict:

1. Placate the other party and avoid the conflict, therefore failing to take a risk and engage in compromise.
2. Engage the other party, experience the discomfort as a threat and maneuver to "win" by dominating.

Some ingredients in either situation will take place because of what conflict is:

- Tension or stress experienced by an organism when satisfaction of a need, drive, or motive is thwarted by the presence of other attractive or unattractive needs, drives, and motives.

Stedman's Medical Dictionary, 1990, p. 341

Dealing with Conflict

What do you think makes an inmate, a co-worker, a supervisor, or a family member/friend "difficult" or seem "difficult"?

What is really happening in these situations? Is there a different way of looking at it or not? We have addressed perspective in this course, is perspective important?

A person may seem difficult for multiple reasons:

- They may present a bottleneck in the decision-making process.
- They may be so insecure (as individuals or in their job self-definition) that they feel compelled to act 'feisty' because they confuse aggression with assertiveness.
- They may genuinely feel disinclined to treat you properly/politely.

Sources of Conflict:

- Functional differences
- Individual personalities
- Attitudes
- Expectations

In your packets you will find a Conflict Resolution Questionnaire, a scoring guide, and an interpretation of the scores for different parts of the test. Time doesn't allow us to use this survey in class. Please take the time to review these materials to look at your own conflict style. Also have your SP/SO/Partner take the test and compare your styles.



7

Instructor's Outline

Notes

In a sense, Correction Officers are bureaucrats, that is they work in a government agency (bureaucracy).

There is a definition of a bureaucrat that reads:
SOMEONE WHOSE ENTIRE SELF-DEFINITION IS BASED
ON HIS OR HER POWER TO SAY 'NO'.

Do you think there may be a perception with the correctional system that COs may be considered bureaucrats by this definition?

Could this perception within the system contribute to a level of tension with inmates that may cause conflict to be right at surface level?

Does this bureaucratic manner impact the way the CO interacts with co-workers?

What about outside the correctional setting and in the everyday life of the CO? What is the perception of family and friends relative to this notion of a bureaucrat? Do family and friends perceive the CO to be a bureaucrat?

ACTIVITY

Break into groups of five.

Distribute sheet of newsprint to each group.

Develop a list of observable characteristics that occur as a situation escalates in conflict.

Characteristics must be:

- Observable
- Measurable

After 10 minutes have groups provide quick feedback to the large group and post lists on wall. Instructor will collect sheets and put in a folder or envelop for pickup by ETP.



Easel

Instructor's Outline

Notes

As conflict builds it is necessary for the CO to know steps or measures to take to assist in de-escalating the conflict.

Be careful with thinking that there are certain steps you must follow.

ACTIVITY - Ask participants

Are there any rules you presently follow while communicating with a person as conflict builds?

- Anything one should do before, during, and after communications?
 - or instead of sequential steps, any questions to ask, patterns to follow etc.?

Measuring how one would act or react in a build-up situation is easy when we think of work – consequences can be real and immediate.

How about at home or with friends? Is it different in settings outside of work? Is there more room for error and a greater capacity to let things slip by?

Lead a brief discussion to determine what the group members are presently using as a model for resolution.

Following a brief discussion deliver the following information.

Eight Steps for Managing Conflict

As this piece is presented the instructor should facilitate the presentation with emphasis flowing back and forth between the professional setting at work and the personal setting at home and with family and friends.

Step 1 - Create an Effective Atmosphere

Creating an effective atmosphere is a very important step in the conflict resolution process. It is more likely for mutual agreements



Easel



8



Handout

Instructor's Outline

Notes

to be reached when atmosphere is given careful consideration.

When thinking about atmosphere, remember these ideas:

- Personal preparation - doing all you can to ready yourself in positive ways to approach issues honestly and openly.
- Timing - choosing a time that is best for all parties involved. A time in which no one is feeling pressed to move on or pressured in other ways.
- Location - where you meet is as important as when you meet. It is best to pick a place where all parties can feel comfortable and at ease.
- Opening statements - try to start out on a good note. Good openings are ones that let others know you are ready and willing to approach conflict with a team-like attitude that focuses on positive ends. They should also ensure the trust and confidentiality of the parties involved.

Step 2 - Clarify Perceptions

Clarify individual perceptions involved in the conflict. You can't solve a problem if you don't know what it is about.

1. Sort the parts of the conflict - ask what it is about.
2. Avoid ghost conflicts; get to the heart of the matter and avoid side issues. There are times when old issues or concerns do not get discussed or resolved, and they are "held on to."
 - Can anyone offer a situation where someone may not resolve a situation and then use it at another time as a "weapon" in another argument or situation?
 - At work?
 - At home?
3. Clarify what, if any, values are involved.
4. Recognize that the parties involved need each other to be most effective.

Additionally, clarify your perceptions of the other party.

1. Avoid stereotyping.
2. Listen carefully.
3. Recognize the other's needs and values.



Instructor's Outline

Notes

4. Empathize - ask why they feel the way they do.
5. Clear up misconceptions you may have of them.

Step 3 - Focus on Individual and Shared Needs

Expand on shared needs. Realize that you need one another in order to successfully resolve conflicts. Be concerned about meeting others needs as well as your own. When you take the time to look, you will recognize that individuals often share needs in common.

Step 4 - Build Shared Positive Power

Power is made up of people's outlooks, ideas, convictions, and actions. A positive view of power enables people to be most effective. A negative outlook on power proves dis-empowering. Instead of "power with," it encourages "power over." Positive power promotes building together and strengthening partnerships. When parties in conflict have this outlook, they can encourage each other to use shared positive power. This gives an ultimate advantage to all involved because each person's positive energy is being drawn upon for a worthwhile solution.

Step 5 - Look to the Future, then Learn from the Past

Don't dwell on negative past conflicts, or you won't be able to deal positively in the present or the future. Try to understand what happened in the past, and avoid repeating the same mistakes over. Don't get stuck in a rut; learn from past conflicts and be forgiving. Let others know, "I'm not mad at you, I'm mad at what you did."

Step 6 - Generate Options

1. Beware of preconceived answers.
2. Look for common threads.
3. Make sure options are workable for all parties involved.
4. Set aside disagreements and focus on options that seem most workable.
5. Avoid spin-off conflicts by bypassing options that won't work for all involved.

In Generating Options:

1. Ask first for the conflict partner's options -- listen and learn.



Instructor's Outline

Notes

2. Try free-flowing options:
 - Make new suggestions
 - Write them down
 - Wait to discuss them until they're all out on the table
 - Group similar options together
 - Narrow down the list
 - Predict possible outcomes
 - Look at all ideas, no matter how silly they may seem
 - Imagine
3. Identify Key Options; these are ones that will:
 - Meet one or more of the shared needs
 - Meet individual needs and are compatible with other's needs
 - Use mutual positive power
 - Improve the relationship
 - Be at least acceptable, but preferably satisfying, to all involved.
4. When looking at options, don't let past experiences cloud present perceptions and decisions.

Step 7 - Develop "Do-ables" -- Stepping-Stones to Action

Do-ables are specific actions that have a good chance at being successful. Do-ables are:

- The ideas that have the best chance at success
- Steps that never promote unfair advantages on any sides
- Found on shared input and information from all parties
- Trust builders - they add confidence in working together
- Actions that meet shared needs

Step 8 - Make Mutual Benefit Agreements

Mutual-Benefit Agreements should give you lasting solutions to specific conflicts.

- Instead of demands, focus on developing agreements and find shared goals and needs.
- Build on "Do-able" things by working on the smaller stepping-stone solutions.
- Pay attention to the needs of the other person in addition to your own interests.



Instructor's Outline

Notes

- Recognize the "givens" - basic things that cannot be altered or compromised.
- Clarify exactly what is expected of you in the agreement - your individual responsibilities.
- Keep the conflict partnership process going by using and sharing these skills with others.



Easel

This model is presented in an idealistic context.

Once assured that the participants understand the process conduct the following small group exercise.

CASE STUDY

Instructor will provide four case studies.

- Break into triads
- Each scenario should be between two people.
- Two involved in conflict, one observer.
- Round-robin-style, allowing everyone to participate.
- Observer will provide feedback to person trying to de-escalate situation.

Process and provide feedback in large group.

It serves as a practical, effective model for conflict management in a somewhat controlled and predictable environment.

Practicing this model is the best way to learn shorthand methods to use in more volatile situations.

It is important to note that it is best to practice the model as recommended.

If it feels awkward and cumbersome at first, just be aware that you are working with something new.

Remember how many things you do in your everyday routine that at one time may have seemed awkward.

Do not pick a couple of pieces and forget the rest.

The entire process is necessary for maximum impact.



Instructor's Outline

Notes

ROLE - PLAY

Instructor will offer a scenario for role-play or elicit a situation from the audience.

Instructor will play the role of the CO.

Ask for two volunteers to play the inmates (or subjects) in the role-play.

Allow the volunteers a moment to prepare themselves for the role.

Have the volunteers start the role-play and the CO will intervene and demonstrate a method for de-escalating the conflict.

Check in with the audience and process the activity.

Module Overview: Handling Stress So It Doesn't handle You

LEARNING OBJECTIVES

By the end of this module participants will be able to:

- Describe physiological reactions to stress
- Describe psychological reactions to stress
- Describe techniques for managing stress
- Describe techniques for reducing stress

INSTRUCTIONAL METHODS:

- Lecturette
- Interactive exercises

HANDOUTS AND OVERHEADS:

Handouts: *Types of Stress; Reactions to Stress*

Overheads: 9 through 13

MATERIALS NEEDED:

- Slide presentation unit
- Newsprint / markers
- Envelopes containing a dollars worth of change [one for each participant]
(5 dimes, 8 nickels, and 10 pennies)

OBJECTIVES ADDRESSED:

- Provide a foundation for reducing stress



Instructor's Outline

Notes

Handling Stress So It Doesn't Handle You (75 minutes)

Over 40 million working days per year are lost due to the effects of stress on the individual. Stress is another fact of life that can be, and is, both good and bad. We are being told almost on a daily basis, how bad stress is for us. It is true that excessive stress is bad for us, but we all need stress in our lives in order to function. If we experienced a complete absence of stress we would not put in the extra effort needed to attain our own personal goals, whatever they may be. In fact we would probably not get out of bed in the morning.

We experience many different types and levels of stress in our lives. There is "good" stress, the type of stress we may experience if we were fortunate enough to win the lottery for example, and "bad" stress, the type of stress we may experience when we lose something or someone important to us, our jobs on which we rely for our income, or someone we love and care for.

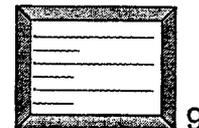
If we tried to eliminate stress from our lives we may not be able to function effectively because we would lose the driving force in our lives. It is not possible or advisable to attempt to eliminate all stress, but it is sensible to attempt to control or master the stress we experience. If we constantly experience levels of stress which are too high for us to cope with, then both physical and mental symptoms will become apparent.

What is Stress

Stress is the body's reaction to various abnormal states that tend to disturb its normal physiologic equilibrium. (Stedman's Medical Dictionary, 1990)

Stress is when you are worried about losing your job, worried about having enough money to pay your bills, or worried about your mother when the doctor says she may need an operation. Or stress is the worry you feel right before a cell extraction or when there's a feeling that something is gonna go down.

In fact, to most of us, stress is synonymous with worry. If it is something that makes you worry, then it is stress.



Instructor's Outline

Notes

ACTIVITY

Ask participants to provide examples of stress that they experience at home and at work.

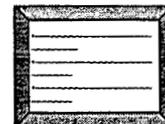
Instructor can record on newsprint if it will add impact.

Your body, however, has a much broader definition of stress. To your body, stress is synonymous with change. Anything that causes a change in your life causes stress. It doesn't matter if it is a "good" change, or a "bad" change, they are both stress. When you find your dream apartment and get ready to move, that is stress. If you break your leg, that is stress. Good or bad, if it is a change in your life, it is stress as far as your body is concerned.

Even imagined change is stress. Imagining changes are what we call "worrying." If you fear that you will not have enough money to pay your rent, that is stress. If you worry that you may get fired, that is stress. If you think a new co-worker is upset about being partnered with you and you don't know why, that is stress. If you think that you may receive a promotion at work, that is also stress (even though this would be a good change). Whether the event is good or bad, imagining changes in your life is stressful.

Four Main Causes of Stress

- Time Pressures. The days never seem long enough to get everything done. I plan the day as best I can to submit reports and my supervisor wants me to help out another CO. More inmates, more work, less co-workers.
- Inadequate Feedback on Performance. We continually worry about how we are doing.
 - At work? Does my supervisor understand that I am doing as well as I can? Do my co-workers like me? Am I a target for retribution?
 - At home? Is my spouse/significant other happy with me? Am I attentive enough? Do my parents think I'm successful?
- Unrealistic Expectations. Facilities are crowded, workload is full and CO is expected to take on more. More mentally ill inmates, short staffing, no room for error on the job.
 - At home I'm expected to be ready to go to dinner, take the kids to the park for a ball game, pick up groceries, cook dinner, clean the yard, paint the house, be on time...



10

Instructor's Outline

Notes

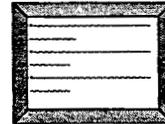
- Lack of Goals. Without a specific direction at work we often waste valuable energy, and sometimes find ourselves at a dead-end. Things are getting so cumbersome. New political personnel means changes, but who knows what for sure. Communications are getting less specific and I am feeling unsure of the future, what my job will look like. Ambiguity leads to negative thinking. What does your career path look like? What are short-term goals? What are long-term goals?

Which of these is stress?

- You receive a promotion at work.
- Your car has a flat tire and you're late for work.
- You go to a party that lasts till 2:00 a.m.
- Your significant other/child gets sick.
- You find your dream home and begin the mortgage process.
- Your best friend and his wife come to stay at your house for a week.
- You get a bad case of hay fever.

Answer is - All of the above.

If you are used to thinking that stress is something that makes you worry, you have the wrong idea of stress. Stress is many different kinds of things: happy things, sad things, allergic things, and physical things. Many people carry enormous stress loads and they do not even realize it!



11

Instructor's Outline

Notes

ACTIVITY

The Handout *Types of Stress* provides a look at some common areas where stress develops.

Distribute and allow a few minutes for participants to review.



Handout

ACTIVITY

Distribute the Handout *Reactions to Stress*.

Allow a few minutes to review.

Ask participants to check each item that could adversely effect the work environment.

Follow with a discussion.



Handout

Being able to identify a reaction to stress and possibly being able to trace the reaction back to an event or situation goes a long way towards helping eliminate the stress reaction.

ACTIVITY

Ask if anyone has a stress management tip they would like to share.

Depending on time

1. Have the participants write on paper and hand in for word processing and redistribution.
2. Have a few participants share and demonstrate the activities they recommend for stress reduction.



Easel

Trainer:
Collect TIPS for ETP to return to the Department at the end of the training.

Instructor's Outline

Notes

EXERCISE

This exercise will get participants to look at their allocation of energy to daily stress or problem situations. It is an effort to make participants aware of the resources they use in a situation and to get them to re-allocate their resources in order to better manage and possibly reduce stress.

Tell participants they are going to be able to budget their energy against their problems.

To start, they are to create a list of what they consider to be their major and minor problems that they encounter each day.

When the participants have completed their lists distribute a dollars worth of change to each participant.

Tell the participants the dollars worth of change represents 100% of their energy for the day to devote to problems.

Tell the participants they are to allocate an amount of money to the problems they have identified. The amount should be proportional to the amount of time/energy they devote to each particular problem during the day.

When they have completed the allocation have them record the amount on the paper.

Next, have them allocate the change in what they think would be a more logical investment of their time and energy to each problem. Have them record the new amounts.

Options:

- Discuss in large or small groups.
- Discuss the following points:
 - How much did the two amounts differ?
 - Was anyone **not** surprised at the difference?
 - How can you apply this exercise back at work and at home?



Instructor's Outline

Notes

Reducing Stress

Managing stress is dependent on each individual's willingness to do so.

Managing activities that help in stress management are simple activities of everyday life that alter one's focus at any given time.

Thousands of pages have been written about "lightness of being."

Developing lightness will allow a person to "let go" of the responsibility of any situation.

Holding on to resentment for example, takes a lot of energy and focus. Being able to accept an event as a part of life and something one cannot change by resenting another person facilitates the process of letting go.

Many people develop a spiritual element to their life.

Whether it is found in a church, in a walk at the seashore, or by participating in a support group for people with similar experiences, finding something outside of us to channel negative feelings towards is a helpful part in dealing with stress.

A simple exercise that can take you out of a negative place is a candle meditation.

- Simply light a candle in a stand, place it on the table, and stare at the flame.
- Whenever you find yourself thinking of anything other than the flame, acknowledge that as interesting how your thoughts travel, and re-focus on the flame.
- Continue this meditation for about 20-30 minutes. It almost always helps reduce stress.

Instructor's Outline

Notes

LAUGHTER – One of the best ways to reduce stress is to laugh.

Set aside some time for laughter, your body's natural stress-release mechanism.

Rent your favorite comedy. Tape a TV show that you know makes you laugh, keep it on hand for stress emergencies.

Go to the library and borrow a book by an author who can make you laugh. Read the daily comics in the newspaper. Or, phone the funniest person you know! One of the best ways to fight stress is to get pleasure out of life. So find time for the things that are really important to you.

ACTIVITY

Ask participants to recommend a book or videotape that they would recommend helping at a time when stress may be an issue.

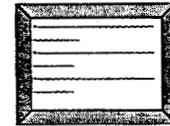
Record on newsprint and post for participants to refer to and copy information.

Many of us get so caught up in our work and our routine duties that we end up feeling isolated, depressed, or trapped. We forget the big picture.

We all need to take time out to experience the good things in life, the things that give us genuine pleasure. Here are some suggestions:

HOBBIES - Whether you enjoy photography, crafts, sports, or any other hobby - DO IT! Build time into your schedule to enjoy these activities on a regular basis. Consider it "nourishment for the soul."

VACATIONS - Taking a break, for a weekend or a month, can be refreshing, but be careful. Vacations can be stressful if they are poorly planned, too expensive for your budget, or if you are under constant pressure to make decisions about where to travel, eat and stay. Plan ahead and don't try to pack too much into the time available.



12

Instructor's Outline

Notes

EATING WELL – Good nutrition does wonders for the body. Balancing intake of carbohydrate, fats, and proteins allows the body to function without overtaxing any one element.

SPENDING TIME WITH THE FAMILY/FRIENDS – Companionship allows a person to defocus and relax. Interpersonal contact offers the opportunity for touch, which is a great method for reducing stress. Human touch is a method for healing the feeling of isolation that often accompanies stress build up.

EXERCISING REGULARLY – Aerobic activities such as walking, jogging, swimming, biking, etc. for 20 minutes 3 times per week is minimum. Recommend is 30 minutes or more, 4-6 times per week. But do not hurt yourself! Walking is a great opportunity to both get exercise and spend time with a friend spouse, or significant other.

REDUCING CAFFEINE, NICOTINE AND ALCOHOL INTAKE – Do not cope with stress by using alcohol or drugs. Avoid/decrease your intake of caffeine. If you are stressed out, caffeine is like throwing gasoline on a fire to put it out!

These suggestions help when we are out of the workplace. Although there is a residual benefit to this type of self-care we need to construct a couple of activities that can be used in the workplace.

ACTIVITY

Have the participants pair up.

Present the following three options for stress reduction.

Have participants alternate and practice these stress-reducing exercises



Instructor's Outline

Notes

DEEP BREATHING

Deep breathing can be done anytime, anywhere. Deep breathing provides extra oxygen to the blood and causes the body to release endorphins, which are naturally occurring hormones that re-energize and promote relaxation.

1. Slowly inhale through your nose, expanding your abdomen before allowing air to fill your lungs.
2. Reverse the process as you exhale.

Do this exercise for three to five minutes whenever you feel tense.

STRETCHING EXERCISES

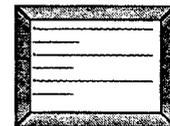
If done correctly, stretching can promote relaxation and reduce stress. Never bounce when you stretch - you could injure your muscles. Do these exercises for five or ten minutes.

Stretch 1: Decide what muscles to stretch.

1. As you stretch, think about one area being stretched; imagine the tension leaving as you gently take these areas to their comfortable limit.
2. Exhale into the stretch; inhale on the release. Breathe deeply and slowly. Do not hold your breath.
3. Close your eyes for better awareness of your body's responses.

Stretch 2: Here's a stretch to relieve stiff muscles.

1. Sit up straight and inhale.
2. Exhale as you let your head move down to your chest. You'll feel a gentle stretch on the back of your neck and your shoulders.
3. Roll your right ear toward your right shoulder while inhaling. Drop your chin to your chest again while exhaling. Repeat to the left.
4. Drop your arms to your sides and push both shoulders forward. Slowly raise them towards your ears and circle them back and downward to the starting point. After two or three rotations, change directions.



13

Instructor's Outline

Notes

FOR HEADACHES: USING ACUPRESSURE

1. Press hard between your thumb and index finger using the same two fingers of your other hand. Press hard enough for it to hurt slightly. Do this for seven seconds. Repeat with the other hand.
2. Using both hands at the same time, press your thumbs firmly into your temples for seven seconds.
3. Press the fingers of each hand firmly into the center of the back of your neck for seven seconds.

For severe headaches, repeat this procedure three times at five-minute intervals.

Introduce next module

Our association with stress is most commonly the negative experience that comes with an unhealthy build up of stress. Signs of negative stress include:

- Decreased ability to perform tasks
- An inability to relax after stressful event
- Feeling out of control
- Feeling immobilized

Following the recommendations for better nutritional habits, time with family and friends, exercise and so on will help **YOU** take charge of the stress factor.

Simply making the decision that **YOU** can reduce and manage stress will empower you and reduce the feeling of helplessness that accompanies increased levels of stress.

High levels of stress are accompanied by increased friction.

Friction is most noticeable in our interactions with others and is a factor in conflict.

Conflict is a real and regular element in interpersonal relationships and a necessary ingredient in building relationships.

Stress will impact how we deal with conflict and the level of the conflict will impact how much stress we have in our life!



Module Overview: Making It Real – Action Planning

LEARNING OBJECTIVES

By the end of this module participants will be able to:

- Identify at least two people available as resources for support.
- Describe risk and resiliency factors.
- Describe an action plan that includes at least one area for continued personal development.
- Identify potential obstacles to personal change and development.
- Describe a strategy for overcoming the obstacle to change.

INSTRUCTIONAL METHODS:

- Lecturette
- Small group discussion
- Individual exercise

HANDOUTS AND OVERHEADS:

Handouts: *Action Planning Guide*

Overheads: 14 through 21

MATERIALS NEEDED:

- Slide presentation unit
- Newsprint/markers
- Pre-cut pieces of colored paper (8 colors)

OBJECTIVES ADDRESSED:

- Provide a foundation for improving relationships with self and others.



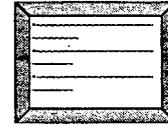
Instructor's Outline

Notes

Making It Real – Action Planning (60 minutes)

Establishing Support

“Individuals exposed to levels of stress who also have social supports have lower risk of subsequent mental and physical illness than similar individuals exposed to similar stress who do not have such support.” (Pransky, 1991, p. 199)



14

ACTIVITY – BUILDING A SUPPORT NETWORK

Have participants form a circle.

Have participants think of an area of concern or type of situation that constantly provides conflict or stress.

Ask for a volunteer to go first.

Hand that person several pre-cut pieces of red paper and ask the person to state, *in general terms*, the type of situation that is of concern.

Have people whom identify with a similar concern raise their hands.

The initial volunteer will then pass pieces of paper to those who raised their hands. A maximum of three to four people should be included in the group.

The instructor will then give a different color of paper to the person on the left of the last person in the first group.

That person will state a situation or concern and repeat the process.

The participants holding the same colors of paper will then get together in a small group and exchange contact information.

If there comes a point where there are people left that have not identified with a particular issue, they should join in a group that includes a member or members that they have felt comfortable with.

Trainer:
Handout pre-cut colored slips of paper.

Instructor's Outline

Notes

Have the participants stay in the small “support network” groups.

Risk and Resiliency

Persons with a great deal of stress and conflict in their lives grow up with certain characteristics that indicate they are “at-risk.”

Presenting the information on slides 15-17 lead a discussion about “Risk factors”

- Using the information listed on the overheads, describe ways that the factor may be observed in the context of CO experience

Be sure to inquire whether the participants can expand on the list.

Just as there are certain factors that indicate a person to be “at-risk,” there are factors that contribute to an individual’s resilience.

Presenting the information on slides 18-20 lead a discussion about “Resiliency factors”

- Using the information listed on the overheads, describe ways that the resiliency factors may be observed in the context of CO experience

Be sure to inquire whether the participants can expand on the list.

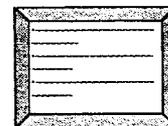
Action commitments

ACTIVITY

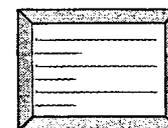
Have participants take a moment to review the major themes that have been covered in the training today.

Choose one area (or more if desired) that the participant wants to make a commitment to improving her/himself.

List on the Handout: *Action Planning Guide*.



15-17



18-20

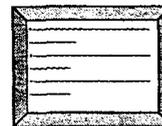


Handout

Instructor's Outline

Notes

Facing Potential Obstacles



21

ACTIVITY

Working in “Support network” groups address the following:

What people, places, and/or things can potentially block the way to making improvements or accomplishing change?

With support group, determine how you will accomplish the change (what steps will get you from here to there).

Who or what in your support network will help facilitate the change.

Set a timeline.

Have participants work together until there are 10-15 minutes left in the schedule for the day.

Be sure to make a commitment to network with support group within the next week.

Wrap-up

Provide summary statements as preferred by instructor.

Check in with group for Pluses and Wishes.

On newsprint put two columns

- Pluses “what did you like”
- Wishes “what you wish had been different”
- Recap the five modules and weave a thread of continuity

Distribute and collect course evaluations.

Distribute certificates of attendance (if applicable).



Easel

Trainer:
Distribute and collect course evaluations.
Distribute certificates of attendance (if applicable.)

OVERHEADS

Focus on *You*

A.F.S.C.M.E. - COUNCIL 4,
ETP, Inc., East Hartford, Connecticut, and
STATE OF CONNECTICUT

DEPARTMENT OF CORRECTION

The National Institute of Justice Grant Award #98-FS-VX-0003 funds this program

Participant Introductions

- Name
- Position/Location
- Responsibilities
- What performer, band, or orchestra you saw at your first concert

Stated Learning Objectives

- Describe the characteristics of effective communication
- Describe at least three methods for reducing stress
- Demonstrate an understanding of conflict reduction in multiple settings
- Outline a personal action plan for change that builds on individual resiliency factors, and reduces individual risk factors

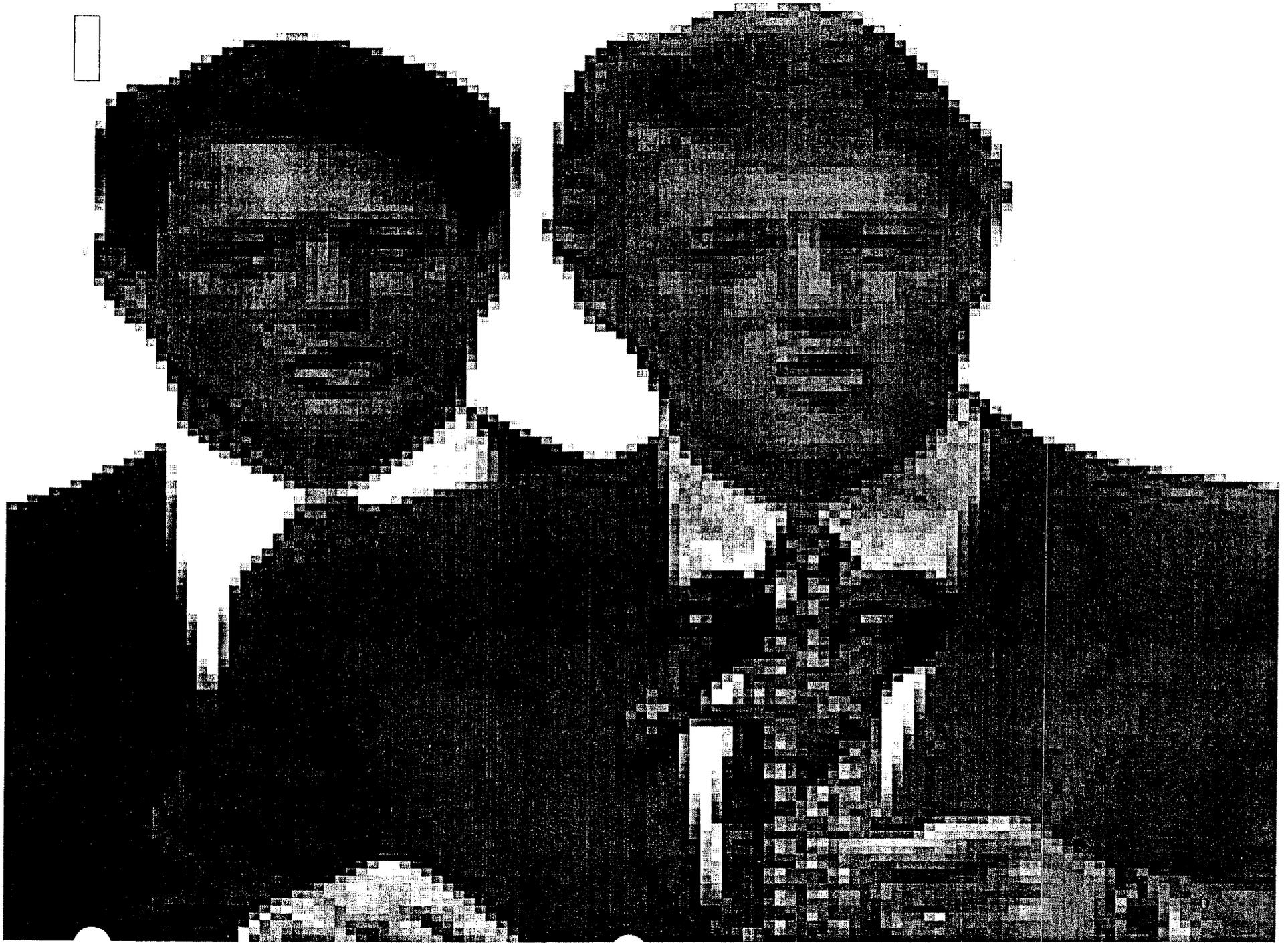
Benefits of Active Listening

- Forces people to listen attentively to others
- Avoids misunderstandings, as people have to confirm that they do really understand what another person has said
- Tends to open people up, to get them to say more

Other Matters that Effect Listening

- Personal Biases
- Verbal Language
- Gender Difference
- Cultural Considerations
- Body Language





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Conflict

Tension or stress experienced by an organism when satisfaction of a need, drive, or motive is thwarted by the presence of other attractive or unattractive needs, drives, and motives

Stedman's Medical Dictionary, 1990, p. 341

Eight Steps for Managing Conflict

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Do-ables"
8. Make Mutual Benefit Agreements

What is Stress

- Anything that causes change in your daily routine is stressful
- Anything that causes change in your body's health is stressful
- Imagined changes are just as stressful as real changes

Sources of Stress

- Time Pressures
- Inadequate Feedback on Performance
- Unrealistic Expectations
- Lack of Goals

Which of These Is Stress?

- You receive a promotion at work
- Your car has a flat tire - you're late for work
- You go to a party that lasts till 2:00 a.m.
- Your significant other / child gets sick
- You find your dream home and begin the mortgage process
- Your best friend and his wife come to stay at your house for a week
- You get a bad case of hay fever

Ways to Reduce Stress

- Laughter
- Hobbies
- Vacations
- Eating well
- Spending time with family
- Exercising regularly
- Reducing caffeine, nicotine, and/or alcohol intake

On-The-Job Stress Reducers

- Deep Breathing
- Stretching
- Accupressure



Need for Support

Individuals exposed to levels of stress **who also have social supports** have lower risk of subsequent mental and physical illness than similar individuals exposed to similar stress who do not have such support

Pransky, 1991, *Prevention: The Critical Need*

Risk Factors:

Personal

- **Rebellious**
- **Low self-esteem**
- **Easy and frequent lying**
- **Anti-social personality**
- **Emotional problems**
- **Impulsivity**
- **Learning disabled**

Risk Factors:

Immediate Contacts

- Family history of anti-social behavior
- Poor communication skills
- Low academic and employment expectations
- Lack of discipline
- Family instability
- Poverty
- Abuse/ neglect

Risk Factors:

Community / Society

- Lack of support network
- Rejected by peers
- Concentrated poverty
- Social dislocation
- Environment with high crime rate
- Gang activity
- Crime income
- Inadequate social skills
- Heavily influenced by peers
- Sensation seeking
- Criminal / aggressive behavior

Resiliency Factors:

Personal

- First born
- Good verbal skills
- Internal locus of control
- High self-esteem
- Responsible
- Individual sense of well-being

Resiliency Factors:

Immediate Contacts

- Positive relationship with parent(s)
- Structure and rules in household
- Guidance, discipline, and rule enforcement from parents
- Shared values
- Extended family
- Informal network of kin support

Resiliency Factors:

Community / Society

- Strong positive peer bonding
- Informal network of neighbors for support
- Access to special services
- Trustworthy role models
- Rewarding relationships with elders
- Strong bonding with community members
- Independent thinker
- Good assertive skills
- Good communication skills

Potential Obstacles to Change

■ People

■ Places

■ Things

OVERHEADS ON DISK

HANDOUTS

“The Sentence”

Instructor - “*I* didn’t say she stole the money.”

1st volunteer - “I *didn’t* say she stole the money.”

2nd volunteer - “I didn’t *say* she stole the money.”

3rd volunteer - “I didn’t say *she* stole the money.”

4th volunteer - “I didn’t say she *stole* the money.”

5th volunteer - “I didn’t say she stole *the* money.”

6th volunteer - “I didn’t say she stole the *money*.”

Statements About The Story

- | | | | |
|---|---|---|---|
| 1. A young man appeared after the nurse had turned off the lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The young man did not demand drugs. | T | F | ? |
| 4. The woman who opened the cabinet was the nurse. | T | F | ? |
| 5. The nurse removed the contents of the cabinet and ran away. | T | F | ? |
| 6. Someone opened a cabinet. | T | F | ? |
| 7. After the young man who demanded the drugs removed the contents of the cabinet, he ran away. | T | F | ? |
| 8. While the cabinet contained drugs, the story does not say how much. | T | F | ? |
| 9. The robber demanded drugs from the nurse. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the nurse, a young man who demanded drugs, and a member of the police force. | T | F | ? |
| 11. The following events are included in the story: someone demanded drugs, a cabinet was opened, its contents were removed, and a man ran out of the room. | T | F | ? |

Reflective Listening Script

- SP/SO: I can't believe you don't want to go to the party. I've been looking forward to it all week.
- CO I didn't realize you were so excited about it. I didn't know you wanted to go so badly.
- SP/SO It seems that lately you've been backing out of everything. You don't want to do anything.
- CO You think I don't want to do things, that I'm avoiding things?
- SP/SO Yes, and I'm beginning to think you just don't want to be with me anymore.
- CO You feel like I don't want to be with you, to go out with you?
- SP/SO What else should I think? It makes me mad that we don't do things together anymore.
- CO You're angry because you think I don't want to be with you?
- SP/SO I'm mad, but I'm scared too. I don't know what you want anymore.
- CO Are you afraid I don't want to be with you?
- SP/SO Sort of. You seem so wrapped up in the department, and all the overtime you've been doing.
- CO You're upset with all the time I spend at work? What about the money I'm making?
- SP/SO I know the money's nice, but what's the price we're paying? We spend almost no time together, we're like ships in the night.
- CO I didn't realize you felt this way. Actually, I thought you kind of liked having extra time for yourself.

Tips for effective and active listening

- Stop speaking yourself - you cannot listen and speak
- Put the speaker at ease - make the speaker feel that she/he is free to speak - give them the opportunity to speak.
- Demonstrate to the speaker that you want to listen.
- Listening is an active not passive activity. Look and act interested. Lean forward slightly, face the speaker squarely, keep your arms and legs uncrossed and keep an appropriate distance.
- Remove distractions: do not doodle, tap your pen or shuffle papers.
- Empathize with the speaker.
- Try to put yourself in the speaker's place so that you can see their point of view.
- Be patient - allow time - do not interrupt.
- Hold your temper. Avoid argument and criticism - this tends to put the speaker on the defensive.
- Do not argue - even if you 'win', you 'lose'.
- Ask questions to encourage the speaker and to demonstrate that you are listening.
- Reflect and summarize from time to time.
- Use non-verbal behavior - e.g. nod head, eye contact, gaze.
- Use verbal behavior - e.g. "Aha," "I see," "Go on tell me."

Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

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1. Almost never
2. Occasionally
3. Half the time
4. Usually
5. Almost always

-
1. ___ / ___ I feel that conflict is a negative experience.
 2. ___ / ___ When I resolve a conflict, it improves my relationship.
 3. ___ / ___ I am afraid to enter into confrontations.
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5. ___ / ___ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
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9. ___ / ___ I state my true feelings when dealing with conflict.
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11. ___ / ___ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
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C ___

13. ___ / ___ I feel that only my needs are important.
14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

17. ___ / ___ I share my positive attitude, hoping they will do the same.
18. ___ / ___ I find it necessary to overpower others to get my own way.
19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

21. ___ / ___ I find it easy to forgive.
22. ___ / ___ I bring up old issues from the past during a new conflict.
23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
24. ___ / ___ In conflict I try to dominate the other party.

F ___

25. ___ / ___ I listen with an open mind to alternative options.
26. ___ / ___ I feel there is just one way to solve a problem.
27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
28. ___ / ___ I can accept criticism from others.

O ___

29. ___ / ___ I feel that winning the war is more important than winning the battle.
30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
32. ___ / ___ I feel the need to control an argument.

D ___

33. ___ / ___ If I had my way, I win, you lose.
34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
35. ___ / ___ I bargain to resolve conflict.
36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

37. ____ / ____ I express anger constructively.
38. ____ / ____ In difficult conflicts, I would consider requesting a third party facilitator.
39. ____ / ____ I overlook my partners anger in order to focus on the real issues to conflict.
40. ____ / ____ I feel that it is okay to agree to disagree on specific issues in a conflict.
- X ____

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ____ 1 Almost Never
- ____ 2 Occasionally
- ____ 3 Half The Time
- ____ 4 Usually
- ____ 5 Almost Always

-
- [Scoring The Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997
Questions? Comments? E-mail [Jock McClellan](#)

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Scoring the Conflict Resolution Questionnaire

1. Reverse the scores for the 12 questions that give high scores for unrecommended responses.

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. For the questions that do not need to be reversed.

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. Compute sub-totals and the total.

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. Interpret the results, and learn from them.

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

-
- [Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)
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Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider trying them.

They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem.

Acknowledge emotions as legitimate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem. Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note NEEDS, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

~~**F. Focus on the FUTURE first, then learn from the past.**~~

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Choose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

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- [Conflict Resolution Questionnaire](#)
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Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

CASE STUDY - CONFLICT SCENARIO

You're out having a few beers after your shift with several co-workers - in the course of the conversation, a discussion ensues about how black and white officers are treated in the department. The discussion becomes somewhat heated, and you step away to catch some air. A co-worker (of a different ethnic background) approaches you to see where you stand. As you talk, both of your voices begin to rise, and you're engaged in an argument. What do you do, or say?

CASE STUDY - CONFLICT SCENARIO

You're a third shifter who was held over, so you've worked 16 hours, the inmates were active, and you're exhausted. You stopped for a quick coffee and bagel with a co-worker. You walk into the house, and the first thing your spouse/SO wants to know is where you were, and why you didn't come right home. His/her tone is angry and accusatory. You respond in kind. Where do you go from here?

CASE STUDY - CONFLICT SCENARIO

You want to talk with your Lieutenant about taking a few days off to deal with some personal business. You've missed time during the past year, and when you approach him/her, the first thing that is brought up is your previous attendance history. You are feeling defensive and the conversation deteriorates. What do you do?

CASE STUDY - CONFLICT SCENARIO

You have numerous concerns about your 16 year old son - he seems distant, indifferent, and disinterested in all things that are family or school related. His grades are going down, and although you've tried to talk to him, nothing is changing. You and he are having another discussion that is quickly escalating to a yelling match, and when you ask him about drugs or alcohol, he goes off on you about your drinking, your long hours and your treating him like an inmate. What do you say?

Eight Steps for Managing Conflict

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Do-ables"
8. Make Mutual Benefit Agreements

Reactions to Stress

- ◆ Tension
- ◆ Headache
- ◆ Backache
- ◆ Irregular breathing
- ◆ Palpitations
- ◆ Breathlessness
- ◆ Restlessness
- ◆ Fidgeting
- ◆ Facial tics
- ◆ Dry mouth
- ◆ Higher vocal tone
- ◆ Sweating
- ◆ Cold hands/feet
- ◆ Shakiness
- ◆ Dizziness
- ◆ Exhaustion
- ◆ Stomachache
- ◆ Indigestion
- ◆ Nausea
- ◆ Loss of appetite
- ◆ Diarrhea
- ◆ Sleeping problems
- ◆ Skin problems
- ◆ Ulcers
- ◆ Lack of concentration
- ◆ Forgetfulness
- ◆ Memory problems
- ◆ Lack of co-ordination
- ◆ Indecisiveness
- ◆ Rash decision making
- ◆ Disorganization
- ◆ Frequent mistakes
- ◆ Misjudging people
- ◆ Misjudging situations
- ◆ Inaccuracy
- ◆ Anxiety
- ◆ Phobias
- ◆ Panic
- ◆ Panic attacks
- ◆ Paranoia
- ◆ Aggression
- ◆ Cynicism
- ◆ Guilt
- ◆ Depression
- ◆ Mood swings
- ◆ Tearfulness
- ◆ Nightmares
- ◆ Worrying excessively
- ◆ Lack of sense of humor
- ◆ Withdrawal

These are the minor symptoms of stress. Some of the more serious include total nervous breakdown, heart attack, and stroke.

Types of Stress

◆ Emotional Stress

When arguments, disagreements, and conflicts cause CHANGES in your personal life -- that is stress.

◆ Illness

Catching a cold, breaking an arm, a skin infection, a sore back, are all CHANGES in your body condition.

◆ Pushing Your Body Too Hard

A major source of stress is overdriving yourself. If you are working (or partying) 16 hours a day, you will have reduced your available time for rest. Sooner or later, the energy drain on your system will cause the body to fall behind in its repair work. There will not be enough time or energy for the body to fix broken cells, or replace used up brain neurotransmitters. Changes will occur in your body's internal environment. You will "hit the wall," or "run out of gas." If you continue, permanent damage may be done. The body's fight to stay healthy in the face of the increased energy that you are expending is major stress.

◆ Environmental Factors

Very hot or very cold climates can be stressful. Very high altitude may be a stress. Toxins or poisons are a stress. Each of these factors threatens to cause CHANGES in your body's internal environment.

◆ Tobacco Use

Tobacco is a powerful toxin! Smoking destroys cells that clean your trachea, bronchi, and lungs. Smoking causes emphysema and chronic bronchitis, which progress to slow suffocation. The carbon monoxide from cigarette smoking causes chronic carbon monoxide poisoning. Tobacco use damages the arteries in your body, causing insufficient blood supply to the brain, heart, and vital organs. Cigarette smoking increases the risk of cancer 50 fold.

Chewing tobacco or snuff is no safe haven. It also damages your arteries, and it carries the same cancer risk. (Cancers of the head and neck are particularly vicious, disfiguring, and deadly).

Poisoning the body with carbon monoxide, and causing the physical illnesses of emphysema, chronic bronchitis, cancer, and arterial damage, tobacco is a powerful source of added stress to one's life.

Action Plan Guide

Objective – What you want to improve upon?

Potential Obstacles –

- *Personal*
- *Institutional*
- *Societal*

Strategy – How will you accomplish the objective?

Support / Resources – Human, physical, material resources that will support improvement

Timeline – When will this be accomplished? *Use a timeline for accomplishing the changes to be as specific as when you will make the next contact with the support network.*

HANDOUTS FOR COPYING

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- | | | | |
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| 1. A young man appeared after the nurse had turned off the lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The young man did not demand drugs. | T | F | ? |
| 4. The woman who opened the cabinet was the nurse. | T | F | ? |
| 5. The nurse removed the contents of the cabinet and ran away. | T | F | ? |
| 6. Someone opened a cabinet. | T | F | ? |
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- CO You're angry because you think I don't want to be with you?
- SP/SO I'm mad, but I'm scared too. I don't know what you want anymore.
- CO Are you afraid I don't want to be with you?
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- CO You're upset with all the time I spend at work? What about the money I'm making?
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14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

17. ___ / ___ I share my positive attitude, hoping they will do the same.
18. ___ / ___ I find it necessary to overpower others to get my own way.
19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

21. ___ / ___ I find it easy to forgive.
22. ___ / ___ I bring up old issues from the past during a new conflict.
23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
24. ___ / ___ In conflict I try to dominate the other party.

F ___

25. ___ / ___ I listen with an open mind to alternative options.
26. ___ / ___ I feel there is just one way to solve a problem.
27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
28. ___ / ___ I can accept criticism from others.

O ___

29. ___ / ___ I feel that winning the war is more important than winning the battle.
30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
32. ___ / ___ I feel the need to control an argument.

D ___

33. ___ / ___ If I had my way, I win, you lose.
34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
35. ___ / ___ I bargain to resolve conflict.
36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

37. ___ / ___ I express anger constructively.
 38. ___ / ___ In difficult conflicts, I would consider requesting a third party facilitator.
 39. ___ / ___ I overlook my partners anger in order to focus on the real issues to conflict.
 40. ___ / ___ I feel that it is okay to agree to disagree on specific issues in a conflict.

X ___

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ___ 1 Almost Never
 ___ 2 Occasionally
 ___ 3 Half The Time
 ___ 4 Usually
 ___ 5 Almost Always

-
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 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997
Questions? Comments? E-mail [Jock McClellan](#)

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Scoring the Conflict Resolution Questionnaire

1. Reverse the scores for the 12 questions that give high scores for unrecommended responses.

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. For the questions that do not need to be reversed.

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. Compute sub-totals and the total.

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. Interpret the results, and learn from them.

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

-
- [Conflict Resolution Questionnaire](#)
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-

Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and considering them.

They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitimate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem. Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note NEEDS, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

F. Focus on the FUTURE first, then learn from the past.

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Choose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

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Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

CASE STUDY - CONFLICT SCENARIO

You're out having a few beers after your shift with several co-workers - in the course of the conversation, a discussion ensues about how black and white officers are treated in the department. The discussion becomes somewhat heated, and you step away to catch some air. A co-worker (of a different ethnic background) approaches you to see where you stand. As you talk, both of your voices begin to rise, and you're engaged in an argument. What do you do, or say?

CASE STUDY - CONFLICT SCENARIO

You're a third shifter who was held over, so you've worked 16 hours, the inmates were active, and you're exhausted. You stopped for a quick coffee and bagel with a co-worker. You walk into the house, and the first thing your spouse/SO wants to know is where you were, and why you didn't come right home. His/her tone is angry and accusatory. You respond in kind. Where do you go from here?

CASE STUDY - CONFLICT SCENARIO

You want to talk with your Lieutenant about taking a few days off to deal with some personal business. You've missed time during the past year, and when you approach him/her, the first thing that is brought up is your previous attendance history. You are feeling defensive and the conversation deteriorates. What do you do?

CASE STUDY - CONFLICT SCENARIO

You have numerous concerns about your 16 year old son - he seems distant, indifferent, and disinterested in all things that are family or school related. His grades are going down, and although you've tried to talk to him, nothing is changing. You and he are having another discussion that is quickly escalating to a yelling match, and when you ask him about drugs or alcohol, he goes off on you about your drinking, your long hours and your treating him like an inmate. What do you say?

Eight Steps for Managing Conflict

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Do-ables"
8. Make Mutual Benefit Agreements

Reactions to Stress

- ◆ Tension
- ◆ Headache
- ◆ Backache
- ◆ Irregular breathing
- ◆ Palpitations
- ◆ Breathlessness
- ◆ Restlessness
- ◆ Fidgeting
- ◆ Facial tics
- ◆ Dry mouth
- ◆ Higher vocal tone
- ◆ Sweating
- ◆ Cold hands/feet
- ◆ Shakiness
- ◆ Dizziness
- ◆ Exhaustion
- ◆ Stomachache
- ◆ Indigestion
- ◆ Nausea
- ◆ Loss of appetite
- ◆ Diarrhea
- ◆ Sleeping problems
- ◆ Skin problems
- ◆ Ulcers
- ◆ Lack of concentration
- ◆ Forgetfulness
- ◆ Memory problems
- ◆ Lack of co-ordination
- ◆ Indecisiveness
- ◆ Rash decision making
- ◆ Disorganization
- ◆ Frequent mistakes
- ◆ Misjudging people
- ◆ Misjudging situations
- ◆ Inaccuracy
- ◆ Anxiety
- ◆ Phobias
- ◆ Panic
- ◆ Panic attacks
- ◆ Paranoia
- ◆ Aggression
- ◆ Cynicism
- ◆ Guilt
- ◆ Depression
- ◆ Mood swings
- ◆ Tearfulness
- ◆ Nightmares
- ◆ Worrying excessively
- ◆ Lack of sense of humor
- ◆ Withdrawal

These are the minor symptoms of stress. Some of the more serious include total nervous breakdown, heart attack, and stroke.

Types of Stress

◆ Emotional Stress

When arguments, disagreements, and conflicts cause CHANGES in your personal life -- that is stress.

◆ Illness

Catching a cold, breaking an arm, a skin infection, a sore back, are all CHANGES in your body condition.

◆ Pushing Your Body Too Hard

A major source of stress is overdriving yourself. If you are working (or partying) 16 hours a day, you will have reduced your available time for rest. Sooner or later, the energy drain on your system will cause the body to fall behind in its repair work. There will not be enough time or energy for the body to fix broken cells, or replace used up brain neurotransmitters. Changes will occur in your body's internal environment. You will "hit the wall," or "run out of gas." If you continue, permanent damage may be done. The body's fight to stay healthy in the face of the increased energy that you are expending is major stress.

◆ Environmental Factors

Very hot or very cold climates can be stressful. Very high altitude may be a stress. Toxins or poisons are a stress. Each of these factors threatens to cause CHANGES in your body's internal environment.

◆ Tobacco Use

Tobacco is a powerful toxin! Smoking destroys cells that clean your trachea, bronchi, and lungs. Smoking causes emphysema and chronic bronchitis, which progress to slow suffocation. The carbon monoxide from cigarette smoking causes chronic carbon monoxide poisoning. Tobacco use damages the arteries in your body, causing insufficient blood supply to the brain, heart, and vital organs. Cigarette smoking increases the risk of cancer 50 fold.

Chewing tobacco or snuff is no safe haven. It also damages your arteries, and it carries the same cancer risk. (Cancers of the head and neck are particularly vicious, disfiguring, and deadly).

Poisoning the body with carbon monoxide, and causing the physical illnesses of emphysema, chronic bronchitis, cancer, and arterial damage, tobacco is a powerful source of added stress to one's life.

Action Plan Guide

Objective – What you want to improve upon?

Potential Obstacles –

- *Personal*
- *Institutional*
- *Societal*

Strategy – How will you accomplish the objective?

Support / Resources – Human, physical, material resources that will support improvement

Timeline – When will this be accomplished? *Use a timeline for accomplishing the changes to be as specific as when you will make the next contact with the support network.*

OPTIONAL HANDOUTS: LISTENING SKILLS

Reflective Listening Skills Clusters

Attending Skills

- * A Posture of Involvement
- * Appropriate Body Motion
- * Eye Contact
- * Non distracting Environment

Following Skills

- * Door openers / Invitations
- * Minimal encouragers
- * Infrequent questions
- * Attentive silence

Clarifying Skills

- * Paraphrasing
- * Summarizing
- * Questions (open - ended / closed)

Reflective Skills

- * Elicitive paraphrasing
- * Reflecting meaning
- * Reflecting feeling /impact
- * Summative reflections

'Reflect Back the Impact'

BLOCKS & WANTS

Impact = **BLOCK**

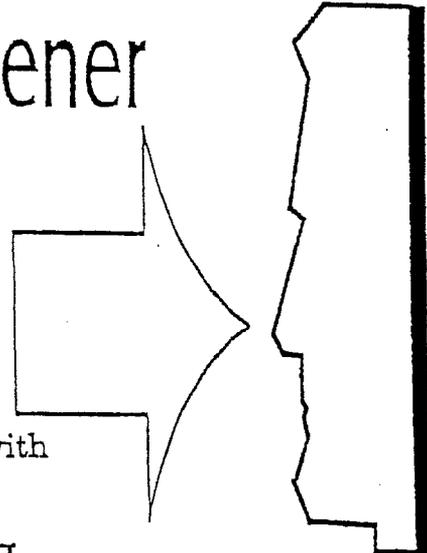
Why (I want) & *What* (I want) = **WANT**

- reframing = specific or general, *selective to avoid the negative*;
identifying the WANT & the BLOCK
- summarizing = general, whole context
- paraphrasing = specific vs general, inclusive v, not selective
- reflective paraphrasing = provides a mirror which allows speaker and listener to reflect; whole context; invites elaboration,

Continuum

paraphrase/ mirroring	open ended ?s/ elicitive ?s	clarifying ?s/ close ended ?s	investigative ?s/ evaluative ?s
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Receiving Messages: The Listener



1. Focus on the Speaker

Make a genuine effort to hear and understand the message.

Avoid, "Hurry up and finish talking; it's my turn now."

Be sure you are facing and making eye contact with the speaker.

2. Show Non-Verbally That You Are Listening

Use silence and wait time

When the speaker pauses, wait a few seconds before saying something in case the speaker has more to add.

Acknowledge that you are understanding

Nodding your head, smiling, using appropriate facial expressions signals to the speaker that you are following what he or she is saying.

3. Check to See if You Are Really Understanding

Paraphrase

Give a brief summary of what the speaker said.

Active Listen

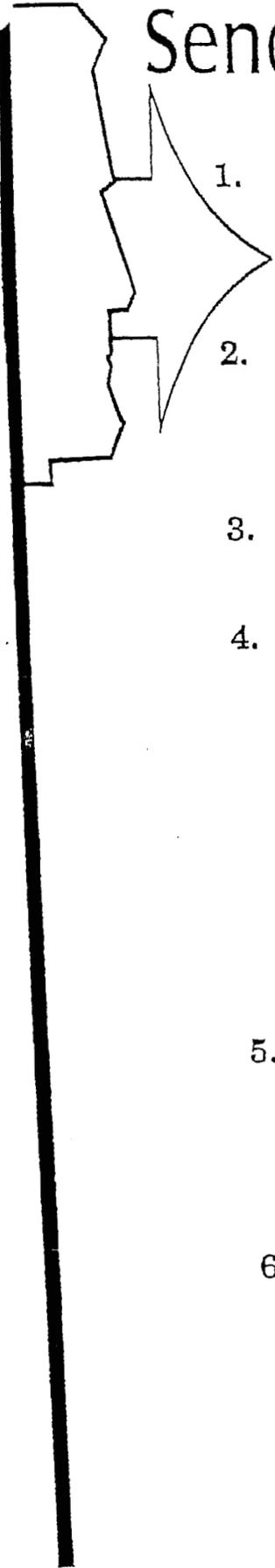
Make inferences about the content and feelings of the speaker's message based on his or her words, tone of voice, and body language. Give back your inference as a "tentative statement." "You're feeling good because your son gave you some credit for his improvement in English."

4. Pay Attention to Non-Verbal Messages

If they seem inconsistent with what the person is saying, state what you're thinking or feeling to check your perceptions.

adapted from: McCabe and Rhoades, *The Nurturing Classroom*

Sending Messages: The Speaker



1. **Get Your Listener's Attention**

Say the person's name.

Ask, "Do you have a minute?"

Check, "Is this a good time for you?"

2. **Establish Appropriate Eye Contact**

Be respectful of cultural differences.

Eye contact helps us send the non-verbal part of our message.

3. **Own Your Thoughts and Feelings**

"I think...", "I feel...", vs. "We feel...", "They say..."

4. **Be Clear, Concise and Complete**

Clear:

One topic at a time.

Check to see if you're getting the message across.

Draw a picture or diagram.

Concise:

Use only as many words as you need to get the message across.

Complete:

Make sure the listener has enough background to understand what you are trying to say.

5. **Identify and Express Your Feelings**

Don't make the listener guess what you're feeling (if it's important that they know).

Express negative feelings respectfully. Using Thomas Gordon's "I-message" is one way.

6. **Stay Within Your Listener's Frame of Reference**

Be sure your listener has some knowledge or experience in the topic you want to discuss,
and/or

Use examples and analogies relating the new information to what the listener already knows.

adapted from: McCabe and Rhoades, *The Nurturing Classroom*

ASSERTIVE CONFRONTATION

GOAL: To show how it is possible to face someone with whom you have a problem without either antagonizing them or withdrawing from the problem. To practice making non-judgmental statements, and using a structure which can open rather than close discussion of a difficulty.

1. State a positive or diffusing comment.
"I appreciate the good work you do . . ."
2. State the behavior of the other person clearly.
"but when you don't get your work done by the deadline. . ."
3. State the consequences to you.
" I get reprimanded by my supervisor and I don't meet my own deadlines."
4. Express how you feel.
" I'm seriously concerned about this."
5. Begin the process of negotiation.
" What can we do to solve this problem?"

PERSONAL EXAMPLE:

The Negotiation Guide

1. Regardless of how angry or hurt I feel I will remain nonviolent.
2. If I disagree with my partner's position I will still be respectful toward her.
3. I will remain seated during the discussion.
4. I will not yell, scream, or use my voice in an intimidating manner.
5. I will not threaten my partner in any way.
6. I will not use put-downs, call my partner names, or be sarcastic or belittling.
7. I will not bring up past incidents to prove a point.
8. I will avoid blaming or shaming statements.
9. I will strive not to get defensive.
10. I will listen to my partner's position and refrain from interrupting.
11. I will commit to work toward a compromise.
12. I will be willing to explore my own issues and take responsibility for mistakes I have made.
13. I will respect my partner's wishes to end the discussion.
14. I will be honest.
15. I will talk about my feelings but will not use them as a way to manipulate my partner.

NEGOTIATION

STEP ONE: (P) Identify the problem situation

"Who" is the person involved.

"When" and "where" does it takes place.

"What" bothers you.

STEP TWO: (R) Rights violated or needs not met.

STEP THREE: (E) Begin with the end in mind.

STEP FOUR: (P) Prepare for provocation by arranging a time and place to discuss the problem, while using reminders and anticipation.

STEP FIVE: (R) Assertive confrontation and communication (communicating my needs while understanding your needs).

STEP SIX: (R) Express your request in one or two easy to understand sentences. State clearly your preferences without assuming you are always right and entitled to getting your way.

STEP SEVEN: (E) Entice (reinforce) the other person to give you what you want by describing positive consequences for them (self-interest).

STEP EIGHT: (D) When a person doesn't agree with your request continue with assertive listening then ask for a counterproposal. If the counterproposal is not acceptable make a new one of your own. Go back and forth with counterproposals until you make a *deal

NEGOTIATING WITH DIFFICULT PEOPLE

*Negative consequences: When the other person is manipulative and refuses to consider your needs describe an alternative way you will take care of your wishes

*Setting limits: Concise sentence that you repeat to the other person who will not take "no" for an answer.

*Defusing: If the other person is excessively angry you can put off further discussion without rejecting them.

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PERSONAL EXAMPLE:

SELF-TALK WORKSHEET

Changing From Negative To Positive

In many situations, the only thing we can control is our own response. Changing self-talk from negative to positive is an excellent way to manage that response and stress.

Naming

We all name our experiences. "Crisis," "bad as usual," "a great challenge" are names you might give to things that happen.

Pick a recent upsetting experience. Describe it in a few words. _____

Is there a positive name you could give it? (learning experience, chance to change, etc.) _____

List the names you gave to 5 recent experiences, good or bad. _____

If they happened to someone else, what other positive names could you give them? _____

Letting Go

You often must let go of dreams, people, or parts of your life. Letting go allows you to get on with your life when something is over.

Write down two things you need to let go of. _____

Imagine that each one is really going out of your life. How do you feel? (sad, angry, relieved, etc.) _____

Who can you tell about your feeling? _____

What advice would you give to someone who is in your situation? _____

Belief And Faith

Self-talk reflects our belief in who we are or in the universe. A positive faith can help you during stressful times.

Name 10 positive things you believe in about yourself, people, or the universe. If you can't think of 10 beliefs, ask other people for theirs. _____

Describe a recent experience and how you used one of these beliefs to help you. _____

Silent Support

We all have a constant stream of silent talk in our minds. This can be a great support, or a weight on our shoulders.

Close your eyes. What is your silent talk saying right now? _____

Write three negative messages you often hear. _____

Write their opposites as positive messages. _____



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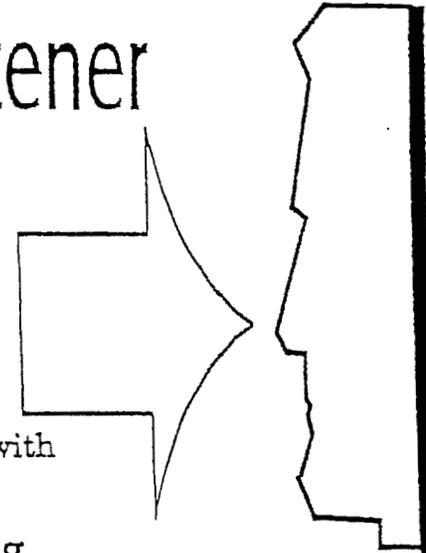
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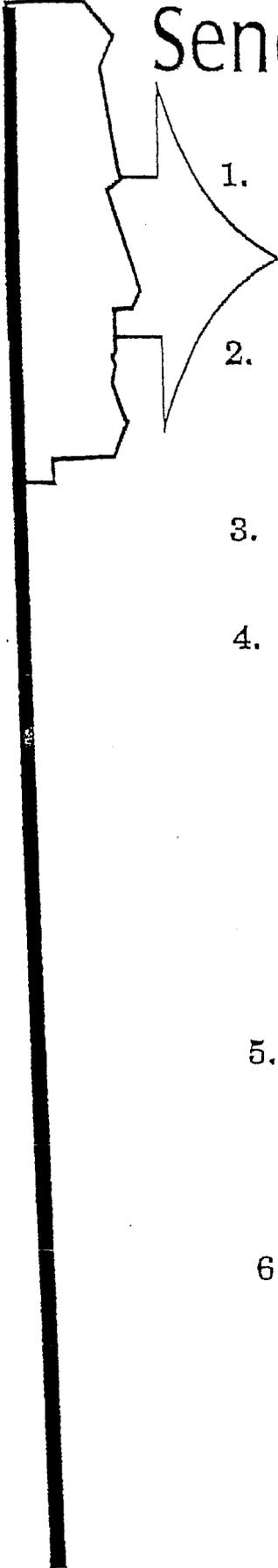
4. Pay Attention to Non-Verbal Messages

If they seem inconsistent with what the person is saying, state what you're thinking or feeling to check your perceptions.

adapted from: McCabe and Rhoades, *The Nurturing Classroom*



Sending Messages: The Speaker



1. **Get Your Listener's Attention**

Say the person's name.

Ask, "Do you have a minute?"

Check, "Is this a good time for you?"

2. **Establish Appropriate Eye Contact**

Be respectful of cultural differences.

Eye contact helps us send the non-verbal part of our message.

3. **Own Your Thoughts and Feelings**

"I think...", "I feel...", vs. "We feel...", "They say..."

4. **Be Clear, Concise and Complete**

Clear:

One topic at a time.

Check to see if you're getting the message across.

Draw a picture or diagram.

Concise:

Use only as many words as you need to get the message across.

Complete:

Make sure the listener has enough background to understand what you are trying to say.

5. **Identify and Express Your Feelings**

Don't make the listener guess what you're feeling (if it's important that they know).

Express negative feelings respectfully. Using Thomas Gordon's "I-message" is one way.

6. **Stay Within Your Listener's Frame of Reference**

Be sure your listener has some knowledge or experience in the topic you want to discuss,
and/or

Use examples and analogies relating the new information to what the listener already knows.

adapted from: McCabe and Rhoades, *The Nurturing Classroom*

WHAT REALLY MATTERS?

Your Life's Priorities - What is *really* Important to you?
What do you Most VALUE?

List what matters most:

Prioritize in order of most important to least

1. -----
2. -----
3. -----
4. -----
5. -----
6. -----
7. -----
8. -----
9. -----
10. -----

ASSERTIVE CONFRONTATION

GOAL: To show how it is possible to face someone with whom you have a problem without either antagonizing them or withdrawing from the problem. To practice making non-judgmental statements, and using a structure which can open rather than close discussion of a difficulty.

1. State a positive or diffusing comment.

"I appreciate the good work you do . . .

2. State the behavior of the other person clearly.

"but when you don't get your work done by the deadline. . .

3. State the consequences to you.

" I get reprimanded by my supervisor and I don't meet my own deadlines."

4. Express how you feel.

" I'm seriously concerned about this."

5. Begin the process of negotiation.

" What can we do to solve this problem?"

PERSONAL EXAMPLE:

The Negotiation Guide

1. Regardless of how angry or hurt I feel I will remain nonviolent.
2. If I disagree with my partner's position I will still be respectful toward her.
3. I will remain seated during the discussion.
4. I will not yell, scream, or use my voice in an intimidating manner.
5. I will not threaten my partner in any way.
6. I will not use put-downs, call my partner names, or be sarcastic or belittling.
7. I will not bring up past incidents to prove a point.
8. I will avoid blaming or shaming statements.
9. I will strive not to get defensive.
10. I will listen to my partner's position and refrain from interrupting.
11. I will commit to work toward a compromise.
12. I will be willing to explore my own issues and take responsibility for mistakes I have made.
13. I will respect my partner's wishes to end the discussion.
14. I will be honest.
15. I will talk about my feelings but will not use them as a way to manipulate my partner.

NEGOTIATION

STEP ONE: (P) Identify the problem situation

"Who" is the person involved.

"When" and "where" does it takes place.

"What" bothers you.

STEP TWO: (R) Rights violated or needs not met.

STEP THREE: (E) Begin with the end in mind.

STEP FOUR: (P) Prepare for provocation by arranging a time and place to discuss the problem, while using reminders and anticipation.

STEP FIVE: (A) Assertive confrontation and communication (communicating my needs while understanding your needs).

STEP SIX: (R) Express your request in one or two easy to understand sentences. State clearly your preferences without assuming you are always right and entitled to getting your way.

STEP SEVEN: (E) Entice (reinforce) the other person to give you what you want by describing positive consequences for them (self-interest).

STEP EIGHT: (D) When a person doesn't agree with your request continue with assertive listening then ask for a counterproposal. If the counterproposal is not acceptable make a new one of your own. Go back and forth with counterproposals until you make a *deal

NEGOTIATING WITH DIFFICULT PEOPLE

*Negative consequences: When the other person is manipulative and refuses to consider your needs describe an alternative way you will take care of your wishes

*Setting limits: Concise sentence that you repeat to the other person who will not take "no" for an answer.

*Defusing: If the other person is excessively angry you can put off further discussion without rejecting them.

ASSERTIVE CONFRONTATION

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"but when you don't get your work done by the deadline. . ."
3. State the consequences to you.
" I get reprimanded by my supervisor and I don't meet my own deadlines."
4. Express how you feel.
" I'm seriously concerned about this."
5. Begin the process of negotiation.
" What can we do to solve this problem?"

PERSONAL EXAMPLE:

SELF-TALK WORKSHEET

Changing From Negative To Positive

In many situations, the only thing we can control is our own response. Changing self-talk from negative to positive is an excellent way to manage that response and stress.

Naming

We all name our experiences. "Crisis," "bad as usual," "a great challenge" are names you might give to things that happen.

Pick a recent upsetting experience. Describe it in a few words. _____

Is there a positive name you could give it? (learning experience, chance to change, etc.) _____

List the names you gave to 5 recent experiences, good or bad. _____

If they happened to someone else, what other positive names could you give them? _____

Letting Go

You often must let go of dreams, people, or parts of your life. Letting go allows you to get on with your life when something is over.

Write down two things you need to let go of. _____

Imagine that each one is really going out of your life. How do you feel? (sad, angry, relieved, etc.) _____

Who can you tell about your feeling? _____

What advice would you give to someone who is in your situation? _____

Belief And Faith

Self-talk reflects our belief in who we are or in the universe. A positive faith can help you during stressful times.

Name 10 positive things you believe in about yourself, people, or the universe. If you can't think of 10 beliefs, ask other people for theirs. _____

Describe a recent experience and how you used one of these beliefs to help you. _____

Silent Support

We all have a constant stream of silent talk in our minds. This can be a great support, or a weight on our shoulders.

Close your eyes. What is your silent talk saying right now? _____

Write three negative messages you often hear. _____

Write their opposites as positive messages. _____



OPTIONAL HANDOUTS: CONFLICT

FOCUS ON YOU
Connecticut Department of Corrections

CONFLICT MANAGEMENT STYLES SURVEY

Directions: After reading each one of the following statements listed below, you are to decide whether you use it frequently, occasionally or rarely.

When you are a party in a conflict, what do you *usually* do?

If it describes your frequent response write: "3"

If it describes your occasional response write : "2"

If you rarely make this response, write: "1"

On the survey response sheet please record your response, from left to right.

When you are finished tally each column.

1. Make sure you are understood.
2. Try to deal with the other persons point of view as well as you own.
3. Identify mutual concerns.
4. Likely to consider that you may be wrong or apologize.
5. Prefer to just let it go, most often it is not worth it.
6. More likely to argue a point then not.
7. Try to narrow down the conflict, see what you agree and disagree on.
8. Attempt to find a middle ground; compromise.
9. It's all the same in the end, so concede or yield to the other.
10. It is unpleasant for everyone, try to distract or change the subject.
11. Firmly pursue your opinion until you are heard.
12. Try and get all the concerns out in the open.
13. Give in a little and encourage the other party to do the same.
14. Try to listen patiently until they are through and try to go along with it.
15. Lighten it up, joke or try to bring some humor into it.
16. Utilize higher authority or standard to back up your point of view.
17. Give consideration to the other's view, while maintaining your own.
18. Try and develop common ground.
19. Find that sympathizing usually works best.
20. Try to disengage or avoid the other person.

CONFLICT MANAGEMENT STYLES SURVEY
RESPONSE TALLY

I	II	III	IV	V
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
TOTALS:				

I () II () III () IV () V ()

1. What conflict style would you guess characterizes you?

2. High Score: (style most likely to be used:)
Low Score: (style least likely to be used:)

(Difference of more than 6 points between the highest and lowest score indicates a predominate or preferred style.)

3. What conflict style is your preferred style according to the assessment survey?

4. Is this different then what you had guessed?

5. What is ineffective about the style you most likely would use?

6. What is effective about the style you least likely would use?

FOCUS ON YOU
Connecticut Department of Corrections

CONFLICT MANAGEMENT STYLES

- Each conflict style has potential effective uses and potential limitations. We all have used all of these styles, but we may have one style that has become a reflexive response. If we adhere to the myth that *there is only one right way to handle conflict* then we may overuse or inappropriately use a particular style.
- We all have the capacity to use each style effectively. We have learned our predominate style. We may use different styles for different roles. We can learn to appropriately use other conflict styles.
- Appropriate use of conflict styles is *situationally matched* and dependent on the importance of the *relationship* and the *desired outcome*. We may need to consider the consequences and responses to different conflict styles in order to determine when and when not to use a particular style.

I DIRECTIVE - COMPETITIVE 'MY WAY OR THE HIGHWAY'

Pursues personal needs and goals (win / lose)

Effective Uses: When action is called for, when there is little time to consider other options, when safety is a concern; when you believe you most stand up for your rights.

Ineffective Uses: Doesn't allow others to participate; at others expense; may intimidate others or lead to rebellion; come off as righteous.

II COLLABORATING - INTEGRATING 'OUR WAY'

Pursues mutual needs and goals (win / win)

Effective Uses: Usually will improve relationship; parties may learn from each other, satisfies mutual goals; cooperative solving of complex problems can lead to creative options and solutions; leads to mutual commitment to solutions & decisions that address everyone's needs.

Ineffective Uses: Requires a level of commitment from all parties; time consuming; may seem to result in a diffuse resolution; may overlook expertise.

III COMPROMISING 'HALF - WAY'

Pursues splitting the difference. (partial win / partial loss)

Effective Uses: Quick and easy; when issues are complex; when parties have relatively equal status or power; may be a secondary strategy.

Ineffective Uses: May result in unacceptable losses, may not get to core issues.

IV ACCOMMODATING - OBLIGING 'YOUR WAY'

Pursues fulfillment of the others needs (lose / win)

Effective Uses: Differences are less important than concern for the other; when the relationship is more important than the issue; responds to high regard for the needs of others; yielding now gains an ally for later.

Ineffective Uses: May never have own needs addressed; may cause future resentment; pattern may lead to exploitation by others; perception by others as weak may damage self worth.

V AVOIDING 'NO - WAY'

Doesn't pursue needs or goals (lose / lose)

Effective Uses: When the situation is risky or unsafe; when it can be left to others to deal with; when the issue is not highly valued; allows for an initial cool down period.

Ineffective Uses: Can result in future escalation; issues may resurface; important issues may never be addressed; others perceive this as sidestepping responsibility.

COLLECTIVE SNAPSHOT

What are the images or words you freely associate with 'CONFLICT'
What are the pictures that come to your mind?

_____	_____	_____
_____	_____	_____
_____	_____	_____

DEFINITION

*Based on this definition, how many times during the last week have you been in conflict? ___ During the last 24 hours? ___ Since this morning? ___

WISH LIST

Make a list of as many wishes and goals that you have:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

MYTHS

1. _____
2. _____
3. _____
4. _____

Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

First, print the survey. Then use the print-out to rate each of the following statements from 1 - 5 using the ratings below to indicate how often you do as the statement says. Please write your responses in the LEFT column of dashes. Answer the questions to portray your most usual way of dealing with conflicts like those at home or at work. Do not take long on any question. Give your initial reaction. The more honest your answers, the more useful the results will be. When you are through, go to the pages with instructions for scoring and interpretation.

1. Almost never
2. Occasionally
3. Half the time
4. Usually
5. Almost always

-
1. ___ / ___ I feel that conflict is a negative experience.
 2. ___ / ___ When I resolve a conflict, it improves my relationship.
 3. ___ / ___ I am afraid to enter into confrontations.
 4. ___ / ___ I feel that in conflicts someone will get hurt.

V ___

5. ___ / ___ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
6. ___ / ___ I feel it is important where a conflict takes place.
7. ___ / ___ I try to make people feel comfortable when meeting with them about a conflict.
8. ___ / ___ When I start to discuss a conflict with the other party, I choose my opening statement carefully to establish positive realistic expectations.

A ___

9. ___ / ___ I state my true feelings when dealing with conflict.
10. ___ / ___ During a conflict I ask questions to clarify a statement that I'm not sure of.
11. ___ / ___ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
12. ___ / ___ In conflict my reactions are based on how I think the other party perceives me.

C ___

13. ___ / ___ I feel that only my needs are important.
 14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
 15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
 16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

17. ___ / ___ I share my positive attitude, hoping they will do the same.
 18. ___ / ___ I find it necessary to overpower others to get my own way.
 19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
 20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

21. ___ / ___ I find it easy to forgive.
 22. ___ / ___ I bring up old issues from the past during a new conflict.
 23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
 24. ___ / ___ In conflict I try to dominate the other party.

F ___

25. ___ / ___ I listen with an open mind to alternative options.
 26. ___ / ___ I feel there is just one way to solve a problem.
 27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
 28. ___ / ___ I can accept criticism from others.

O ___

29. ___ / ___ I feel that winning the war is more important than winning the battle.
 30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
 31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
 32. ___ / ___ I feel the need to control an argument.

D ___

33. ___ / ___ If I had my way, I win, you lose.
 34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
 35. ___ / ___ I bargain to resolve conflict.
 36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

- 37. ___ / ___ I express anger constructively.
 - 38. ___ / ___ In difficult conflicts, I would consider requesting a third party facilitator.
 - 39. ___ / ___ I overlook my partners anger in order to focus on the real issues to conflict.
 - 40. ___ / ___ I feel that it is okay to agree to disagree on specific issues in a conflict.
- X ___

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ___ 1 Almost Never
- ___ 2 Occasionally
- ___ 3 Half The Time
- ___ 4 Usually
- ___ 5 Almost Always

-
- [Scoring The Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997
Questions? Comments? E-mail [Jock McClellan](#)

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Scoring the Conflict Resolution Questionnaire

1. Reverse the scores for the 12 questions that give high scores for unrecommended responses.

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. For the questions that do not need to be reversed.

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. Compute sub-totals and the total.

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. Interpret the results, and learn from them.

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

-
- [Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
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Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider trying them.

They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitimate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem. Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note **NEEDS**, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership **POWER**.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

~~F. Focus on the **FUTURE** first, then learn from the past.~~

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up **OPTIONS** for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "**DOABLES**," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Chose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make **MUTUAL-BENEFIT AGREEMENTS**.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

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Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

BASIC ASSUMPTIONS OF CONFLICT RESOLUTION APPROACH

Different cultures have different assumptions and approaches to conflicts. The following assumptions about conflicts are based on Western perceptions of conflicts. However, many of the listed assumptions can be applicable to non-Western cultures or contexts.

1. Conflict is not necessarily evil or a failure of an existing system. On the contrary, conflict often is a creative force that generates new options, alternatives, and solutions for existing problems.
2. Conflict is a natural process that can have constructive or destructive outcomes.
3. Conflict is an intrinsic part of all important relationships.
4. Conflict is caused by many different kinds of specific events.
5. People are not problems.
6. Having clear and explicit expectations is a very crucial and essential part of any resolution process, for reaching an agreement or understanding the issues involved.
7. Conflict can be positive when:
 - a. It increases communication and trust
 - b. We can solve the problem
 - c. It results in development and growth
 - d. It releases feelings that were stored
 - e. It improves our work and performance.
8. Conflict can be negative when it:
 - a. Develops to war or violence
 - b. Prevents and blocks personal and group development
 - c. Prevents people from addressing the real issues
 - d. Motivates people to become uncooperative.
9. Conflicts can end in many ways. Often conflicts end with some kind of decision defining what will happen in the future. These can be classified by studying:

Conflict Resolution.

BASIC ASSUMPTIONS OF CONFLICT RESOLUTION APPROACH
(Continued)

"Who decides?"	and	"How?"
No one		Avoidance, denial, flight
One party		Force, threats, influence
Outside decisionmaker		Rights and standards
Parties together		Joint processes

10. Conflict can be managed/settled constructively through communication. However, not all conflict can be resolved by improving communication.
11. Not all conflicts lend themselves to joint or negotiated endings. But when mutually satisfactory outcomes can be found, they tend to be more self-enforcing, efficient, and durable.
12. Joint processes can be creative. They can lead to new or improved relationships and help identify new criteria, resources, and outcomes.
13. Joint processes can usually be structured to help everyone work together effectively.
14. Although there are many types of conflicts and many types of processes to resolve them, most people tend to approach a conflict with some expectation in mind, often based on previous experience.
15. It is always important, valuable, and useful to raise the question of whether a particular and specific approach to resolving a conflict is the most effective and appropriate method.
16. Conflict resolution skills include analyzing the conflict situation; bringing parties together; assisting parties to shift focus from win/lose competition to joint problem solving; building cooperation and trust; and communication skills of observing, listening, and speaking.
17. The basis of conflict resolution is problem solving, which attempts to move parties with genuine substantive differences toward a productive resolution.

Conflict Resolution

LEVELS OF CONTROVERSY

Differences

- People are different by birth.
- Differences make life interesting. Imagine if all people preferred the same food, dress, profession, etc.
- Difference in itself is not a cause of conflict, but difference can be a source for conflict.

Disagreement

- Disagreement begins when people express their preferences and priorities in comparison with other people's preferences and priorities.
- Disagreement can be harmless and have no consequences, with no need to resolve the disagreement.

Problem

- Problems occur when disagreements or differences cause some consequences for at least one party. Problems could be avoided, but they are disturbing, costly, or both.
- People's daily lives are a series of solved problems.
- Unresolved problems are potential for escalation and crisis or resolution.

Dispute

- Disputes occur when more than one party acknowledges the differences and the problem.
- In a dispute, at least one party expresses its desire to solve the problem.

Conflict Resolution.

LEVELS OF CONTROVERSY (continued)

Conflict

- In a conflict, all parties are willing to invest in the escalation of the dispute in order to "win" or not lose.
- In a conflict, all parties feel that their goals are incompatible.

Violence

- At this stage, the parties act to damage, hurt, or exploit resources in order to "win" or not lose the conflict.
- Violence is not only physical; it can be emotional or psychological.

War

- Parties are so engaged in their violence that they use violence to damage the other side's source of power.
- In this stage, parties often forget or ignore their basic differences and the developments that led them to war.

Conflict Resolution

NEGATIVE EMOTIONAL STATES

PRIMARY EMOTIONS:

Fear
Anger
Guilt
Depression

POSITIVE COMPONENTS OF NEGATIVE EMOTIONAL STATES

1. Signal us that there is a problem.
2. Motivate us to identify and solve the problem.
3. Other:

DESTRUCTIVE RESPONSES TO NEGATIVE EMOTIONAL STATES:

1. Act out without regard for the consequences on others.
2. Stuff it and displace it on someone else (scapegoating).
3. Act it out on someone else by blaming them (misplacement).
4. Hold it in and blame self.
5. Ignore or avoid the problem.
6. Other:

THINKING CORRECTIONS

- * CATASTROPHIZING: Things usually go just fine, and when they don't, I can handle it. I don't have to waste time worrying. The sky won't fall in. I am capable.
- * ABSOLUTISM: There is no reason why other people should be the way I want them to be. There is no one and only best way. Everybody has ideas that are worthwhile.
- * DENIAL: It is okay to be wrong and if your actions hurt someone else, I can help that person by accepting responsibility for my behavior and making restitution to those hurt.
- * FAIRNESS: Life is not always fair and I can accept that.
- * BLAME/PUNISHMENT: It is better for me to focus on solving the problem than casting blame or retaliating.
- * POWER AND CONTROL: There is no reason to get upset if I can't change things to fit my idea of how they ought to be. I can not control other people or change them. We all deserve that basic respect. I can accept people the way they are. Others are not responsible for your happiness.
- * PERFECTIONISM: Making mistakes is something we all do, and there is no reason to get upset when I make one or someone else makes one. I am trying, and if I make a mistake, I am going to continue trying. I will accept mistakes in myself as well as in others.
- * RUMINATION: I will continue to work on this problem but if I don't solve it today I can handle it. I don't have to spend time worrying about it.
- * HELPLESS: I don't need someone else to take care of my problems. I can think, feel, and act for myself. If I have a rotten day, I am the one who allows it to be that way. Likewise, if I have a great day, I am the one who deserves credit for being positive. I am the one who is in charge of my life.
- * MIND READING: I can't read a persons mind, so I can't be sure why (or if) someone is behaving a certain way unless I communicate with that person.
- * AVOIDANCE: Better to confront a problem when it is small, then to be confronted by it when it is large.
- * OVER GENERALIZATION: It is not logical to believe that just because something happened once it will always happen.
- * UNIQUE: I am no better than the next person, and will try to live by the same rules or laws others are expected to live by.
- * IMMEDIATE GRATIFICATION(PIG): Before I act I will think about the consequences. I will think about what problems were caused by similar actions in the past.

FOCUS ON YOU
Connecticut Department of Corrections

CONFLICT MANAGEMENT STYLES SURVEY

Directions: After reading each one of the following statements listed below, you are to decide whether you use it frequently, occasionally or rarely.

When you are a party in a conflict, what do you *usually* do?

If it describes your frequent response write: "3"

If it describes your occasional response write : "2"

If your rarely make this response, write: "1"

On the survey response sheet please record your response, from left to right.

When you are finished tally each column.

1. Make sure you are understood.
2. Try to deal with the other persons point of view as well as you own.
3. Identify mutual concerns.
4. Likely to consider that you may be wrong or apologize.
5. Prefer to just let it go, most often it is not worth it.
6. More likely to argue a point then not.
7. Try to narrow down the conflict, see what you agree and disagree on.
8. Attempt to find a middle ground; compromise.
9. It's all the same in the end, so concede or yield to the other.
10. It is unpleasant for everyone, try to distract or change the subject.
11. Firmly pursue your opinion until you are heard.
12. Try and get all the concerns out in the open.
13. Give in a little and encourage the other party to do the same.
14. Try to listen patiently until they are through and try to go along with it.
15. Lighten it up, joke or try to bring some humor into it.
16. Utilize higher authority or standard to back up your point of view.
17. Give consideration to the other's view, while maintaining your own.
18. Try and develop common ground.
19. Find that sympathizing usually works best.
20. Try to disengage or avoid the other person.

CONFLICT MANAGEMENT STYLES SURVEY
RESPONSE TALLY

I	II	III	IV	V
1. _____	2. _____	3. _____	4. _____	5. _____
6. _____	7. _____	8. _____	9. _____	10. _____
11. _____	12. _____	13. _____	14. _____	15. _____
16. _____	17. _____	18. _____	19. _____	20. _____
TOTALS:				
I ()	II ()	III ()	IV ()	V ()

1. What conflict style would you guess characterizes you?

2. High Score: (style most likely to be used: _____)

Low Score: (style least likely to be used: _____)

(Difference of more than 6 points between the highest and lowest score indicates a predominate or preferred style.)

3. What conflict style is your preferred style according to the assessment survey?

4. Is this different then what you had guessed?

5. What is ineffective about the style you most likely would use?

6. What is effective about the style you least likely would use?

FOCUS ON YOU
Connecticut Department of Corrections

CONFLICT MANAGEMENT STYLES

- Each conflict style has potential effective uses and potential limitations. We all have used all of these styles, but we may have one style that has become a reflexive response. If we adhere to the myth that *there is only one right way to handle conflict* then we may overuse or inappropriately use a particular style.
- We all have the capacity to use each style effectively. We have learned our predominate style. We may use different styles for different roles. We can learn to appropriately use other conflict styles.
- Appropriate use of conflict styles is *situationally matched* and dependent on the importance of the *relationship* and the *desired outcome*. We may need to consider the consequences and responses to different conflict styles in order to determine when and when not to use a particular style.

I DIRECTIVE - COMPETITIVE 'MY WAY OR THE HIGHWAY'

Pursues personal needs and goals (win / lose)

Effective Uses: When action is called for, when there is little time to consider other options, when safety is a concern; when you believe you most stand up for your rights.

Ineffective Uses: Doesn't allow others to participate; at others expense; may intimidate others or lead to rebellion; come off as righteous.

II COLLABORATING - INTEGRATING 'OUR WAY'

Pursues mutual needs and goals (win / win)

Effective Uses: Usually will improve relationship; parties may learn from each other, satisfies mutual goals; cooperative solving of complex problems can lead to creative options and solutions; leads to mutual commitment to solutions & decisions that address everyone's needs.

Ineffective Uses: Requires a level of commitment from all parties; time consuming; may seem to result in a diffuse resolution; may overlook expertise.

III COMPROMISING 'HALF - WAY'

Pursues splitting the difference. (partial win / partial loss)

Effective Uses: Quick and easy; when issues are complex; when parties have relatively equal status or power; may be a secondary strategy.

Ineffective Uses: May result in unacceptable losses, may not get to core issues.

IV ACCOMMODATING - OBLIGING 'YOUR WAY'

Pursues fulfillment of the others needs (lose / win)

Effective Uses: Differences are less important than concern for the other; when the relationship is more important than the issue; responds to high regard for the needs of others; yielding now gains an ally for later.

Ineffective Uses: May never have own needs addressed; may cause future resentment; pattern may lead to exploitation by others; perception by others as weak may damage self worth.

V AVOIDING 'NO - WAY'

Doesn't pursue needs or goals (lose / lose)

Effective Uses: When the situation is risky or unsafe; when it can be left to others to deal with; when the issue is not highly valued; allows for an initial cool down period.

Ineffective Uses: Can result in future escalation; issues may resurface; important issues may never be addressed; others perceive this as sidestepping responsibility.

COLLECTIVE SNAPSHOT

What are the images or words you freely associate with 'CONFLICT'
What are the pictures that come to your mind?

_____	_____	_____
_____	_____	_____
_____	_____	_____

DEFINITION

*Based on this definition, how many times during the last week have you been in conflict? ___ During the last 24 hours? ___ Since this morning? ___

WISH LIST

Make a list of as many wishes and goals that you have:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

MYTHS

1. _____
2. _____
3. _____
4. _____

Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

First, print the survey. Then use the print-out to rate each of the following statements from 1 - 5 using the ratings below to indicate how often you do as the statement says. Please write your responses in the LEFT column of dashes. Answer the questions to portray your most usual way of dealing with conflicts like those at home or at work. Do not take long on any question. Give your initial reaction. The more honest your answers, the more useful the results will be. When you are through, go to the pages with instructions for scoring and interpretation.

1. Almost never
2. Occasionally
3. Half the time
4. Usually
5. Almost always

-
1. ___ / ___ I feel that conflict is a negative experience.
 2. ___ / ___ When I resolve a conflict, it improves my relationship.
 3. ___ / ___ I am afraid to enter into confrontations.
 4. ___ / ___ I feel that in conflicts someone will get hurt.

V ___

5. ___ / ___ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
6. ___ / ___ I feel it is important where a conflict takes place.
7. ___ / ___ I try to make people feel comfortable when meeting with them about a conflict.
8. ___ / ___ When I start to discuss a conflict with the other party, I choose my opening statement carefully to establish positive realistic expectations.

A ___

9. ___ / ___ I state my true feelings when dealing with conflict.
10. ___ / ___ During a conflict I ask questions to clarify a statement that I'm not sure of.
11. ___ / ___ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
12. ___ / ___ In conflict my reactions are based on how I think the other party perceives me.

C ___

13. ___ / ___ I feel that only my needs are important.
 14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
 15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
 16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

17. ___ / ___ I share my positive attitude, hoping they will do the same.
 18. ___ / ___ I find it necessary to overpower others to get my own way.
 19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
 20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

21. ___ / ___ I find it easy to forgive.
 22. ___ / ___ I bring up old issues from the past during a new conflict.
 23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
 24. ___ / ___ In conflict I try to dominate the other party.

F ___

25. ___ / ___ I listen with an open mind to alternative options.
 26. ___ / ___ I feel there is just one way to solve a problem.
 27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
 28. ___ / ___ I can accept criticism from others.

O ___

29. ___ / ___ I feel that winning the war is more important than winning the battle.
 30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
 31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
 32. ___ / ___ I feel the need to control an argument.

D ___

33. ___ / ___ If I had my way, I win, you lose.
 34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
 35. ___ / ___ I bargain to resolve conflict.
 36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

37. ___ / ___ I express anger constructively.
38. ___ / ___ In difficult conflicts, I would consider requesting a third party facilitator.
39. ___ / ___ I overlook my partners anger in order to focus on the real issues to conflict.
40. ___ / ___ I feel that it is okay to agree to disagree on specific issues in a conflict.
X ___

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ___ 1 Almost Never
___ 2 Occasionally
___ 3 Half The Time
___ 4 Usually
___ 5 Almost Always

-
- [Scoring The Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

You are person # **828888** to visit this page since July 24, 1997.



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Scoring the Conflict Resolution Questionnaire

1. Reverse the scores for the 12 questions that give high scores for unrecommended responses.

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. For the questions that do not need to be reversed.

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. Compute sub-totals and the total.

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. Interpret the results, and learn from them.

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

-
- [Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)
-

Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider trying them.

They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitimate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem. Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note NEEDS, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

~~F. Focus on the FUTURE first, then learn from the past.~~

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Choose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

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Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

BASIC ASSUMPTIONS OF CONFLICT RESOLUTION APPROACH

Different cultures have different assumptions and approaches to conflicts. The following assumptions about conflicts are based on Western perceptions of conflicts. However, many of the listed assumptions can be applicable to non-Western cultures or contexts.

1. Conflict is not necessarily evil or a failure of an existing system. On the contrary, conflict often is a creative force that generates new options, alternatives, and solutions for existing problems.
2. Conflict is a natural process that can have constructive or destructive outcomes.
3. Conflict is an intrinsic part of all important relationships.
4. Conflict is caused by many different kinds of specific events.
5. People are not problems.
6. Having clear and explicit expectations is a very crucial and essential part of any resolution process, for reaching an agreement or understanding the issues involved.
7. Conflict can be positive when:
 - a. It increases communication and trust
 - b. We can solve the problem
 - c. It results in development and growth
 - d. It releases feelings that were stored
 - e. It improves our work and performance.
8. Conflict can be negative when it:
 - a. Develops to war or violence
 - b. Prevents and blocks personal and group development
 - c. Prevents people from addressing the real issues
 - d. Motivates people to become uncooperative.
9. Conflicts can end in many ways. Often conflicts end with some kind of decision defining what will happen in the future. These can be classified by studying:

Conflict Resolution.

BASIC ASSUMPTIONS OF CONFLICT RESOLUTION APPROACH
(Continued)

"Who decides?"	and	"How?"
No one		Avoidance, denial, flight
One party		Force, threats, influence
Outside decisionmaker		Rights and standards
Parties together		Joint processes
10. Conflict can be managed/settled constructively through communication. However, not all conflict can be resolved by improving communication.		
11. Not all conflicts lend themselves to joint or negotiated endings. But when mutually satisfactory outcomes can be found, they tend to be more self-enforcing, efficient, and durable.		
12. Joint processes can be creative. They can lead to new or improved relationships and help identify new criteria, resources, and outcomes.		
13. Joint processes can usually be structured to help everyone work together effectively.		
14. Although there are many types of conflicts and many types of processes to resolve them, most people tend to approach a conflict with some expectation in mind, often based on previous experience.		
15. It is always important, valuable, and useful to raise the question of whether a particular and specific approach to resolving a conflict is the most effective and appropriate method.		
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Conflict Resolution

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- People's daily lives are a series of solved problems.
- Unresolved problems are potential for escalation and crisis or resolution.

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- Disputes occur when more than one party acknowledges the differences and the problem.
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Conflict Resolution.

LEVELS OF CONTROVERSY (continued)

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- In a conflict, all parties are willing to invest in the escalation of the dispute in order to "win" or not lose.
- In a conflict, all parties feel that their goals are incompatible.

Violence

- At this stage, the parties act to damage, hurt, or exploit resources in order to "win" or not lose the conflict.
- Violence is not only physical; it can be emotional or psychological.

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- Parties are so engaged in their violence that they use violence to damage the other side's source of power.
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- * CATASTROPHIZING: Things usually go just fine, and when they don't, I can handle it. I don't have to waste time worrying. The sky won't fall in. I am capable.
- * ABSOLUTISM: There is no reason why other people should be the way I want them to be. There is no one and only best way. Everybody has ideas that are worthwhile.
- * DENIAL: It is okay to be wrong and if your actions hurt someone else, I can help that person by accepting responsibility for my behavior and making restitution to those hurt.
- * FAIRNESS: Life is not always fair and I can accept that.
- * BLAME/PUNISHMENT: It is better for me to focus on solving the problem than casting blame or retaliating.
- * POWER AND CONTROL: There is no reason to get upset if I can't change things to fit my idea of how they ought to be. I can not control other people or change them. We all deserve that basic respect. I can accept people the way they are. Others are not responsible for your happiness.
- * PERFECTIONISM: Making mistakes is something we all do, and there is no reason to get upset when I make one or someone else makes one. I am trying, and if I make a mistake, I am going to continue trying. I will accept mistakes in myself as well as in others.
- * RUMINATION: I will continue to work on this problem but if I don't solve it today I can handle it. I don't have to spend time worrying about it.
- * HELPLESS: I don't need someone else to take care of my problems. I can think, feel, and act for myself. If I have a rotten day, I am the one who allows it to be that way. Likewise, if I have a great day, I am the one who deserves credit for being positive. I am the one who is in charge of my life.
- * MIND READING: I can't read a persons mind, so I can't be sure why (or if) someone is behaving a certain way unless I communicate with that person.
- * AVOIDANCE: Better to confront a problem when it is small, then to be confronted by it when it is large.
- * OVER GENERALIZATION: It is not logical to believe that just because something happened once it will always happen.
- * UNIQUE: I am no better than the next person, and will try to live by the same rules or laws others are expected to live by.
- * IMMEDIATE GRATIFICATION(PIG): Before I act I will think about the consequences. I will think about what problems were caused by similar actions in the past.

OPTIONAL HANDOUTS: STRESS

SAM KNOWLES, CO

How would you describe Sam Knowles to someone else? What adjectives come to mind?

Is Sam typical or atypical of a CO?

What is accurate about this portrayal?

What is inaccurate (stereotypical) in this portrayal?

How many symptomatic indicators of stress can you identify? Are these realistic?

In your opinion, is it Sam's personal life that has effected his job performance or is it his job that has effected his personal life?

MANAGING STRESS

- If you can not **avoid** (remove the stress or remove yourself from the source of stress) the stress source, then changing (**altering**) your response (manage it by focusing on one part at a time will put more control in your hands and reduce the level of stress, willfully substitute another reaction) is another option.
- If you are unable to avoid or alter your response to stress source, in some cases, **accepting** the stress may be all that is left. In this event, incorporating the following recommended practices will reduce the negative effects of stress: relaxation techniques, therapeutic activities, visualization, faith practices / self reflection, schedule of physical exercises, laughter / humor, well balanced diet / nutritious foods, plenty of rest and cultivate support relationships (professional or otherwise). If you can neither alleviate the source of stress nor alter your response, then compromising on these healthy practices puts you at higher risks for the negative physical and mental symptoms of stress.

Steps to help cope with stress:

1. Identify source (event) and feeling associated with it (anxiety, fear, confusion, etc).
2. What is your present response? Can your response to the stress be changed?
3. Identify management strategy: alter, avoid, accept.

- Consider:
- Which of these stress events are beyond your control?
 - Which of these can you have some impact on?
 - Which of these will respond to some intervention?
 - Which of these are likely to continue?
 - Which of these will resolve on their own?
 - Which of these can be avoided?
 - What practices can you commit to which will minimize the negative impact of stress?

MANAGING STRESS

TRIPLE A STRESS STRATEGY

Choose the top three stressors from your time bank account.

1. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

2. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

3. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

The Basics of Stress Management



When we think of stressors, life events such as financial pressures, death of a close relative, family conflicts or work deadlines come to mind. Actually, a stressor may be almost anything which adversely affects us:

Exposure to heat or cold
Environmental toxins
Caffeine
Alcohol or Drug use

Certain foods
Lack of exercise
Conflicted relationships
Strong emotional reactions

Stressors can compel individuals to *smoke, drink, take drugs, and overeat*. They can induce *back problems, skin disorders, respiratory infections, and circulatory problems*. Stress lowers resistance to illness and *weakens the immune system*. Our response to stress is individualized. For some a constant stream of minor hassles - traffic tie ups, spilled coffee, or misunderstandings with co-workers - take their toll. Others can ignore these little things but are incapacitated by major stressors like the breakup of a relationship or the onset of medical illness. Most of us have special symptoms - tensed neck muscles, headaches, or a wave of anxiety - that signal us to slow down and de-stress. Unfortunately, too few of us recognize the signal or heed it.

We need to recognize the stressors in our lives, and then use different strategies for effectively managing those stressors.

THE MAJOR STRESSORS IN YOUR LIFE

Many of the stressors listed are not singular events, but chronic, ongoing physical, chemical, lifestyle, or emotional conditions. Check each item that applies to you. After you have completed your ratings, note the category or categories where the majority of your stressors lie. More than 3 check marks in a column could suggest stress levels that are or may become unhealthy for you. The next step is to face these stressors, and apply various stress coping strategies to make stress work for you, not against you.

	INDIVIDUAL		RELATIONAL		WORK				
GENERAL LIFE EVENTS	<input type="checkbox"/>	PHYSICAL/ CHEMICAL	<input type="checkbox"/>	LIFESTYLE/ EMOTIONAL	<input type="checkbox"/>	<input type="checkbox"/>			
Major change in financial status	<input type="checkbox"/>	Too hot or too cold temperature	<input type="checkbox"/>	Pessimistic outlook on life	<input type="checkbox"/>	Conflicted communications	<input type="checkbox"/>	Job loss, layoff or fear of it	<input type="checkbox"/>
Major change in living conditions	<input type="checkbox"/>	Cloudy, humid weather (frequent)	<input type="checkbox"/>	Erratic sleep or insomnia (frequent)	<input type="checkbox"/>	Lack of mutual respect and sharing	<input type="checkbox"/>	Trouble relating to boss or supervisor	<input type="checkbox"/>
Death of a close friend	<input type="checkbox"/>	Loud, distracting noise (constant)	<input type="checkbox"/>	Time urgency and reduced leisure time	<input type="checkbox"/>	Problems in decision making problem solving	<input type="checkbox"/>	Lack of support by coworkers	<input type="checkbox"/>
Mortgage foreclosure	<input type="checkbox"/>	Unsafe living/working conditions	<input type="checkbox"/>	Muscle tension (chronic)	<input type="checkbox"/>	Problems with children	<input type="checkbox"/>	Shiftwork, especially rotating shifts	<input type="checkbox"/>
Minor violation of the law or jail detention	<input type="checkbox"/>	Crowding or confined space	<input type="checkbox"/>	Erratic eating habits	<input type="checkbox"/>	Sexual difficulties	<input type="checkbox"/>	Repetitious, unchallenging dead-end job	<input type="checkbox"/>
Major personal injury or illness	<input type="checkbox"/>	Excessive sugar, salt and/or fat in diet	<input type="checkbox"/>	Shallow breathing and/or poor posture (frequent)	<input type="checkbox"/>	In-law problems	<input type="checkbox"/>	Excessive job demands, deadlines or bureaucracy	<input type="checkbox"/>
Pregnancy or adoption of a child	<input type="checkbox"/>	Excessive nicotine or caffeine use or cravings	<input type="checkbox"/>	Chronic anxiety or depressed feelings	<input type="checkbox"/>	Addition of a new family member	<input type="checkbox"/>	Absence of autonomy and control over job	<input type="checkbox"/>
Change in residence/location	<input type="checkbox"/>	Presence of chemicals gases, fumes or dust (frequent)	<input type="checkbox"/>	Chronic preoccupation and worry	<input type="checkbox"/>	Major change in health of a family member	<input type="checkbox"/>	Confusion about job goals and responsibilities	<input type="checkbox"/>
Mortgage or a loan over \$50,000	<input type="checkbox"/>	Contaminants in foods or water supply	<input type="checkbox"/>	Specific fears and phobias	<input type="checkbox"/>	Abusiveness: physical and/or emotional	<input type="checkbox"/>	Relocation or frequent travel demands	<input type="checkbox"/>
Death of a spouse or close relative	<input type="checkbox"/>	Smog and air pollution (frequent)	<input type="checkbox"/>	Constant ruminations or compulsions	<input type="checkbox"/>	Infidelity	<input type="checkbox"/>	Conflictual demands or responsibilities	<input type="checkbox"/>

INDIVIDUAL STRESS STRATEGIES



Learning Relaxation and Mindfulness:

Relaxation techniques counteract the negative effects of stress by inducing its opposite reaction, relaxation. When a state of relaxation is achieved the body is calmed: heart rate and blood pressure is reduced, the heart beats more effectively, and breathing decreases as oxygen demand is reduced. While our body may be calm and relaxed, our minds may be chronically

distracted with chaotic mixture of repetitive thoughts, worries, daydreams, and impatience. Chronic distraction is an early warning sign that you are overstressed. Present moment awareness - also called mindfulness - is the opposite of distraction. The mind becomes calm and focused while the body is relaxed.

Exercise: Rapid Relaxation

This exercise takes 3-4 minutes. Allow 10 seconds at pauses. When you've found a comfortable position for your body, take a very long deep breath and fill your lungs. As you are breathing in, tense every muscle in your body. Hold your breath in, and study the tension in every part of your body (pause). Now exhale, breathe out, and allow your entire body to relax (pause). Feel the relief as the relaxation spreads all over and as you let go more and more (pause). Now breathe in again, expanding your abdomen, and filling your chest and lungs with air. Hold it (pause). Now let it out slowly (pause). And then continue to breathe normally in and out (pause). As you breathe in, think the word "in", and as you breathe out, think the word "out" (pause). Let go of all your muscles so that you feel pleasantly heavy and calm. And each time you exhale, feel yourself breathing all the remaining tensions out of your body. Continue this relaxing sensation for a little longer (pause). Now allow your mind to come up with a word or phrase that describes your present relaxed state (e.g. "relaxed", calm and comfortable") Say (your cue word) to yourself each time you exhale for a moment or two (pause). Repeat it to yourself whenever you feel this relaxed. The more you do this, the sooner the word or phrase can evoke the feelings whenever you desire. When you are ready to stop, take a deep breath and open your eyes as you exhale. Feel awake, alert, and nicely relaxed (pause). Now stretch your body before getting up. Then slowly stand up and resume your normal activities.

Exercise: Mindfulness

This exercise activity should last at least 5 minutes each time you do it for skill learning to occur. Choose at least one activity each day to practice mindfulness. If you are taking an exercise walk, walk mindfully and resist the urge to solve a problem or worry about some concern. Absorb yourself in the feel of your shoes touching the pavement, the sound of birds chirping, the blowing wind and the rustle of the trees, and so on. Put up a few signs around your home or office as reminders. The practice is easy, but remembering to practice is the real challenge.

Breathing As A Stress-Breaker

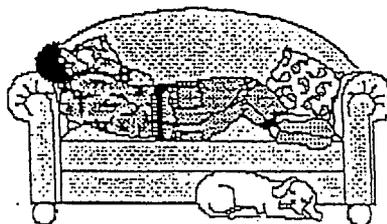
You might be surprised to learn that although we breathe about 20,000 times each day, most of us halt our breathing for several seconds or more at the start of and during a stressful situation. This reduces oxygen to the brain and can result in feelings of anxiety, anger, panic and a general sense of loss of control. Yet, even in non-stressful

moments most of us breathe inefficiently and unhealthily. We engage in shallow, upper chest breathing. Such inefficient breathing results in fatigue, diminished brain power, and weakened health. With a minimal amount of practice, you can significantly and permanently improve the way you breathe.

Exercise: Deep Abdominal Breathing

Here's a fast, simple exercise to improve your breathing: Sit or stand with good posture - your head up, neck long and relaxed, chin slightly in, shoulders broad and loose, and back straight. Place your hands lightly around the sides of your lower ribs with the fingertips pointing in toward the front centerline of the body, and with your thumbs to the rear. Slowly inhale. As the abdomen expands slightly downward and forward (with the lower back staying flat), feel your lower ribs move out to the sides. Then, as you complete the breath in, feel your chest expand comfortably. exhale slowly, releasing muscle tension. Repeat this pattern for 2-3 minutes. Do the exercise several times a day.

Sleeping In A Stress Free Way

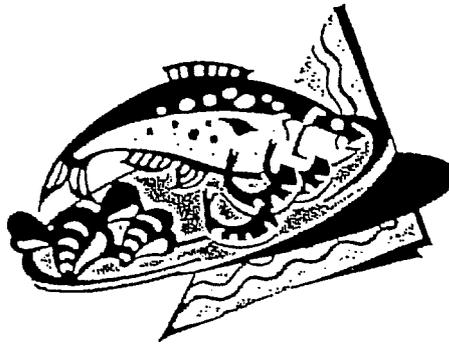


Researchers report that many of us are suffering from chronic sleep deprivation. We either don't get enough sleep, or we sleep poorly. The stress of even one sub-par night of sleep reduces mental and physical performance by as much as 30

percent. Poor sleep causes irritability, anger, job errors, slower healing and lowered immunity. The number of hours slept is not as important as the *quality* of your sleep.

Activity Plan: Achieving Restful Sleep

1. Establish regular sleep pattern or sleep-wake cycle in which you have the same bedtime and the same rising time each day - even on week-ends and during vacations.
2. Exercise regularly- but not within two hours of bedtime.
3. Eat wisely. This means avoiding caffeine and alcohol within three hours of bedtime.
4. Reserve your bed only for sleeping and nurturing, intimate relations.
5. Relax before falling asleep using short relaxation exercise explained before, or another method.
6. Design an optimal sleep environment which means a firm, supportive mattress, room temperature between 68-70 degrees, and a dark, quiet, sleepy room. If external noises cannot be controlled, use ear plugs or a "white noise" machine or continuous loop sleep tapes (i.e. ocean sounds).



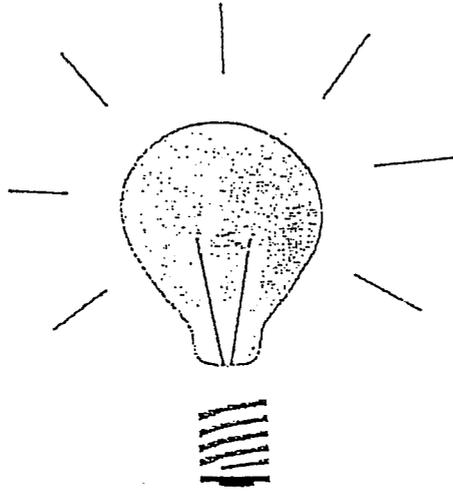
Adopting a Stress-Free Diet

Food stress is one of our least recognized stressor. The fact is that the food - and food additives and preservatives - we eat over a lifetime has a major influence on our health and well-being. Recently

the Surgeon General reported that the average American diet is a causative factor in seven of the ten leading causes of death.

Exercise: Healthy, Stressless Nutrition

1. Eat an exceptionally varied diet consisting of fresh food high in complex carbohydrates and fiber, moderate in proteins and low in fat, cholesterol and salt.
2. Eat smaller amounts of food more often. Specifically this means frequent small meals and light snacks five or six times a day, instead of the traditional three heavy meals most of us eat.
3. Control your fat intake. By eliminating excess fat you not only improve your health but can also reduce body weight. Becoming a label reader is essential.
4. Reduce your cholesterol intake. Blood cholesterol levels of 180 mg/dl or lower are recommended.
5. Eat slowly and relax before during and after each meal or snack. Nausea, heartburn, diarrhea and weight gain are the result of stressful eating pattern.
6. Drink plenty of extra water between meals and snacks. Water is a forgotten nutrient and even minimal dehydration has been shown to cause fatigue, incoordination, and decrease mental functioning. A total of six to eight glasses daily is suggested.



Using The One Second Emergency De-Stressor

The *Instant Calming Sequence* is a simple stress-breaking strategy which can effectively neutralize negative stress in less than one second. The strategy can almost miraculously reverse your physical and mental responses to negative stressors. The calming sequence reverses these

responses: Uninterrupted deep breathing in place of the halting shallow breaths; a positive, slight smile instead of the worrisome look; full balanced posture and a wave of relaxation in place of the tense slouch, and mental control replacing your negative or fearful thoughts.

Exercise: Instant Calming Sequence

Select a stressful problem situation and vividly imagine the circumstances. Roll the slow-motion mental videotape backward in your mind's eyes until you catch the very first signal that the problem is starting to distract or hurt you. Stall the stress signal right there. Picture yourself effortlessly, successfully going through the ICS: 1) continue breathing, 2) positive face, 3) balanced posture, 4) wave of relaxation, and 5) mental control. Now repeat the process, a little faster. Practice the sequence a number of times a day, using different stress cues, increasing the vividness of the mental images and the speed of your ICS response.

If at first you have difficulty with any of the steps, practice them one at a time until they become comfortable. If you get partially into the ICS and find yourself starting to lose control, back the sequence up and slow things down. Be absolutely certain that you freeze the image of the stress cue at the first instant - don't let the stressful image keep rolling to the point at which you become anxious. The goal of this practice is to automatically slip the ICS into the situation right behind the first signal of stress. This can make all the difference in the world in the outcome. When rehearsing for very intense situations, you might try lightening the image of the stress signal (by seeing yourself move farther away from it in your mind or by dulling the vividness of the scene) until you're at ease with using the ICS to handle it.

Developing an Optimistic Outlook

The impact stress has upon us depends not only on the stressor itself, but also on how we perceive, explain, and react to it. There are two basic views or ways of explaining stressors or bad events: pessimism and optimism. Pessimist blame themselves for negative stressors, believing the negative will last a long time and affect many aspects of their lives. Optimists tend not to blame themselves or if they do, see negative stressors as having only short term impact and limited

consequences. Individuals with highly pessimist views have increased susceptibility for depression, illness and premature death, while optimistic individuals appear to be more protected or stress proofed against these susceptibilities. There is two general ways to undo pessimistic beliefs once you are aware of them. The first is to distract yourself when they occur, and the second is to dispute them.

Exercise: Undoing Pessimistic Thinking

Distraction can be accomplished by wearing a rubber band around your wrist and snapping it hard to stop ruminating about negative thought. Snap the band each time a pessimistic thought occurs. The sting from the rubber band provides an effective distraction. In a week such strategy can greatly reduce the number of such thoughts. But the main tool for change is disputation. Practice disputing your automatic pessimistic explanations regularly from now on. Anytime you find yourself down, anxious or angry, ask what you are saying to yourself. Occasionally the belief will turn to be accurate; when it is, concentrate on the ways you can alter the situation and prevent adversity from becoming a disaster. Usually, your negative beliefs are factually incorrect. Don't let them run your emotional life. Unlike losing weight, learning optimism is easy to maintain once you start.

PART II: RELATIONAL STRESS STRATEGIES

Expanding Your Support System

Research has repeatedly demonstrated the link between the strength of positive personal relationships (social support systems) and our emotional and physical resilience (capacity of recuperating) under severe stress. When stress

levels are high, people without psychological support suffer up to ten times the incident of physical and emotional illness as those who have a strong social support system.

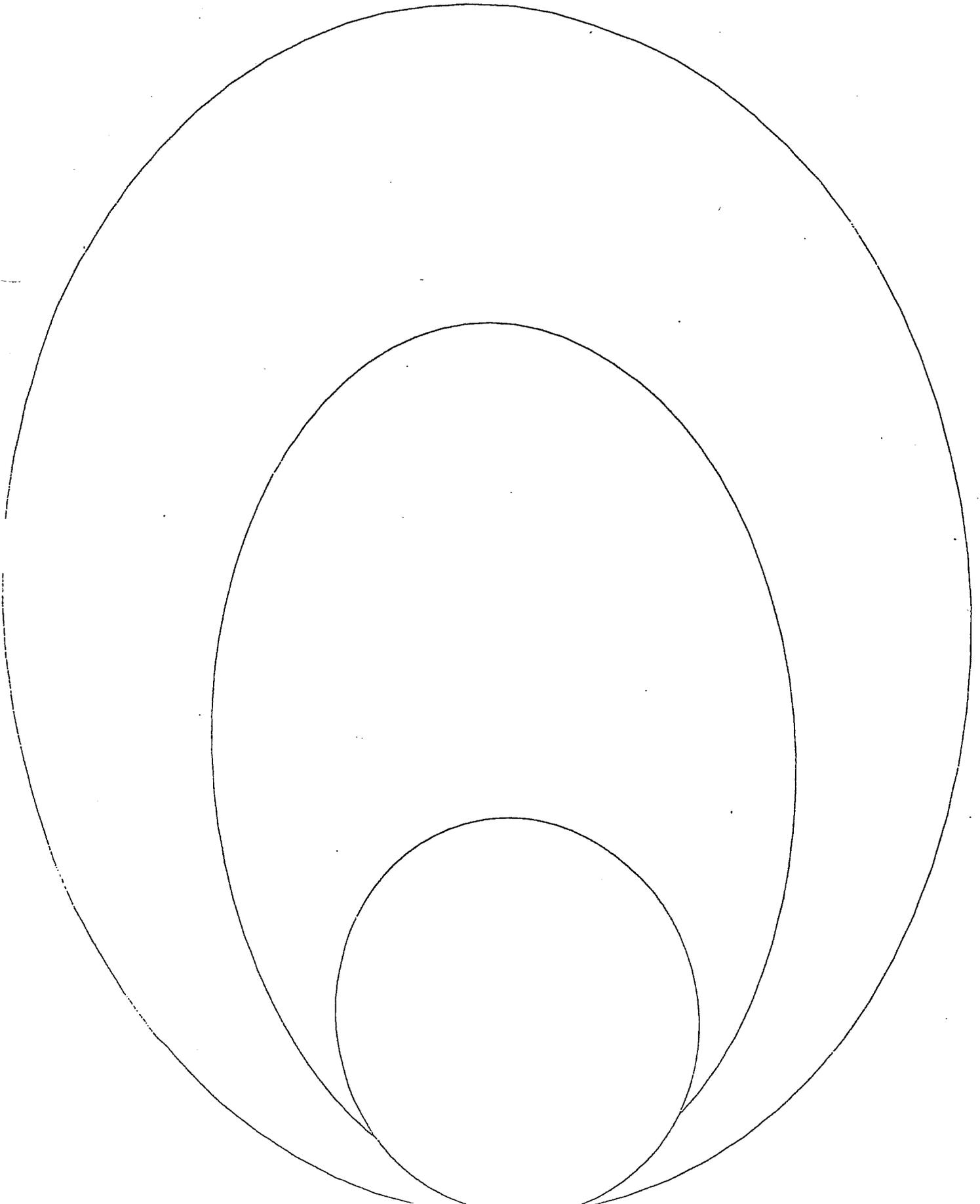
Exercise: Expanding Your Support Network

In the smallest circle list the names of the people with whom you have the strongest, closest bonds who you know you can count on to be there for you in any situation. In the next larger circle list those whom you would like to be able to talk with and count on if you were having a hard time. In the largest circle list those from whom you'd feel comfortable spending time with, sharing a meal, or receiving a letter. When you've finished your support network diagram, take a few minutes to review each name, remembering the kind of support you've received from and given them. You might find yourself wishing there were more that you were closer to. If so, list these names on another sheet of paper and consider how you might like to contact this person, by phone, by letter or gift and let them know how really important they are to you.

(see next page for circles)

YOUR SUPPORT SYSTEM CIRCLES

(see page 7 for instructions)





Positive relational Skills

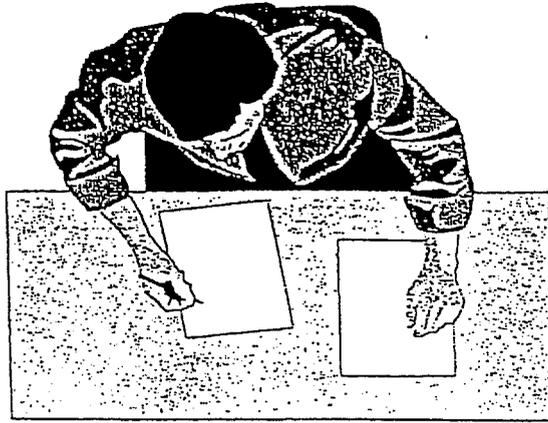
Poor relationship skills probably account for more distress and dissatisfaction in marital and other close relationships than any other cause. There are several skills that are necessary for effective,

harmonious relationships. These include: developing honest, congruent communication, developing a process for resolving conflicts.

Exercise: Sharing Feelings

Set aside ten minutes a day, allowing five minutes for each to express feelings. When one person talks, the others listens and no comments are permitted. You both share what is on your mind, in your heart, and what you are experiencing: hopes, fears, apprehensions, joys, sorrows, feelings of anger and enthusiasm.

Regular sharing allows two individuals to share the important things that are rarely shared but are essential for people who love one another. Recognize that this sharing exercise is not an opportunity for you to ventilate or attempt to manipulate by making the other person responsible for your emotions, nor is it a time to make demands or requests.



PART III: JOB STRESS STRATEGIES

Increasing Job Control

Job related stressors may affect you more than you realize. This is largely due to the increasing influence work has in our lives today. We usually identify ourselves with what we do. We are likely to spend more hours in our work than any other activity, including sleep.

Job strain is a term used to describe the particular stressors of a given job. The most job strain occurs in jobs which have high demand and low control such as assembly workers, telephone operators and key punchers. The least job strain occurs in top executives and architects who have considerable control over their jobs.

Activity Plan: Enhancing Job Control

Consider your current job in terms of its psychological demands and level of control or autonomy. If you are overstressed, and your job control is low, consider the following:

- a. Talk to your immediate boss about ways of increasing decision making about deadlines, performance standards, flexibility in work hours, etc.
- b. In some instances, increasing decision latitude will not be sufficient. Job redesign may be in order. Although a worker may have some input into this process, it usually involves major commitment from management and possibly a union representative as well as skilled job redesign consultants.
- c. If there appears to be little change possible, you might consider a job or even a career change.

Using Rest Breaks to De-Stress

A normal part of everyone's 24 hour sleep-wake cycle is a series of rest activity cycles of approximately 90-120 minutes. During the first hour or so of each cycle we experienced heightened physical and mental alertness and energy in which our skills, memory and learning abilities are heightened ("peaks"). For the next 15-

20 minutes our performance drops to low levels "troughs" during which we may yawn, become easily distracted and feel like napping. During this period the body and mind revitalize, if we allow it. Unfortunately, most of us override this signal setting the stage for stress ranging from fatigue to psychosomatic problems.

Exercise: The 3-Minute Stress Break

We feel better and work more efficiently when we're not fighting our body rhythm cycles, but rather take advantage of our natural peaks and troughs. So, plan important meetings and highly demanding activities during your peaks, and less demanding activities like opening mail, during troughs. When you first recognize yourself going into an energy trough, and it is possible and safe to do so, let yourself go with the flow: "phase out" for two or three minute while sitting at your desk or in an easy chair. Daydream, take a few deep refreshing breaths or just "be". Then stretch a little and return to your task refreshed. If such a short rest break "phase out" is not possible, you might momentarily shift to a less demanding task, such as routine filing or reorganizing tasks, make a personal phone call, head over to the water cooler or talk to colleagues. As you return to your regular task you should feel more refreshed and de-stressed.

AFTER A CRITICAL INCIDENT

A critical incident is anything that occurs out of the ordinary and has the potential to cause psychological and/or physical repercussions. The fact that in corrections work things like riots, inmate on inmate attacks, inmate on officer attacks, suicides and exposure to diseases such as AIDS and Hepatitis is often part of the job doesn't make them less critical. In fact, a danger in this work is to believe you can just handle all of this - that to get help means you're weak. Certainly you do learn to deal with things the general public would find distressing, however, you are not immune from the impact of these events. There is also a higher than average death rate among correctional and other law enforcement personnel, and that also takes a toll. The longer you try to ignore your feelings, the bigger the pile gets! Read below to see if you see yourself. If you do, reach out, call your EAP, or another professional of your choice for assistance.

SIGNALS THAT AN OFFICER IS STUCK AND NEEDS FURTHER HELP

****The following is adapted from Roger Soloman, Ph.D.:
*"I'm Stuck and Better Do Something About It!"***

1. **Intrusive Images.** Distressing memories, thoughts, nightmares and flashbacks. Flashbacks can be both auditory, as well as visual.
2. **Distress at exposure to events that resemble or symbolize the event.** Officer avoids thoughts and emotions connected with the incident, or activities or situations that arouse memories of the trauma. This may sound like a good thing to do. After all, why talk about a highly distressing situation. While this attitude is understandable, if a person cannot talk about the situation without undue and uncomfortable emotions, then they have not properly processed the incident. Typically this patten of avoidance intensifies and spreads, as other symptoms appear and worsen.
3. **Numbing or restricted range of emotional responsiveness.** To defend against the painful emotions surrounding the incident, a person may shut off all emotions. This of course is not a practical solution! We need to experience emotions emotions, feelings and relationships. Life in general sours if we disconnect ourselves from our feelings.
4. **Excessive stress reactions.** The physical symptoms of stress are powerful. They result from the "fight-flight response" which is designed to prepare our bodies for danger. However, if get our bodies stuck in this overdrive mode, we can wear ourselves down physically and emotionally. At a certain point, by reliving the

critical incident and not getting over the trauma, we can reset our body's stress trigger. In fact, we can develop a "hair trigger" to stress thus putting a tremendous burden on our physical health.

5. **Hypervigilance.** It is common and normal for police officers to be more alert to danger than the average citizen. However, after a critical incident, the officer may find himself in high gear and unable to downshift. This constant state of hypervigilance can become intrusive, uncomfortable, and physically exhausting.
6. **Overreaction/under-reaction/risk taking.** Surviving a Critical Incident can put a dent in your spirit. This can result in some behavioral changes on the job as one tries to adjust to the situation. Officers may find themselves under-reacting with a "who gives a shit" attitude. The opposite may occur with the officer "not letting anyone get something over on me"! Finally, we see some officers start to take excessive risks. This behavior may serve the purpose of distracting them from painful thoughts of the incident. In addition it may afford them with an adrenaline high that can become addictive.
7. **Increased irritability, anger, or rage.** This symptom can be very disruptive to an officer's life. It can push away his friends, destroy his family life, and gain him a reputation that hurts him on the job.
8. **Obsession with the Incident.** It is both normal and healthy to talk about the incident for a time after it has occurred. However thoughts and images of the incident can take over! Images become easily triggered and one seems to be stuck in the past with difficulty looking toward the future.
9. **The incident triggers feelings associated with past events.** An incident may cause thoughts/feelings/images of the past negative events to resurface. This can be true even though it was thought that the past incident was dealt and gone. What can really be problematic is that images of past incidents with apparently little relationship to the current incident can be triggered. For example, seeing a dead child in an auto accident can cause a childhood memory of a friend moving away to resurface.
10. **Self-doubt, guilt, second guessing oneself.** An officer may become obsessed with his/her mistakes be they real or imagined. The "what ifs" start to take over. Feelings of inadequacy will then follow. Life no longer goes forward, but stays stuck in the past.
11. **A growing sense of isolation develops.** The officer may have been involved in a uniquely bad situation. Even with support, however, he/she starts to think, "No one understands what I'm experiencing". To some extent, this may be true. However, there is a trap in this way of thinking. You may push your friends and family away and fulfill your own prophecy that you are alone. At that point the officer may feel lost, abandoned, and different than others.

12. **Intense or sustained feelings of depression, grief, loss of control.** A critical incident by its very nature can make us feel out of control of our lives. It puts us real close with the reality that the world is a dangerous place to live. Officers need to feel that they have control. It is fundamental to their ability to cope. A critical incident can take this coping device away from us. Depression and grief follow. This creates a cycle of intense emotion geared to allow us to feel in control but serving only to take us farther from it.
13. **Mental confusion.** Increased distractibility, difficulty concentrating or making decisions, poor judgement.
14. **Development of suspiciousness in dealing with others.** Since the critical incident was probably unexpected and painful, we try to gear ourselves to not being hurt in the future. We start to distrust all that is around us. We hope that by assuming the worst, we will not be surprised and hurt. Unfortunately, when this defense runs amok, it prevents us from seeing the good in people. It keeps us from making friends. It puts us on the path to cynicism.
15. **Relationship problems.** An officer may withdraw from his friends and family. He may in fact actively push them away. He may experience problems dealing with supervisors and peers where previously he had none.
16. **Decline in work performance.** Increased absenteeism, burn out, decline in productivity and quality of work.
17. **One may have little or no noticeable initial reaction to the incident, but reactions occur months later.** This can be a problem if the officer does not see the connection between the incident and his/her current emotional troubles. The emotions may be triggered by some similar event, the relaxing of defenses such as denial, or occur for no known reason as if "out of the blue".
18. **Self-destructive behavior.** Substance abuse, poor judgement, and inappropriate decision making may result. These decisions may or may not have to do with the job. For example an officer may decide at this point to have an affair or divorce. Decisions that will complicate his/her life and often result in regrets later on.
19. **IN SOME CASES, SUICIDAL THINKING MAY RESULT. FEELINGS OF DEPRESSION, DESPAIR, GUILT AND ANGER MAY PULL AN OFFICER DOWN TO THE POINT OF TAKING HIS/HER OWN LIFE.**

SAM KNOWLES, CO

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Is Sam typical or atypical of a CO?

What is accurate about this portrayal?

What is inaccurate (stereotypical) in this portrayal?

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In your opinion, is it Sam's personal life that has effected his job performance or is it his job that has effected his personal life?

MANAGING STRESS

- If you can not **avoid** (remove the stress or remove yourself from the source of stress) the stress source, then changing (**altering**) your response (manage it by focusing on one part at a time will put more control in your hands and reduce the level of stress, willfully substitute another reaction) is another option.

- If you are unable to avoid or alter your response to stress source, in some cases, **accepting** the stress may be all that is left. In this event, incorporating the following recommended practices will reduce the negative effects of stress: relaxation techniques, therapeutic activities, visualization, faith practices / self reflection, schedule of physical exercises, laughter / humor, well balanced diet / nutritious foods, plenty of rest and cultivate support relationships (professional or otherwise). If you can neither alleviate the source of stress nor alter your response, then compromising on these healthy practices puts you at higher risks for the negative physical and mental symptoms of stress.

Steps to help cope with stress:

1. Identify source (event) and feeling associated with it (anxiety, fear, confusion, etc).
2. What is your present response? Can your response to the stress be changed?
3. Identify management strategy: alter, avoid, accept.

Consider:

- Which of these stress events are beyond your control?
- Which of these can you have some impact on?
- Which of these will respond to some intervention?
- Which of these are likely to continue?
- Which of these will resolve on their own?
- Which of these can be avoided?
- What practices can you commit to which will minimize the negative impact of stress?

MANAGING STRESS

TRIPLE A STRESS STRATEGY

Choose the top three stressors from your time bank account.

1. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

2. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

3. Stress: _____

Alter: _____

Avoid: _____

Accept: _____

The Basics of Stress Management



When we think of stressors, life events such as financial pressures, death of a close relative, family conflicts or work deadlines come to mind. Actually, a stressor may be almost anything which adversely affects us:

Exposure to heat or cold
Environmental toxins
Caffeine
Alcohol or Drug use

Certain foods
Lack of exercise
Conflicted relationships
Strong emotional reactions

Stressors can compel individuals to *smoke, drink, take drugs, and overeat*. They can induce *back problems, skin disorders, respiratory infections, and circulatory problems*. Stress lowers resistance to illness and *weakens the immune system*. Our response to stress is individualized. For some a constant stream of minor hassles - traffic tie ups, spilled coffee, or misunderstandings with co-workers - take their toll. Others can ignore these little things but are incapacitated by major stressors like the breakup of a relationship or the onset of medical illness. Most of us have special symptoms - tensed neck muscles, headaches, or a wave of anxiety - that signal us to slow down and de-stress. Unfortunately, too few of us recognize the signal or heed it.

We need to recognize the stressors in our lives, and then use different strategies for effectively managing those stressors.

THE MAJOR STRESSORS IN YOUR LIFE

Many of the stressors listed are not singular events, but chronic, ongoing physical, chemical, lifestyle, or emotional conditions. Check each item that applies to you. After you have completed your ratings, note the category or categories where the majority of your stressors lie. More than 3 check marks in a column could suggest stress levels that are or may become unhealthy for you. The next step is to face these stressors, and apply various stress coping strategies to make stress work for you, not against you.

	INDIVIDUAL		RELATIONAL		WORK
GENERAL LIFE EVENTS	PHYSICAL/ CHEMICAL	LIFESTYLE/ EMOTIONAL	PHYSICAL/ CHEMICAL	LIFESTYLE/ EMOTIONAL	
Major change in financial status <input type="checkbox"/>	Too hot or too cold temperature <input type="checkbox"/>	Pessimistic outlook on life <input type="checkbox"/>	Conflicted communications <input type="checkbox"/>	Job loss, layoff or fear of it <input type="checkbox"/>	
Major change in living conditions <input type="checkbox"/>	Cloudy, humid weather (frequent) <input type="checkbox"/>	Erratic sleep or insomnia (frequent) <input type="checkbox"/>	Lack of mutual respect and sharing <input type="checkbox"/>	Trouble relating to boss or supervisor <input type="checkbox"/>	
Death of a close friend <input type="checkbox"/>	Loud, distracting noise (constant) <input type="checkbox"/>	Time urgency and reduced leisure time <input type="checkbox"/>	Problems in decision making problem solving <input type="checkbox"/>	Lack of support by coworkers <input type="checkbox"/>	
Mortgage foreclosure <input type="checkbox"/>	Unsafe living/working conditions <input type="checkbox"/>	Muscle tension (chronic) <input type="checkbox"/>	Problems with children <input type="checkbox"/>	Shiftwork, especially rotating shifts <input type="checkbox"/>	
Minor violation of the law or jail detention <input type="checkbox"/>	Crowding or confined space <input type="checkbox"/>	Erratic eating habits <input type="checkbox"/>	Sexual difficulties <input type="checkbox"/>	Repetitious, unchallenging dead-end job <input type="checkbox"/>	
Major personal injury or illness <input type="checkbox"/>	Excessive sugar, salt and/or fat in diet <input type="checkbox"/>	Shallow breathing and/or poor posture (frequent) <input type="checkbox"/>	In-law problems <input type="checkbox"/>	Excessive job demands, deadlines or bureaucracy <input type="checkbox"/>	
Pregnancy or adoption of a child <input type="checkbox"/>	Excessive nicotine or caffeine use or cravings <input type="checkbox"/>	Chronic anxiety or depressed feelings <input type="checkbox"/>	Addition of a new family member <input type="checkbox"/>	Absence of autonomy and control over job <input type="checkbox"/>	
Change in residence/location <input type="checkbox"/>	Presence of chemicals gases, fumes or dust (frequent) <input type="checkbox"/>	Chronic preoccupation and worry <input type="checkbox"/>	Major change in health of a family member <input type="checkbox"/>	Confusion about job goals and responsibilities <input type="checkbox"/>	
Mortgage or a loan over \$50,000 <input type="checkbox"/>	Contaminants in foods or water supply <input type="checkbox"/>	Specific fears and phobias <input type="checkbox"/>	Abusiveness: physical and/or emotional <input type="checkbox"/>	Relocation or frequent travel demands <input type="checkbox"/>	
Death of a spouse or close relative <input type="checkbox"/>	Smog and air pollution (frequent) <input type="checkbox"/>	Constant ruminations or compulsions <input type="checkbox"/>	Infidelity <input type="checkbox"/>	Conflictual demands or responsibilities <input type="checkbox"/>	

INDIVIDUAL STRESS STRATEGIES



Learning Relaxation and Mindfulness:

Relaxation techniques counteract the negative effects of stress by inducing its opposite reaction, relaxation. When a state of relaxation is achieved the body is calmed: heart rate and blood pressure is reduced, the heart beats more effectively, and breathing decreases as oxygen demand is reduced. While our body may be calm and relaxed, our minds may be chronically

distracted with chaotic mixture of repetitive thoughts, worries, daydreams, and impatience. Chronic distraction is an early warning sign that you are overstressed. Present moment awareness - also called mindfulness - is the opposite of distraction. The mind becomes calm and focused while the body is relaxed.

Exercise: Rapid Relaxation

This exercise takes 3-4 minutes. Allow 10 seconds at pauses. When you've found a comfortable position for your body, take a very long deep breath and fill your lungs. As you are breathing in, tense every muscle in your body. Hold your breath in, and study the tension in every part of your body (pause). Now exhale, breathe out, and allow your entire body to relax (pause). Feel the relief as the relaxation spreads all over and as you let go more and more (pause). Now breathe in again, expanding your abdomen, and filling your chest and lungs with air. Hold it (pause). Now let it out slowly (pause). And then continue to breath normally in and out (pause). As you breath in, think the word "in", and as you breathe out, think the word "out" (pause). Let go of all your muscles so that you feel pleasantly heavy and calm. And each time you exhale, feel yourself breathing all the remaining tensions out of your body. Continue this relaxing sensation for a little longer (pause). Now allow your mind to come up with a word or phrase that describes your present relaxed state (e.g. "relaxed", calm and comfortable") Say (your cue word) to yourself each time you exhale for a moment or two (pause). repeat it to yourself whenever you feel this relaxed. The more you do this, the sooner the word or phrase can evoke the feelings whenever you desire. When you are ready to stop. take a deep breath and open your eyes as you exhale. Feel awake, alert, and nicely relaxed (pause). Now stretch your body before getting up. Then slowly stand up and resume your normal activities.

Exercise: Mindfulness

This exercise activity should last at least 5 minutes each time you do it for skill learning to occur. Choose at least one activity each day to practice mindfulness. If you are taking an exercise walk, walk mindfully and resist the urge to solve a problem or worry about some concern. Absorb yourself in the feel of your shoes touching the pavement, the sound of birds chirping, the blowing wind and the rustle of the trees, and so on. Put up a few signs around your home or office as reminders. The practice is easy, but remembering to practice is the real challenge.

Breathing As A Stress-Breaker

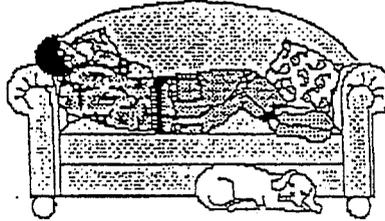
You might be surprised to learn that although we each breathe about 20,000 times each day, most of us halt our breathing for several seconds or more at the start of and during a stressful situation. This reduces oxygen to the brain and can result in feelings of anxiety, anger, panic and a general sense of loss of control. Yet, even in non-stressful

moments most of us breathe inefficiently and unhealthily. We engage in shallow, upper chest breathing. Such inefficient breathing results in fatigue, diminished brain power, and weakened health. With a minimal amount of practice, you can significantly and permanently improve the way you breathe.

Exercise: Deep Abdominal Breathing

Here's a fast, simple exercise to improve your breathing: Sit or stand with good posture - your head up, neck long and relaxed, chin slightly in, shoulders broad and loose, and back straight. Place your hands lightly around the sides of your lower ribs with the fingertips pointing in toward the front centerline of the body, and with your thumbs to the rear. Slowly inhale. As the abdomen expands slightly downward and forward (with the lower back staying flat), feel your lower ribs move out to the sides. Then, as you complete the breath in, feel your chest expand comfortably, exhale slowly, releasing muscle tension. Repeat this pattern for 2-3 minutes. Do the exercise several times a day.

Sleeping In A Stress Free Way

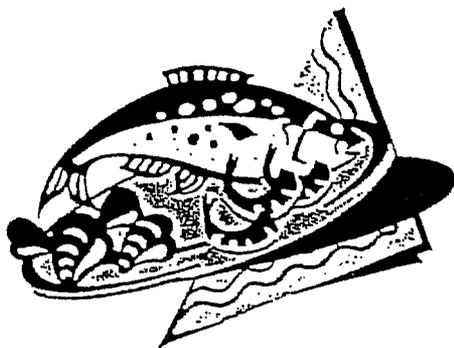


Researchers report that many of us are suffering from chronic sleep deprivation. We either don't get enough sleep, or we sleep poorly. The stress of even one sub-par night of sleep reduces mental and physical performance by as much as 30

percent. Poor sleep causes irritability, anger, job errors, slower healing and lowered immunity. The number of hours slept is not as important as the *quality* of your sleep.

Activity Plan: Achieving Restful Sleep

1. Establish regular sleep pattern or sleep-wake cycle in which you have the same bedtime and the same rising time each day - even on week-ends and during vacations.
2. Exercise regularly- but not within two hours of bedtime.
3. Eat wisely. This means avoiding caffeine and alcohol within three hours of bedtime.
4. Reserve your bed only for sleeping and nurturing, intimate relations.
5. Relax before falling asleep using short relaxation exercise explained before, or another method.
6. Design an optimal sleep environment which means a firm, supportive mattress, room temperature between 68-70 degrees, and a dark, quiet, sleepy room. If external noises cannot be controlled, use ear plugs or a "white noise" machine or continuous loop sleep tapes (i.e. ocean sounds).



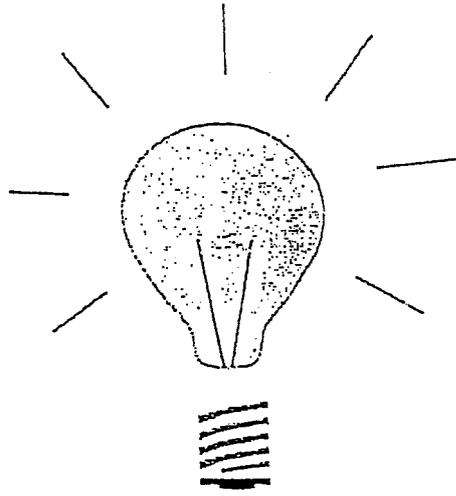
Adopting a Stress-Free Diet

Food stress is one of our least recognized stressor. The fact is that the food - and food additives and preservatives - we eat over a lifetime has a major influence on our health and well-being. Recently

the Surgeon General reported that the average American diet is a causative factor in seven of the ten leading causes of death.

Exercise: Healthy, Stressless Nutrition

1. Eat an exceptionally varied diet consisting of fresh food high in complex carbohydrates and fiber, moderate in proteins and low in fat, cholesterol and salt.
2. Eat smaller amounts of food more often. Specifically this means frequent small meals and light snacks five or six times a day, instead of the traditional three heavy meals most of us eat.
3. Control your fat intake. By eliminating excess fat you not only improve your health but can also reduce body weight. Becoming a label reader is essential.
4. Reduce your cholesterol intake. Blood cholesterol levels of 180 mg/dl or lower are recommended.
5. Eat slowly and relax before during and after each meal or snack. Nausea, heartburn, diarrhea and weight gain are the result of stressful eating pattern.
6. Drink plenty of extra water between meals and snacks. Water is a forgotten nutrient and even minimal dehydration has been shown to cause fatigue, incoordination, and decrease mental functioning. A total of six to eight glasses daily is suggested.



Using The One Second Emergency De-Stressor

The *Instant Calming Sequence* is a simple stress-breaking strategy which can effectively neutralize negative stress in less than one second. The strategy can almost miraculously reverse your physical and mental responses to negative stressors. The calming sequence reverses these

responses: Uninterrupted deep breathing in place of the halting shallow breaths; a positive, slight smile instead of the worrisome look; full balanced posture and a wave of relaxation in place of the tense slouch, and mental control replacing your negative or fearful thoughts.

Exercise: Instant Calming Sequence

Select a stressful problem situation and vividly imagine the circumstances. Roll the slow-motion mental videotape backward in your mind's eyes until you catch the very first signal that the problem is starting to distract or hurt you. Stall the stress signal right there. Picture yourself effortlessly, successfully going through the ICS: 1) continue breathing, 2) positive face, 3) balanced posture, 4) wave of relaxation, and 5) mental control. Now repeat the process, a little faster. Practice the sequence a number of times a day, using different stress cues, increasing the vividness of the mental images and the speed of your ICS response.

If at first you have difficulty with any of the steps, practice them one at a time until they become comfortable. If you get partially into the ICS and find yourself starting to lose control, back the sequence up and slow things down. Be absolutely certain that you freeze the image of the stress cue at the first instant - don't let the stressful image keep rolling to the point at which you become anxious. The goal of this practice is to automatically slip the ICS into the situation right behind the first signal of stress. This can make all the difference in the world in the outcome. When rehearsing for very intense situations, you might try lightening the image of the stress signal (by seeing yourself move farther away from it in your mind or by dulling the vividness of the scene) until you're at ease with using the ICS to handle it.

Developing an Optimistic Outlook

The impact stress has upon us depends not only on the stressor itself, but also on how we perceive, explain, and react to it. There are two basic views or ways of explaining stressors or bad events: pessimism and optimism. Pessimists blame themselves for negative stressors, believing the negative will last a long time and affect many aspects of their lives. Optimists tend not to blame themselves or if they do, see negative stressors as having only short term impact and limited

consequences. Individuals with highly pessimistic views have increased susceptibility for depression, illness and premature death, while optimistic individuals appear to be more protected or stress proofed against these susceptibilities. There are two general ways to undo pessimistic beliefs once you are aware of them. The first is to distract yourself when they occur, and the second is to dispute them.

Exercise: Undoing Pessimistic Thinking

Distraction can be accomplished by wearing a rubber band around your wrist and snapping it hard to stop ruminating about negative thought. Snap the band each time a pessimistic thought occurs. The sting from the rubber band provides an effective distraction. In a week such strategy can greatly reduce the number of such thoughts. But the main tool for change is disputation. Practice disputing your automatic pessimistic explanations regularly from now on. Anytime you find yourself down, anxious or angry, ask what you are saying to yourself. Occasionally the belief will turn to be accurate; when it is, concentrate on the ways you can alter the situation and prevent adversity from becoming a disaster. Usually, your negative beliefs are factually incorrect. Don't let them run your emotional life. Unlike losing weight, learning optimism is easy to maintain once you start.

PART II: RELATIONAL STRESS STRATEGIES

Expanding Your Support System

Research has repeatedly demonstrated the link between the strength of positive personal relationships (social support systems) and our emotional and physical resilience (capacity of recuperating) under severe stress. When stress

levels are high, people without psychological support suffer up to ten times the incident of physical and emotional illness as those who have a strong social support system.

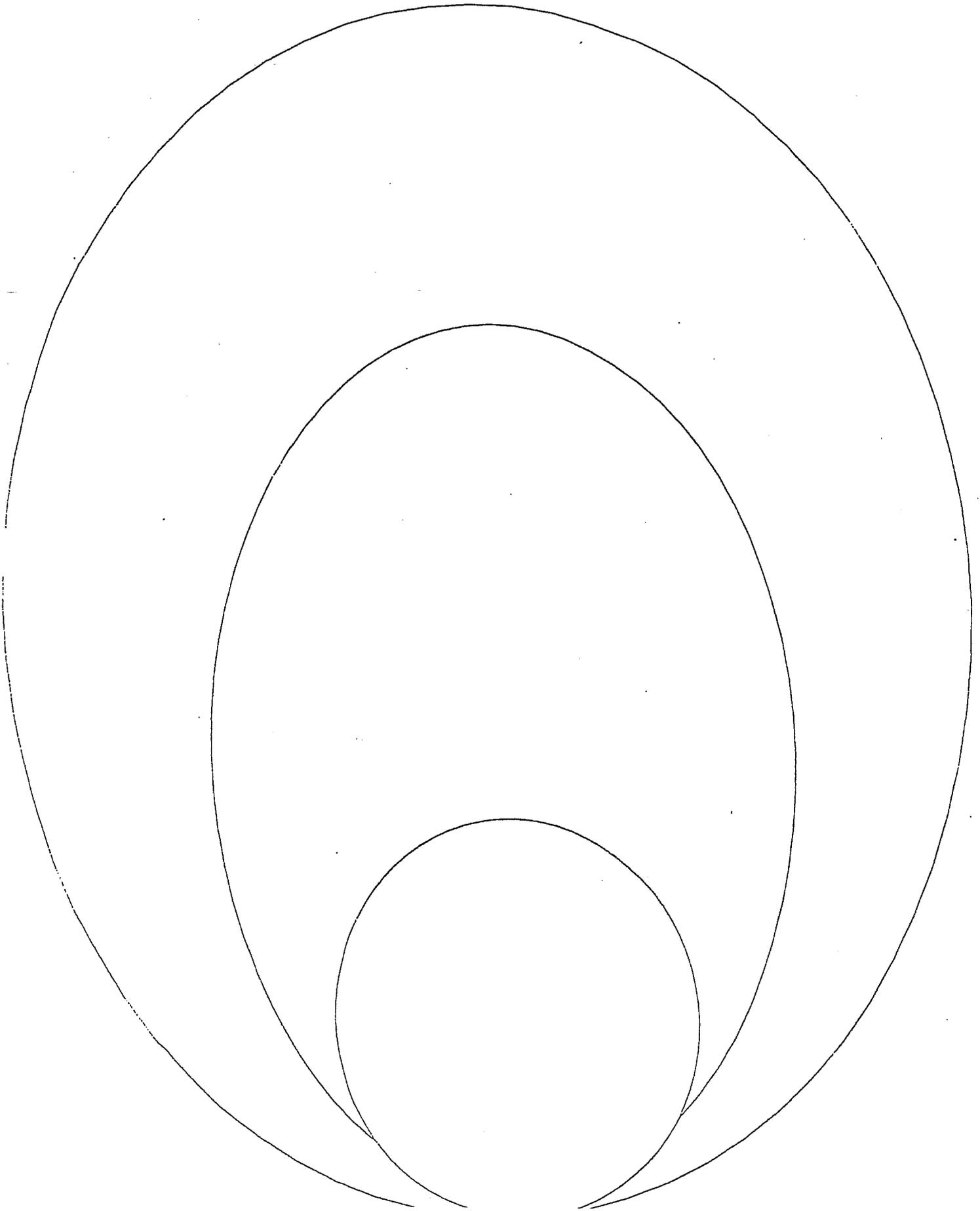
Exercise: Expanding Your Support Network

In the smallest circle list the names of the people with whom you have the strongest, closest bonds who you know you can count on to be there for you in any situation. In the next larger circle list those whom you would like to be able to talk with and count on if you were having a hard time. In the largest circle list those from whom you'd feel comfortable spending time with, sharing a meal, or receiving a letter. When you've finished your support network diagram, take a few minutes to review each name, remembering the kind of support you've received from and given them. You might find yourself wishing there were more that you were closer to. If so, list these names on another sheet of paper and consider how you might like to contact this person, by phone, by letter or gift and let them know how really important they are to you.

(see next page for circles)

YOUR SUPPORT SYSTEM CIRCLES

(see page 7 for instructions)





Positive relational Skills

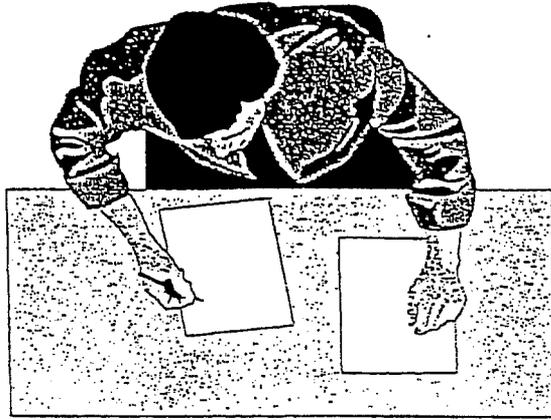
Poor relationship skills probably account for more distress and dissatisfaction in marital and other close relationships than any other cause. There are several skills that are necessary for effective,

harmonious relationships. These include: developing honest, congruent communication, developing a process for resolving conflicts.

Exercise: Sharing Feelings

Set aside ten minutes a day, allowing five minutes for each to express feelings. When one person talks, the others listens and no comments are permitted. You both share what is on your mind, in your heart, and what you are experiencing: hopes, fears, apprehensions, joys, sorrows, feelings of anger and enthusiasm.

Regular sharing allows two individuals to share the important things that are rarely shared but are essential for people who love one another. Recognize that this sharing exercise is not an opportunity for you to ventilate or attempt to manipulate by making the other person responsible for your emotions, nor is it a time to make demands or requests.



PART III: JOB STRESS STRATEGIES

Increasing Job Control

Job related stressors may affect you more than you realize. This is largely due to the increasing influence work has in our lives today. We usually identify ourselves with what we do. We are likely to spend more hours in our work than any other activity, including sleep.

Job strain is a term used to describe the particular stressors of a given job. The most job strain occurs in jobs which have high demand and low control such as assembly workers, telephone operators and key punchers. The least job strain occurs in top executives and architects who have considerable control over their jobs.

Activity Plan: Enhancing Job Control

Consider your current job in terms of its psychological demands and level of control or autonomy. If you are overstressed, and your job control is low, consider the following:

- a. Talk to your immediate boss about ways of increasing decision making about deadlines, performance standards, flexibility in work hours, etc.
- b. In some instances, increasing decision latitude will not be sufficient. Job redesign may be in order. Although a worker may have some input into this process, it usually involves major commitment from management and possibly a union representative as well as skilled job redesign consultants.
- c. If there appears to be little change possible, you might consider a job or even a career change.

Using Rest Breaks to De-Stress

A normal part of everyone's 24 hour sleep-wake cycle is a series of rest activity cycles of approximately 90-120 minutes. During the first hour or so of each cycle we experienced heightened physical and mental alertness and energy in which our skills, memory and learning abilities are heightened ("peaks"). For the next 15-

20 minutes our performance drops to low levels "troughs" during which we may yawn, become easily distracted and feel like napping. During this period the body and mind revitalize, if we allow it. Unfortunately, most of us override this signal setting the stage for stress ranging from fatigue to psychosomatic problems.

Exercise: The 3-Minute Stress Break

We feel better and work more efficiently when we're not fighting our body rhythm cycles, but rather take advantage of our natural peaks and troughs. So, plan important meetings and highly demanding activities during your peaks, and less demanding activities like opening mail, during troughs. When you first recognize yourself going into an energy trough, and it is possible and safe to do so, let yourself go with the flow: "phase out" for two or three minutes while sitting at your desk or in an easy chair. Daydream, take a few deep refreshing breaths or just "be". Then stretch a little and return to your task refreshed. If such a short rest break "phase out" is not possible, you might momentarily shift to a less demanding task, such as routine filing or reorganizing tasks, make a personal phone call, head over to the water cooler or talk to colleagues. As you return to your regular task you should feel more refreshed and de-stressed.

AFTER A CRITICAL INCIDENT

A critical incident is anything that occurs out of the ordinary and has the potential to cause psychological and/or physical repercussions. The fact that in corrections work things like riots, inmate on inmate attacks, inmate on officer attacks, suicides and exposure to diseases such as AIDS and Hepatitis is often part of the job doesn't make them less critical. In fact, a danger in this work is to believe you can just handle all of this - that to get help means you're weak. Certainly you do learn to deal with things the general public would find distressing, however, you are not immune from the impact of these events. There is also a higher than average death rate among correctional and other law enforcement personnel, and that also takes a toll. The longer you try to ignore your feelings, the bigger the pile gets! Read below to see if you see yourself. If you do, reach out, call your EAP, or another professional of your choice for assistance.

SIGNALS THAT AN OFFICER IS STUCK AND NEEDS FURTHER HELP

****The following is adapted from Roger Soloman, Ph.D.:**
"I'm Stuck and Better Do Something About It!"

1. **Intrusive Images.** Distressing memories, thoughts, nightmares and flashbacks. Flashbacks can be both auditory, as well as visual.
2. **Distress at exposure to events that resemble or symbolize the event.** Officer avoids thoughts and emotions connected with the incident, or activities or situations that arouse memories of the trauma. This may sound like a good thing to do. After all, why talk about a highly distressing situation. While this attitude is understandable, if a person cannot talk about the situation without undue and uncomfortable emotions, then they have not properly processed the incident. Typically this pattern of avoidance intensifies and spreads, as other symptoms appear and worsen.
3. **Numbing or restricted range of emotional responsiveness.** To defend against the painful emotions surrounding the incident, a person may shut off all emotions. This of course is not a practical solution! We need to experience emotions, feelings and relationships. Life in general sours if we disconnect ourselves from our feelings.
4. **Excessive stress reactions.** The physical symptoms of stress are powerful. They result from the "fight-flight response" which is designed to prepare our bodies for danger. However, if get our bodies stuck in this overdrive mode, we can wear ourselves down physically and emotionally. At a certain point, by reliving the

critical incident and not getting over the trauma, we can reset our body's stress trigger. In fact, we can develop a "hair trigger" to stress thus putting a tremendous burden on our physical health.

5. **Hypervigilance.** It is common and normal for police officers to be more alert to danger than the average citizen. However, after a critical incident, the officer may find himself in high gear and unable to downshift. This constant state of hypervigilance can become intrusive, uncomfortable, and physically exhausting.
6. **Overreaction/under-reaction/risk taking.** Surviving a Critical Incident can put a dent in your spirit. This can result in some behavioral changes on the job as one tries to adjust to the situation. Officers may find themselves under-reacting with a "who gives a shit" attitude. The opposite may occur with the officer "not letting anyone get something over on me"! Finally, we see some officers start to take excessive risks. This behavior may serve the purpose of distracting them from painful thoughts of the incident. In addition it may afford them with an adrenaline high that can become addictive.
7. **Increased irritability, anger, or rage.** This symptom can be very disruptive to an officer's life. It can push away his friends, destroy his family life, and gain him a reputation that hurts him on the job.
8. **Obsession with the Incident.** It is both normal and healthy to talk about the incident for a time after it has occurred. However thoughts and images of the incident can take over! Images become easily triggered and one seems to be stuck in the past with difficulty looking toward the future.
9. **The incident triggers feelings associated with past events.** An incident may cause thoughts/feelings/images of the past negative events to resurface. This can be true even though it was thought that the past incident was dealt and gone. What can really be problematic is that images of past incidents with apparently little relationship to the current incident can be triggered. For example, seeing a dead child in an auto accident can cause a childhood memory of a friend moving away to resurface.
10. **Self-doubt, guilt, second guessing oneself.** An officer may become obsessed with his/her mistakes be they real or imagined. The "what ifs" start to take over. Feelings of inadequacy will then follow. Life no longer goes forward, but stays stuck in the past.
11. **A growing sense of isolation develops.** The officer may have been involved in a uniquely bad situation. Even with support, however, he/she starts to think, "No one understands what I'm experiencing". To some extent, this may be true. However, there is a trap in this way of thinking. You may push your friends and family away and fulfill your own prophecy that you are alone. At that point the officer may feel lost, abandoned, and different than others.

12. **Intense or sustained feelings of depression, grief, loss of control.** A critical incident by its very nature can make us feel out of control of our lives. It puts us real close with the reality that the world is a dangerous place to live. Officers need to feel that they have control. It is fundamental to their ability to cope. A critical incident can take this coping device away from us. Depression and grief follow. This creates a cycle of intense emotion geared to allow us to feel in control but serving only to take us farther from it.
13. **Mental confusion.** Increased distractibility, difficulty concentrating or making decisions, poor judgement.
14. **Development of suspiciousness in dealing with others.** Since the critical incident was probably unexpected and painful, we try to gear ourselves to not being hurt in the future. We start to distrust all that is around us. We hope that by assuming the worst, we will not be surprised and hurt. Unfortunately, when this defense runs amok, it prevents us from seeing the good in people. It keeps us from making friends. It puts us on the path to cynicism.
15. **Relationship problems.** An officer may withdraw from his friends and family. He may in fact actively push them away. He may experience problems dealing with supervisors and peers were previously he had none.
16. **Decline in work performance.** Increased absenteeism, burn out, decline in productivity and quality of work.
17. **One may have little or no noticeable initial reaction to the incident, but reactions occur months later.** This can be a problem if the officer does not see the connection between the incident and his/her current emotional troubles. The emotions may be triggered by some similar event, the relaxing of defenses such as denial, or occur for no known reason as if "out of the blue".
18. **Self-destructive behavior.** Substance abuse, poor judgement, and inappropriate decision making may result. These decisions may or may not have to do with the job. For example an officer may decide at this point to have an affair or divorce. Decisions that will complicate his/her life and often result in regrets later on.
19. **IN SOME CASES, SUICIDAL THINKING MAY RESULT. FEELINGS OF DEPRESSION, DESPAIR, GUILT AND ANGER MAY PULL AN OFFICER DOWN TO THE POINT OF TAKING HIS/HER OWN LIFE.**

**OVERHEADS FROM THE
T4T PRESENTATION
YOUR USE ONLY**

The FOCUS Program

Families,

Officers and

Corrections

Understanding

Stress

DOC Training for Trainers Agenda

28 April 2000

- I. Welcome and Introductions**
- II. Learning Objectives, Agenda, and Expectations**
- III. History of the FOCUS Program**
 - A. Union Involvement**
 - B. Project Description and Expansion**
 - C. The System-wide Survey**
- IV. Training Insights**
 - A. Adult Learning Styles**
 - B. Facilitated Training Not a Content Training**
 - C. Obstacles Encountered**
- V. Review of Curriculum**
 - A. General Walkthrough and Review of Hand-outs**
 - B. Demonstration of Each Section -- Communication, Conflict Resolution, Stress Management/Reduction**
- VI. Where to Focus on “FOCUS”**

DOC T4T

Introductions

- ◆ Who you are**
- ◆ Where you work**
- ◆ What your responsibilities are**
- ◆ The first musical group you heard live**

DOC T4T

Learning Objectives

- ◆ **To understand the history of the FOCUS project**
- ◆ **To understand the facilitative training model of the FOCUS trainings**
- ◆ **To learn how to utilize the curriculum and the curriculum resources**
- ◆ **To develop a network among the T4T FOCUS trainers**

DOC T4T Expectations

- ◆ **R = Respect**
- ◆ **O = Openness, Ouch**
- ◆ **P = Participation**
- ◆ **E = Enjoy**
- ◆ **S = Stretch**

The FOCUS Program

a collaborative effort between

- ◆ the Connecticut Department of Correction
- ◆ the American Federation of State, County, and Municipal Employees (AFSCME Council 4 and Locals 387, 391, and 1565)
- ◆ ETP Inc. (a nonprofit organization contracted to provide employee assistance services to DOC employees)

(NIJ grant award #98-FS-VS-003)

The FOCUS Program as Implemented -- Process

- **Planning**: weekly to twice-monthly meetings were held between the three partners for four months to re-plan the project before the initial survey
- **Facilities** were: York CI, Cheshire CI, Webster CI, Northern CI, and Hartford Correctional Center

The FOCUS Program as Implemented Process, page 2

☛ Required Training:

Union representatives requested and DOC administration agreed to add FOCUS to the annual IST program for all officers.

☛ Survey:

The union had been urging a research study on officer stress for five years. The planning committee decided to fund university-based researchers to conduct a major pre- and post-research evaluation of issues and stressors faced by officers and to evaluate the effectiveness of the project.

The FOCUS Program as Implemented Process, page 3

➤ Other Components:

The warden training, the TOT with the DOC Training Academy, two health fairs, topical newsletters, information in union and administration newsletters, an advance training targeted for families, and a variety of resource materials for officers and family members enhanced the core training in the project.

The FOCUS Program as Implemented -- Pre-Survey

- S&R Associates were contracted to complete the survey (John B. Rogers, Ph.D. and Mark E. Sullivan, Ph.D.).
- Twenty 20-officer focus groups were convened by S&R Associates to develop survey questions.
- The planning committee members and additional officers completed the survey early to “test” the instrument.

The FOCUS Program as Implemented Pre-Survey, page 2

- ☛ The DOC administration provided an hour for each of the 4,100 CT officers to complete the survey while on the clock.
- ☛ AFSCME representatives handed-out and collected the survey.
- ☛ Approximately 55% of the officers completed the 352 question research instrument.

The FOCUS Program as Implemented Pre-Survey, page 3 -- Findings

- ☛ **2,180 officers completed the survey:** (82.4% male, 17.5% female; 64% White, 21.3% African American, 9.7% Hispanic, 2.4% West Indian-Caribbean, 1.5% Native American, .6% Asian American, .5% Other)
- ☛ **Facility:** York CI (7.3%), Cheshire CI (9.7%), Webster CI (3.1%), Northern CI (6%), Hartford CC (2.9%) of all surveys completed
- ☛ **Shift:** 44.8% 1st, 36% 2nd, 18.4% 3rd, .7% rotating
- ☛ **Rank:** .1% cadet, 2.7% probationary officer, 89.9% officer, 7.3% 5 and 2 officer

The FOCUS Program as Implemented Pre-Survey, page 4 -- Findings

- ☛ **Education:** .9% less than high school, 37.1% high school diploma or GED, 50.5% technical degree/some college/AA or AS degree, 10.7% BA or BS degree, .9% MA/ MS/Ph.D.
- ☛ **Marital status:** 56% married, 22.6% single, 11.3% divorced, 6% other, 3.1% separated, 1% widowed
- ☛ **Ever divorced:** 26.5% yes
- ☛ **Spouse/SO have a job:** 71.5% yes
- ☛ **Any immediate family ever worked for DOC:**
23.6% yes

The FOCUS Program as Implemented Pre-Survey, page 5 -- Findings

- **Chronic health problems:** 3.7% diabetes, 15.4% chronic low back pain, 4.6% clinical depression, 2.7% taking medication for depression, 17.4% high blood pressure, 1.1% liver disease, 1.3% heart disease, 22.9% smoke cigarettes
- **Away from work in last 3 months:** 8.1% due to stress, 42.3% for personal illness, 50.3% for sick family member, 4.6% to care for elderly parent, 7.9% for mental health day, 4.7% for work-related injury, 24.5% for personal leave or emergency, 45.1% for planned vacation, 1% administrative leave with/without pay

The FOCUS Program as Implemented Pre-Survey, page 6 -- Findings

- ☛ **Increased alcohol consumption in last 6 months:** 13.5% yes
- ☛ **Take prescription drugs to relieve stress and/or anxiety:** 9.7% from 1-2 times in last 6 months through daily
- ☛ **Feel emotionally drained from my work:** 19.4% never, 53.9% < a few times a month, 26.7% > once a week (including 4.3% daily)
- ☛ **Feel used up at end of the workday:** 19.2% never, 47.6% < a few times a month, 33.3% > once a week (including 7.4% daily)

The FOCUS Program as Implemented Pre-Survey, page 7 -- Findings

- ☛ **Feel fatigued when I get up to face another day on the job:** 25% never, 46.5% < a few times a month, 28.6% > once a week (including 7.9% daily)
- ☛ **Feel burned out from my work:** 31% never, 47.5% < a few times a month, 19.7% > once a week (including 4.7% daily)
- ☛ **Working with inmates puts too much stress on me:** 38.6% never, 47.7% < a few times a month, 13.8% > once a week (including 3.4% daily)
- ☛ **Feel like I'm at the end of my rope:** 67% never, 25.9% < a few times a month, 7.1% > once a week (including 2.4% daily)

The FOCUS Program as Implemented Pre-Survey, page 8 -- Findings

- ☛ **Feel frustrated by my job:** 25.7% never, 46.7% < a few times a month, 27.6% > once a week (including 9.1% daily)
- ☛ **Have become more callous towards inmates since I took this job:** 43.5% never, 35.1% < a few times a month, 21.3% > once a week (including 10.8% daily)
- ☛ **Feel job is hardening me emotionally:** 34.4% never, 35.9% < a few times a month, 29.8% > once a week (including 16% daily)

The FOCUS Program as Implemented Pre-Survey, page 9 -- Findings

- ☛ **Administrative support when officer is injured by an inmate:** 36.5% disagree/strongly disagree, 26% undecided, 37.4% agree/strongly agree
- ☛ **Administrative support when incident concerns inmate:** 22.6% disagree/strongly disagree, 31.9% undecided, 45.5% agree/strongly agree
- ☛ **Administrative support when officer subject of investigation due to inmate accusation:** 58.9% disagree/strongly disagree, 27.4% undecided, 13.7% agree/strongly agree

Key Learnings

1. The curriculum must be *adaptable* and address survey results around conflict resolution and communication in order to address stress management/reduction.
2. The project must be a *cooperative effort* between the DOC administration and union.
3. The key stress producers for DOC employees are *supervisors and the administration*.
4. The project coordination and training must be conducted by a third party for *sharing to be honest*.
5. Officers felt that work stress was not being *brought home* to the family.
6. The project helped officers to learn new *tools and insights*.
7. The DOC administration must be committed to changing the *culture of the work setting* if the project is to be successful in the long-term.

Adult Learning Principles

1. Focus on real world problems
2. Emphasize how the learning can be applied
3. Relate the learning to the learners' goals
4. Relate the materials to the learners' past experiences
5. Allow debate and challenge to ideas
6. Listen to and respect the opinions of learners
7. Encourage learners to be resources to you and to each other
8. Treat learners like adults
9. Treat learners with RESPECT

Dale's Cone of Experience

People generally remember:

10% of what they READ

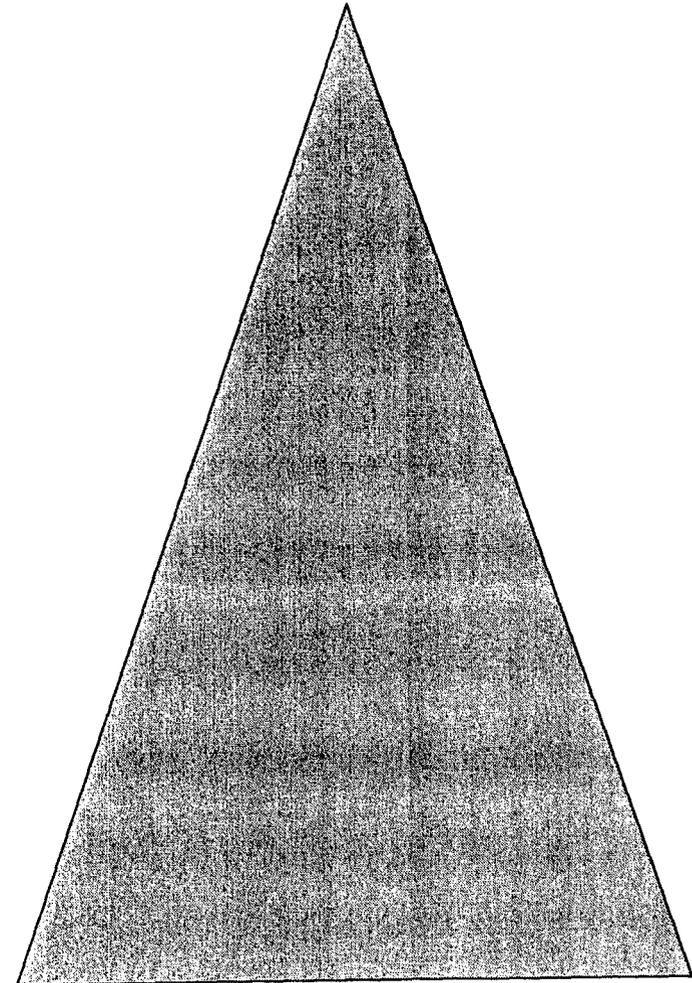
20% of what they HEAR

30% of what they SEE

**50% of what they HEAR &
SEE**

**70% of what they SAY or
WRITE**

**90% of what they SAY AS
THEY DO A THING**



Adult Learning Theory

Part 1

How adults learn from us:

- ◆ **Verbal (what we say) = 7%**
- ◆ **Vocal (how we sound) = 37%**
- ◆ **Visual (how we appear) = 55%**

-- from communications expert, Professor Albert Mehrabian

Adult Learning Theory

Part 2

Adults learn in three ways:

- ◆ **Auditory**
- ◆ **Visual**
- ◆ **Kinesthetic**

Adult Learning Theory

Part 3

Basic methods for helping people learn:

- ◆ **Lecture**
- ◆ **Discussion**
- ◆ **Experiential**

Content Expert vs.

Facilitator

Presents information



Guides discussion

Provides the right answers



Provides the right questions

One-way communication



Two-way communication

Leader-centered



Group-centered

What is a Facilitator

It is the responsibility of the facilitator

- ◆ to help the group focus its energies on a task**
- ◆ by suggesting methods and procedures**
- ◆ protecting all members of the group from attack, and**
- ◆ making sure that everyone has the opportunity to participate.**

The Ideal Facilitator

“The best facilitator has unobtrusive chameleon-like qualities:

- ◆ gently draws group members into the process;**
- ◆ deftly encourages them to interact with one another for optimum synergy;**
- ◆ lets the dialogue flow naturally with a minimum of intervention;**
- ◆ listens openly and deeply;**
- ◆ uses silence well;**
- ◆ plays back group member statements in a distilling way that brings out more refined thoughts or explanations;**
- ◆ and remains completely non-authoritarian and non-judgmental.”**

(paraphrased from Karger, 1987)

Phases of Group Development

- ◆ **Forming** This is an *orientation* phase
- ◆ **Storming** This is an *organization* phase
- ◆ **Renorming** *Data flow* becomes a reality during this phase
- ◆ **Performing** This is a *problem-solving* phase for groups

FOCUS I



Families Officers and Corrections Understanding Stress

Curriculum

Training lesson 2

***The national Institute of Justice Grant Award
#98-FS-VX-0003 funded the development of this
curriculum***

FOCUS: Part II Handling Stress

Susan D. McLaughlin, M.P.A., CPP-R

Morning Session: 3 Hours

- I. Introduction/Overview: Define favorite stress management activities and categorize them into physical, emotional, mental, or spiritual dimensions. Discussion of self as a multi-dimensional being with the need for variety in activities.**
- II. Focus on you: Review of concepts from previous training and introduce reframing and next steps for each of the concepts covered. Include discussion of loss and transition into the risk factors.**
- III. Where stress comes from: Bullseye Brainstorming, discussion of the seven areas stress comes from and the degree of control we have over each.**
- IV. Relaxation Exercise and Response Sheet**

BREAK

- V. Point of View: Small group exercise. Review of concepts from Managing Conflicts. Reading of short story and presenting each point of view represented in the story, defending that view and determining outcome.**
- VI. Selected grounding techniques**

AFTERNOON SESSION: 3 Hours

- VII. Breathing, grounding, and stress management techniques**
- VIII. Stress Ladder: Discussion and examples**
- IX. Developmental Affirmations: Discussion and selection**

BREAK

- X. Personal Support Network: Discussion and demonstration. Participants will create their own personal network and share with partner**

The National Institute of Justice Grant Award # 98-FS-VS-003 funds this program

- XI. Stress Relievers/Resiliency Enhancement: Review of previous training, introduction of additional concepts, along with the practice of building some into your personal day on a routine basis.**
- XII. Guided Journey Exercise: Following guided meditation, participants complete a written exercise which will be mailed to them in two weeks as a follow up to the training.**

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FOCUS Part II: Handling Stress

Participants introduce selves:

Break into partners and share:

- Name and facility
- Favorite (and effective) technique for managing stress

Do you consider this technique to be:

- A physical activity
 - A mental activity
 - An emotional activity
 - A spiritual activity
- Why?

Review the concepts of the person as a multi-dimensional being:

- The dimensions of one's life are spiritual, emotional, physical and mental
- In order to maintain health there has to be a balance within these areas. There is a high likelihood of stress related problems if there are significant weaknesses in any of these areas. No one will have an equal balance; some may have a higher degree of activity in the physical or emotional realms, based on preference. It is important to look at how and where these play out in your life, where are any weaknesses, or areas the participants would like to expand.
- Brief group discussion around which areas are their strongest, and which areas might they want to expand upon.

Recap of the previous training:

- Review concepts, results/brainstorming from the previous training, and elicit feedback from participants regarding their thoughts about it. What have they done differently, what has been helpful, etc.

Where does your personal stress come from/sphere of influence:

- In small groups, brainstorm sources of stress based on "Stress Bull's-eye."
- 7 sources of stress, in a bull's-eye formation, from the center, outward are: Self, Family, Friends/peers, Work/school, Community/society, Media, Environment.

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- Use large sheets of paper and markers, have the groups choose someone to write and someone to report out in the large group.
- During reporting out, look at both the frequent similarities of items as well as any unique areas that come up.
- Look at the items in terms of participant's Sphere of Influence – what is the level of their ability to directly control and influence the stressor. Compile a list of items that can most readily be influenced by participants.

Relaxation exercise and response sheet:

- Have participants fill out the first part of the relaxation response sheet
- Lead group in progressive relaxation exercise
- Have participants fill out response sheet at end of exercise
- Ask for comments/discussion

Point of View:

- Review concepts of Managing Conflict and listening from previous training
- Have the group designate 4 members to act as characters from upcoming story, 2 or 3 to act as a jury to determine the hero and the villain, and 1 or 2 to be observers only of the process.
- Read the short story out loud – story is also in the participant handouts.
- In character, the four “actors” play out the story, uninterrupted by the jury, defending their point of view for the judges.
- Judges then have the opportunity to question the characters, and determine who is the hero, who is the villain
- Observers do not speak, but observe the process, and comment only at the end of the exercise, giving feedback to the group.
- Bring larger group back to get highlights from each table concerning process.

Breathing, grounding, and stress management techniques:

- The overall importance of being grounded and breathing deeply as opposed to our normal “shallow breathing”
- “Drop your dragon tail” – participants stand and imagine themselves supported in a “tripod” fashion instead of two legs – this offers firmer grounding, strength.

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- “Push roots out from the soles of your feet to the earth” – similar to above, but is on two legs, firmly plants a person, again, strength, unlikely to fall/waiver.
- Three deep breathes" - in through the nose, out through the mouth – allows for grounding and clearing the head.
- Positive affirmations – self statements that give permission to feel anger, have needs, be frightened without losing personal power.
- Brain Buttons/Hand Acupressure – acupressure points that stimulate the immune system and your natural relaxation response.
- “Thymus thumping” – repeated thumping in the thymus area, below throat, to stimulate relaxation and immune systems.
- “Favorite Spot” exercise – initially can be done as long relaxation exercise that has participant get into a state of relaxation and then visualize a special place – the participant can learn to quickly take a “mental vacation” to their place in a matter of minutes.
- When in conflict, two other techniques can be added – “This is me – this is you” – where participants practice” setting boundaries between themselves and another, by repeating “this is me – this is you”, out loud at first, and then without saying the words out loud. “The nose bridge” where participants practice looking at the bridge of the nose of their partner during a conflict, avoiding direct eye contact, and, helping with boundaries.

Developmental affirmations:

- Discussion around affirmations, their value, and how they can be used – examples are in the handouts. Initiate discussion about those in their handouts as well as encouraging individuals to develop their own affirmations.
- Review the concepts of the previous stress relievers and the importance of building some time in the day to practice and use these tools.
- Resiliency enhancement vs. immediate stress relief – the daily practice of some of these techniques leads to resiliency, or the ability to recover from and/or adjust to stress and change. Although the immediate stress relievers work, it is better in the long run to focus on overall strength.

Personal support network:

- Brief discussion around the importance of the personal support system. I.e., friends, family, work, community, church, etc.

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- Have individuals draw their support system on large newsprint, using markers – drawings can be any style, symbolic, realistic, words, picture, anything goes! Participants should place themselves in the picture as well.
- Share within their group.
- Share a few within the large group – look for differences and similarities in people's networks.

Stress strategies coping ladder:

- Direct people to the handout
- Discuss the steps, elicit discussion around individual experiences, and look at the pros and cons of each step.
- Have table groups work in dyads or triads to share a stressful situation and where they typically are on the ladder in terms of resolving it. Partners give feedback – what could be different, would something else work better, etc.

Guided journey, with silent written exercise:

- Instruct the group that there will be a guided journey/deep relaxation exercise followed by a silent written exercise, to close the day. Give each participant the letter to self, face down on the table, along with a blank, legal sized envelope, with this instruction: When the relaxation exercise is done and you are ready, **in silence**, fill out the letter, fold it and place it in the envelope. Address the envelope to your self and leave it in front of you.
- Lead group through a deep relaxation and guided journey, using music and very low lighting.

Wrap up, final comments, questions, and evaluations

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FOCUS II

HAND OUTS

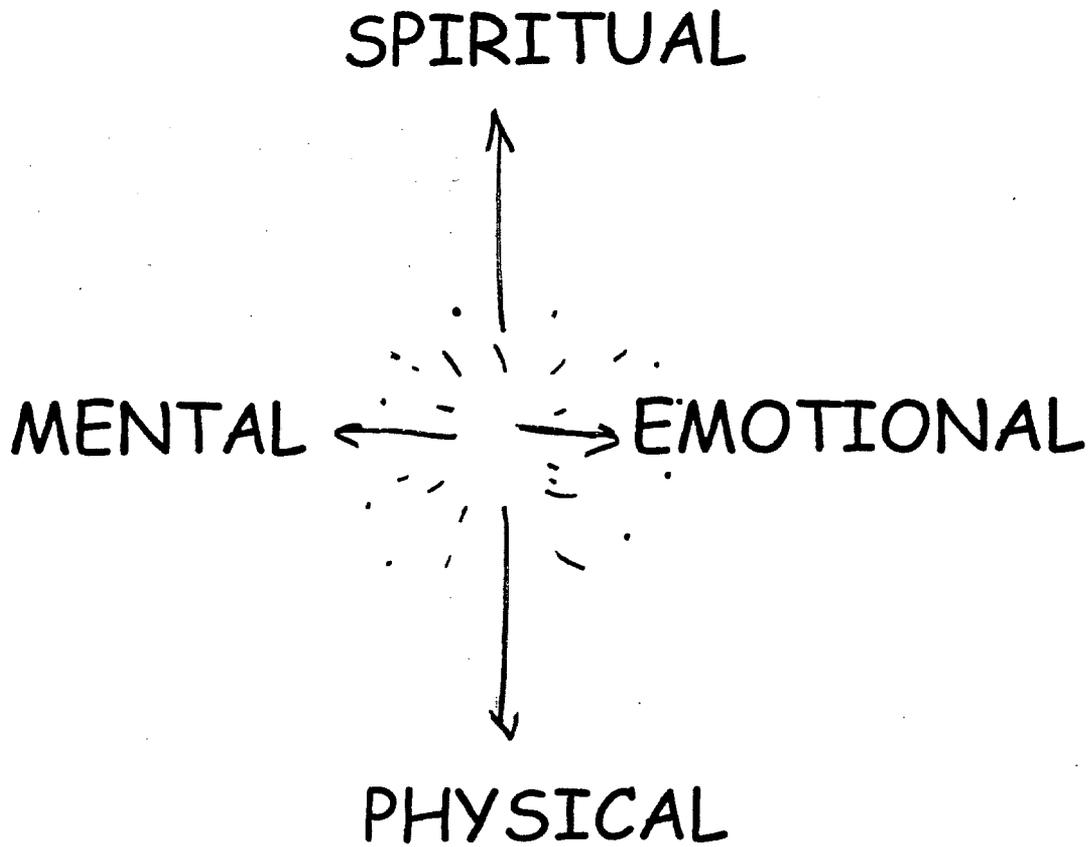
**The National Institute of Justice Grant Award
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curriculum**

FOCUS ON YOU

HANDLING STRESS

February 28, 2000
Brought to you by the
FOCUS Committee
Presented by:
Susan McLaughlin, MPA

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program



SDMcLaughlin, MPA, CPP-R, 2/2000

FOCUS ON YOU

Past agenda included:

WHAT IS STRESS

WAYS TO REDUCE STRESS

MANAGING CONFLICT

ACTIVE LISTENING

SOCIAL SUPPORTS

RISK/RESILIENCY

Today's agenda will include:

PROBLEM
IDENTIFICATION

STRESS RELIEVERS

POINT OF VIEW

LISTENING
TECHNIQUES

PERSONAL SUPPORT
NETWORK

RESILIEINCY
ENHANCEMENT

SDMcLaughlin, MPA, CPP-R, 2/2000

The Old Grandfather, and the Grandson A Folk Tale

The grandfather had become very old. His legs wouldn't go, his eyes didn't see, his ears didn't hear, and he had no teeth. And when he ate, the food dripped from his mouth.

The son and daughter-in-law stopped setting a place for him at the table and gave him supper in back of the stove. Once they brought dinner down to him in a cup. The old man wanted to move the cup and dropped and broke it. The daughter-in-law grumbled at the old man for spoiling everything in the house and breaking the cups and said that she would give him dinner in a dishpan. The old man only sighed and said nothing.

Once the husband and wife were at home watching their small son playing on the floor with some wooden planks: he was building something. The father asked: "What is that you are building, Misha?" And Misha said: "Dear Father, I am making a dishpan, so that when you and Mother become old, you may be fed from this dishpan."

The husband and wife looked at one another and began to weep. They became ashamed at having so offended the old man, and from then on seated him at the table and waited on him.

STRESS STRATEGIES COPING LADDER

The higher you stay on the ladder, the better you cope with stress

1. ELIMINATE THE PROBLEM AT THE SOURCE

Strategies that eliminate the stressor or demand by *direct action*. The action has an impact on people, situations or the environment. Example: If your job tasks conflict with each other, attempt to negotiate a permanent solution with your supervisor or co-workers.

2. CHANGE YOUR APPRAISAL OF THE PROBLEM

Approaches that change the way you *perceive* the stressor, without directly affecting it or avoiding the problem. In other words, *you think about the situation differently*. If your job tasks conflict cannot be eliminated, determine the proper overall job priorities and resign yourself to the fact that the situation cannot be perfect.

3. MANAGE THE STRESS RESPONSES

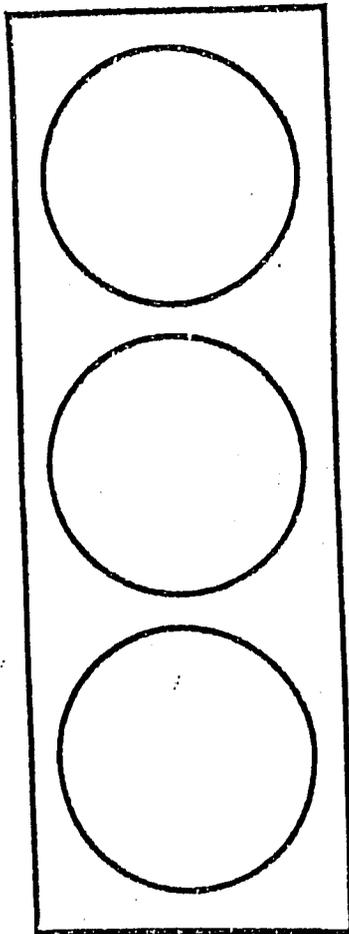
Techniques for coping with the *symptoms of the stress*, without directly changing the stressful characteristics of the situation, or the way you think about the problem. Ex: When conflicts between job tasks produce stress, control stress symptoms through stress-reducing breathing techniques. Improving your diet, schedule, exercise program, and other aspects of your lifestyle are other methods for reducing stress symptoms.

4. COUNTERPRODUCTIVE AND AVOIDANCE STRATEGIES

Activities that may reduce stress in the short run but create new problems (and new stress) in the long run. Counterproductive actions fail to address the environment, and the personal causes and effects of stress. Ex: If you cope with task conflicts by ignoring the problem and drinking to relieve the tension, you could end up with *two* problems: the unchanged job conflict *and* the effects of a drinking problem.

SDMcLaughlin, MPA, CPP-R, Work and Family Stress Management, NIDA 1988

WHEN YOU HAVE A PROBLEM:



STOP, CALM DOWN, & *say the* **PROBLEM**

think of lots of **ALTERNATIVES**

think ahead to the **CONSEQUENCES**

GO ahead and *TRY the* **BEST PLAN**

SDMcLaughlin, MPA, CPP-R, NIDA Project # R01-DA02721, 1983

*From Session I: Ways to Reduce
Stress*

Laughter

Hobbies

Vacations

Eating well

Spending time with family

Exercising regularly

Reducing caffeine, nicotine and/or
alcohol intake

STRESS RELIEVERS: When done in the moment

RESILIENCY ENHANCEMENT: When done every day

- DROP YOUR DRAGON TAIL
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SDMcLaughlin, MPA, CPP-R, 2/2000



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- My love goes with you



SDMcLaughlin, MPA, CPP-R, adapted from JI Clarke, Self Esteem: A Family Affair



RELAXATION RESPONSE SHEET

BEFORE

Physical description of how I feel:

Thoughts/feelings:



AFTER

Physical description of how I feel:

Thoughts/feelings:



SDMcLaughlin, MPA, CPP-R, 2/2000



Introduction Instructions

1. Share with a partner:

Name

Facility

A favorite technique for managing stress



2. Do you consider this technique:

A physical activity

A mental activity

An emotional activity

A spiritual activity



SDMcLaughlin, MPA, CPP-R 2/2000

LETTER TO SELF

- DEAR _____
- YOUR AFFIRMATION THE WAY YOU WANT TO HEAR IT
- SHARE YOUR GUIDED JOURNEY EXPERIENCE AND/OR SOMETHING YOU LEARNED/EXPERIENCED TODAY
- A PROMISE/COMMITMENT TO YOURSELF
- YOUR AFFIRMATION AGAIN
- ANYTHING ELSE
- SING OFF, PUT IN ENVELOPE
- ADDRESS AND SEAL ENVELOPE

SDMcLaughlin, MPA, CPP-R, 2/000

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February 28, 2000

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Presented by:
Susan McLaughlin, MPA

The National Institute of Justice Grant Award #98-F5-VS-003 funds this program

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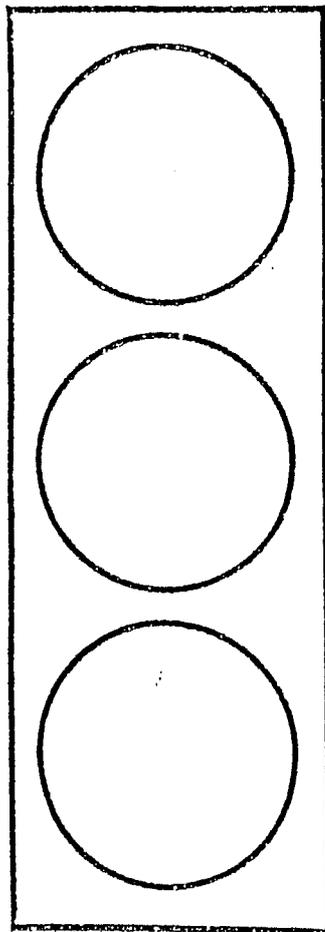
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- SHARE YOUR GUIDED JOURNEY EXPERIENCE AND/OR SOMETHING YOU LEARNED/EXPERIENCED TODAY
- A PROMISE/COMMITMENT TO YOURSELF
- YOUR AFFIRMATION AGAIN
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SDMcLaughlin, MPA, CPP-R, 2/000

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it concerns us ...**

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**Find out how much
a little talk can help.**

Just call:

**Department of Correction
Employee Assistance Program
1-800-277-9048**



ETP Inc.
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East Hartford, CT 06108-3212

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talk...**

And
we're listening.

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Assistance Program.
Always there when
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Depression. Alcohol and drug problems.

That's why we have the EAP to help
you and members of your immediate
family with problems that can affect your
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Our EAP counselors listen to your
problems and understand what you're
going through. They live in your area, know
your community and its resources, and
they **can** make a difference in your life.

Call us and talk honestly, frankly and
in **strict confidence**.

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we're listening.

Who is eligible?

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Visits to the EAP counselor are **free**.
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Is it confidential?

Yes, and it's **guaranteed** under law!
Speak freely, because what you say
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Need help?

You or a member of your family can
call the EAP directly and make an
appointment to talk to a counselor.

THE EAP BENEFIT

What is it?

The Employee Assistance Program is a pre-paid benefit that allows all DOC employees and their dependents, as well as domestic partners, access to confidential help with any number of personal problems. You can call the program 24 hours a day/7 days a week. You will see an EAP counselor in their private office, thus allowing the maximum degree of privacy.

The EAP may help you resolve your issue in the up to three sessions that are covered, or may refer you to another therapist for more in-depth counseling - it really depends on the nature and duration of the problem. The EAP sessions are at no cost to you, and any ongoing care referrals will be made under your healthcare plan so that your out of pocket costs are kept to a minimum.

What kinds of problems does the EAP see?

- ❖ Marital, relationship issues
- ❖ Drug and alcohol problems
- ❖ Gambling problems
- ❖ Depression, and other mood disorders
- ❖ Family/child problems
- ❖ Death or illness in the family
- ❖ Stress and anxiety problems
- ❖ Job/career concerns

I understand how this program can benefit my spouse/partner, but why would I need it?

Work in Corrections is unique: it is challenging, risky, and often dangerous. Sometimes family members of Correctional employees feel "shut-out" because the employee doesn't want to talk about work after leaving their facility, or they may be trying to "protect" family members. The stress that accompanies the work may impact the ways in which the employee communicates at home, their level of energy, and/or at times, their level of patience. If you begin to feel isolated, frustrated, upset, and/or angry, it is likely that some friction will develop. Once that happens, things can quickly spiral downward, and stress levels rise. This is when speaking to someone can be helpful.

You also may have a problem that is unrelated to your spouse or partner - the EAP is there for you.

One of the benefits of the program is that it is truly neutral: the EAP is not your friend or family member, and it is not the Department. We are professionally trained people who will listen to your concerns and give you some honest feedback concerning your situation.

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It's confidential, it's convenient, and it's at no cost to you.

AFSCME – COUNCIL 4
ETP, INC, WORKMAX, AND
THE STATE OF CONNECTICUT – DEPARTMENT OF CORRECTION

PRESENT

FOCUS On You – Handling Stress

(A stress reduction program funded by The National Institute of Justice Grant Award # 98-FS-VX-003)

Trained by: Susan McLaughlin, MPA

February 28, 2000

Name: _____ **Facility:** _____

Content/Process:

Upon completing this offering you, the participant, believe that:

Strongly agree → strongly disagree

1.	The content presented met the stated objectives.	5	4	3	2	1
2.	My personal objectives for attending this training were met.	5	4	3	2	1
3.	The Trainer was effective (organized, knowledgeable, enthusiastic, etc.)	5	4	3	2	1
4.	The training space was functional for the purpose of the day.	5	4	3	2	1
5.	The teaching methods and strategies used were conducive for learning (lecture, discussion, exercises, audio-visual, materials, etc.).	5	4	3	2	1
6.	The information presented was useful and applicable to my job.	5	4	3	2	1
7.	I was satisfied with this training and would recommend it to colleagues.	5	4	3	2	1

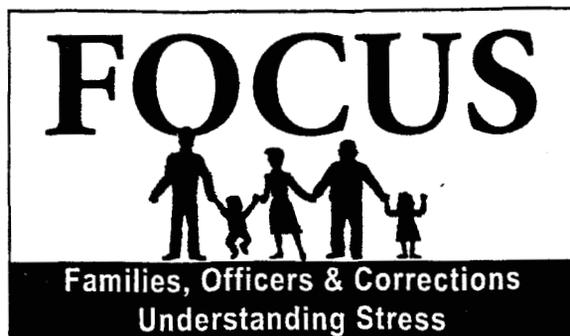
(Continued on reverse...)

Additional comments about the trainer: _____

How could the training be improved? _____

What training topics would you like to see offered by the Department? _____

Additional comments? _____



John J. Armstrong
Commissioner
Connecticut Dept. of Correction

Donald Sevas
Staff Representative
AFSCME, Council 4

Michael Minney
President
AFSCME Local 391

David LaPointe
President
AFSCME Local 1565

David Moffa
President
AFSCME Local 387

Michael J. McGarthy
Human Resource Liaison
Connecticut Dept. of Correction

Susan Lagassee
CEAP
EAP Contract Manager
ETP, Inc.

Dear FOCUS Training Participant:

Welcome to today's training program, "Focus On You", which is one component of the FOCUS program that has been designed to reduce correction officer and family stress through education and training. The training that you will be attending today was developed using information that was collected from the surveys that you completed recently, and has two primary objectives:

- 1. To assist you in improving the clarity and style of communications at work, especially with peers and superiors, and**
- 2. To help you to learn how to decompress and relate to your families and friends, outside of work, in a manner that acknowledges that there is a difference between how you interact with people in your personal life and how you need to function at work. We realize that this transition is not always an easy one to make.**

The FOCUS program is funded by the National Institute of Justice, and jointly operated by the Connecticut State Department of Correction, A.F.S.C.M.E. Council 4, and WorkMax (your EAP). This project acknowledges that there are some unique stresses that are a part of working as a correctional officer, which can impact your relationships both within and outside of work. We believe that by providing you with some tools in the areas of stress management, communication, and handling conflict, you will be better prepared to negotiate those relationships and improve your overall quality of life.

We hope you participate actively in this training, and we welcome your feedback on ways in which we can improve this for future participants. Brief though it is, this could be the beginning of something very significant to your personal and professional futures.

24 Wolcott Hill Road • Wethersfield, CT 06109
Phone (860) 692-6808

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

Participant Handouts

“The Sentence”

Instructor - “*I* didn’t say she stole the money.”

1st volunteer - “I *didn’t* say she stole the money.”

2nd volunteer - “I didn’t *say* she stole the money.”

3rd volunteer - “I didn’t say *she* stole the money.”

4th volunteer - “I didn’t say she *stole* the money.”

5th volunteer - “I didn’t say she stole *the* money.”

6th volunteer - “I didn’t say she stole the *money*.”

Statements About The Story

- | | | | |
|---|---|---|---|
| 1. A young man appeared after the nurse had turned off the lights. | T | F | ? |
| 2. The robber was a man. | T | F | ? |
| 3. The young man did not demand drugs. | T | F | ? |
| 4. The woman who opened the cabinet was the nurse. | T | F | ? |
| 5. The nurse removed the contents of the cabinet and ran away. | T | F | ? |
| 6. Someone opened a cabinet. | T | F | ? |
| 7. After the young man who demanded the drugs removed the contents of the cabinet, he ran away. | T | F | ? |
| 8. While the cabinet contained drugs, the story does not say how much. | T | F | ? |
| 9. The robber demanded drugs from the nurse. | T | F | ? |
| 10. The story concerns a series of events in which only three persons are referred to: the nurse, a young man who demanded drugs, and a member of the police force. | T | F | ? |
| 11. The following events are included in the story: someone demanded drugs, a cabinet was opened, its contents were removed, and a man ran out of the room. | T | F | ? |

Reflective Listening Script

- SP/SO: I can't believe you don't want to go to the party. I've been looking forward to it all week.
- CO I didn't realize you were so excited about it. I didn't know you wanted to go so badly.
- SP/SO It seems that lately you've been backing out of everything. You don't want to do anything.
- CO You think I don't want to do things, that I'm avoiding things?
- SP/SO Yes, and I'm beginning to think you just don't want to be with me anymore.
- CO You feel like I don't want to be with you, to go out with you?
- SP/SO What else should I think? It makes me mad that we don't do things together anymore.
- CO You're angry because you think I don't want to be with you?
- SP/SO I'm mad, but I'm scared too. I don't know what you want anymore.
- CO Are you afraid I don't want to be with you?
- SP/SO Sort of. You seem so wrapped up in the department, and all the overtime you've been doing.
- CO You're upset with all the time I spend at work? What about the money I'm making?
- SP/SO I know the money's nice, but what's the price we're paying? We spend almost no time together, we're like ships in the night.
- CO I didn't realize you felt this way. Actually, I thought you kind of liked having extra time for yourself.

Tips for effective and active listening

- Stop speaking yourself - you cannot listen and speak
- Put the speaker at ease - make the speaker feel that she/he is free to speak - give them the opportunity to speak.
- Demonstrate to the speaker that you want to listen.
- Listening is an active not passive activity. Look and act interested. Lean forward slightly, face the speaker squarely, keep your arms and legs uncrossed and keep an appropriate distance.
- Remove distractions: do not doodle, tap your pen or shuffle papers.
- Empathize with the speaker.
- Try to put yourself in the speaker's place so that you can see their point of view.
- Be patient - allow time - do not interrupt.
- Hold your temper. Avoid argument and criticism - this tends to put the speaker on the defensive.
- Do not argue - even if you 'win', you 'lose'.
- Ask questions to encourage the speaker and to demonstrate that you are listening.
- Reflect and summarize from time to time.
- Use non-verbal behavior - e.g. nod head, eye contact, gaze.
- Use verbal behavior - e.g. "Aha," "I see," "Go on tell me."

Types of Stress

◆ Emotional Stress

When arguments, disagreements, and conflicts cause CHANGES in your personal life -- that is stress.

◆ Illness

Catching a cold, breaking an arm, a skin infection, a sore back, are all CHANGES in your body condition.

◆ Pushing Your Body Too Hard

A major source of stress is overdriving yourself. If you are working (or partying) 16 hours a day, you will have reduced your available time for rest. Sooner or later, the energy drain on your system will cause the body to fall behind in its repair work. There will not be enough time or energy for the body to fix broken cells, or replace used up brain neurotransmitters. Changes will occur in your body's internal environment. You will "hit the wall," or "run out of gas." If you continue, permanent damage may be done. The body's fight to stay healthy in the face of the increased energy that you are expending is major stress.

◆ Environmental Factors

Very hot or very cold climates can be stressful. Very high altitude may be a stress. Toxins or poisons are a stress. Each of these factors threatens to cause CHANGES in your body's internal environment.

◆ Tobacco Use

Tobacco is a powerful toxin! Smoking destroys cells that clean your trachea, bronchi, and lungs. Smoking causes emphysema and chronic bronchitis, which progress to slow suffocation. The carbon monoxide from cigarette smoking causes chronic carbon monoxide poisoning. Tobacco use damages the arteries in your body, causing insufficient blood supply to the brain, heart, and vital organs. Cigarette smoking increases the risk of cancer 50 fold.

Chewing tobacco or snuff is no safe haven. It also damages your arteries, and it carries the same cancer risk. (Cancers of the head and neck are particularly vicious, disfiguring, and deadly).

Poisoning the body with carbon monoxide, and causing the physical illnesses of emphysema, chronic bronchitis, cancer, and arterial damage, tobacco is a powerful source of added stress to one's life.

Reactions to Stress

- ◆ Tension
- ◆ Headache
- ◆ Backache
- ◆ Irregular breathing
- ◆ Palpitations
- ◆ Breathlessness
- ◆ Restlessness
- ◆ Fidgeting
- ◆ Facial tics
- ◆ Dry mouth
- ◆ Higher vocal tone
- ◆ Sweating
- ◆ Cold hands/feet
- ◆ Shakiness
- ◆ Dizziness
- ◆ Exhaustion
- ◆ Stomachache
- ◆ Indigestion
- ◆ Nausea
- ◆ Loss of appetite
- ◆ Diarrhea
- ◆ Sleeping problems
- ◆ Skin problems
- ◆ Ulcers
- ◆ Lack of concentration
- ◆ Forgetfulness
- ◆ Memory problems
- ◆ Lack of co-ordination
- ◆ Indecisiveness
- ◆ Rash decision making
- ◆ Disorganization
- ◆ Frequent mistakes
- ◆ Misjudging people
- ◆ Misjudging situations
- ◆ Inaccuracy
- ◆ Anxiety
- ◆ Phobias
- ◆ Panic
- ◆ Panic attacks
- ◆ Paranoia
- ◆ Aggression
- ◆ Cynicism
- ◆ Guilt
- ◆ Depression
- ◆ Mood swings
- ◆ Tearfulness
- ◆ Nightmares
- ◆ Worrying excessively
- ◆ Lack of sense of humor
- ◆ Withdrawal

These are the minor symptoms of stress. Some of the more serious include total nervous breakdown, heart attack, and stroke.

Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

First, print the survey. Then use the print-out to rate each of the following statements from 1 - 5 using the ratings below to indicate how often you do as the statement says. Please write your responses in the LEFT column of dashes. Answer the questions to portray your most usual way of dealing with conflicts like those at home or at work. Do not take long on any question. Give your initial reaction. The more honest your answers, the more useful the results will be. When you are through, go to the pages with instructions for scoring and interpretation.

1. Almost never
2. Occasionally
3. Half the time
4. Usually
5. Almost always

-
1. ___ / ___ I feel that conflict is a negative experience.
 2. ___ / ___ When I resolve a conflict, it improves my relationship.
 3. ___ / ___ I am afraid to enter into confrontations.
 4. ___ / ___ I feel that in conflicts someone will get hurt.

V ___

5. ___ / ___ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
6. ___ / ___ I feel it is important where a conflict takes place.
7. ___ / ___ I try to make people feel comfortable when meeting with them about a conflict.
8. ___ / ___ When I start to discuss a conflict with the other party, I choose my opening statement carefully to establish positive realistic expectations.

A ___

9. ___ / ___ I state my true feelings when dealing with conflict.
10. ___ / ___ During a conflict I ask questions to clarify a statement that I'm not sure of.
11. ___ / ___ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
12. ___ / ___ In conflict my reactions are based on how I think the other party perceives me.

C ___

- 13. ___ / ___ I feel that only my needs are important.
- 14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
- 15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
- 16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

- 17. ___ / ___ I share my positive attitude, hoping they will do the same.
- 18. ___ / ___ I find it necessary to overpower others to get my own way.
- 19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
- 20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

- 21. ___ / ___ I find it easy to forgive.
- 22. ___ / ___ I bring up old issues from the past during a new conflict.
- 23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
- 24. ___ / ___ In conflict I try to dominate the other party.

F ___

- 25. ___ / ___ I listen with an open mind to alternative options.
- 26. ___ / ___ I feel there is just one way to solve a problem.
- 27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
- 28. ___ / ___ I can accept criticism from others.

O ___

- 29. ___ / ___ I feel that winning the war is more important than winning the battle.
- 30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
- 31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
- 32. ___ / ___ I feel the need to control an argument.

D ___

- 33. ___ / ___ If I had my way, I win, you lose.
- 34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
- 35. ___ / ___ I bargain to resolve conflict.
- 36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

- 37. ___ / ___ I express anger constructively.
- 38. ___ / ___ In difficult conflicts, I would consider requesting a third party facilitator.
- 39. ___ / ___ I overlook my partners anger in order to focus on the real issues to conflict.
- 40. ___ / ___ I feel that it is okay to agree to disagree on specific issues in a conflict.

X ___

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ___ 1 Almost Never
- ___ 2 Occasionally
- ___ 3 Half The Time
- ___ 4 Usually
- ___ 5 Almost Always

-
- [Scoring The Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997
Questions? Comments? E-mail [Jack McClellan](#)

You are person # **029888** to visit this page since July 24, 1997.



Go to:

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Scoring the Conflict Resolution Questionnaire

1. **Reverse the scores for the 12 questions that give high scores for unrecommended responses.**

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. **For the questions that do not need to be reversed.**

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. **Compute sub-totals and the total.**

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. **Interpret the results, and learn from them.**

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

-
- [Conflict Resolution Questionnaire](#)
 - [Learning from the Survey](#)
 - [Conflict Resolution - Main Page](#)
-

Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider trying them.

They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

Start by establishing an effective atmosphere that promotes partnership and problem-solving.

5. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitimate. Then face the problem together.

9. Be clear with yourself and with the other how you feel and how you perceive the problem Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
11. Look at yourself honestly, clarifying needs and misperceptions.
12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note NEEDS, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

F. Focus on the FUTURE first, then learn from the past.

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Choose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills.

Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

-
- [Conflict Resolution Questionnaire](#)
 - [Scoring the Conflict Resolution Questionnaire](#)
 - [Conflict Resolution - Main Page](#)

Last updated on July 17, 1997

Questions? Comments? E-mail [Jock McClellan](#)

Eight Steps for Managing Conflict

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Do-ables"
8. Make Mutual Benefit Agreements

Case Studies – Conflict Scenarios

*(Trainer assigns one case study
to each of 4 groups)*

CASE STUDY - CONFLICT SCENARIO

You're out having a few beers after your shift with several co-workers - in the course of the conversation, a discussion ensues about how black and white officers are treated in the department. The discussion becomes somewhat heated, and you step away to catch some air. A co-worker (of a different ethnic background) approaches you to see where you stand. As you talk, both of your voices begin to rise, and you're engaged in an argument. What do you do, or say?

CASE STUDY - CONFLICT SCENARIO

You're a third shifter who was held over, so you've worked 16 hours, the inmates were active, and you're exhausted. You stopped for a quick coffee and bagel with a co-worker. You walk into the house, and the first thing your spouse/SO wants to know is where you were, and why you didn't come right home. His/her tone is angry and accusatory. You respond in kind. Where do you go from here?

CASE STUDY - CONFLICT SCENARIO

You want to talk with your Lieutenant about taking a few days off to deal with some personal business. You've missed time during the past year, and when you approach him/her, the first thing that is brought up is your previous attendance history. You are feeling defensive and the conversation deteriorates. What do you do?

CASE STUDY - CONFLICT SCENARIO

You have numerous concerns about your 16 year old son - he seems distant, indifferent, and disinterested in all things that are family or school related. His grades are going down, and although you've tried to talk to him, nothing is changing. You and he are having another discussion that is quickly escalating to a yelling match, and when you ask him about drugs or alcohol, he goes off on you about your drinking, your long hours and your treating him like an inmate. What do you say?

Participants' Copies of Slides

Focus on You

*A.F.S.C.M.E. - COUNCIL 4,
ETP, Inc., East Hartford, Connecticut, and
STATE OF CONNECTICUT
DEPARTMENT OF CORRECTION*

The National Institute of Justice Grant Award #98-FS-1X-0003 funds this program

1

Participant Introductions

- Name
- Position/Location
- Responsibilities
- What performer, band, or orchestra you saw at your first concert

2

Stated Learning Objectives

- Describe the characteristics of effective communication
- Describe at least three methods for reducing stress
- Demonstrate an understanding of conflict reduction in multiple settings
- Outline a personal action plan for change that builds on individual resiliency factors, and reduces individual risk factors

3

Benefits of Active Listening

- Forces people to listen attentively to others
- Avoids misunderstandings, as people have to confirm that they do really understand what another person has said
- Tends to open people up, to get them to say more

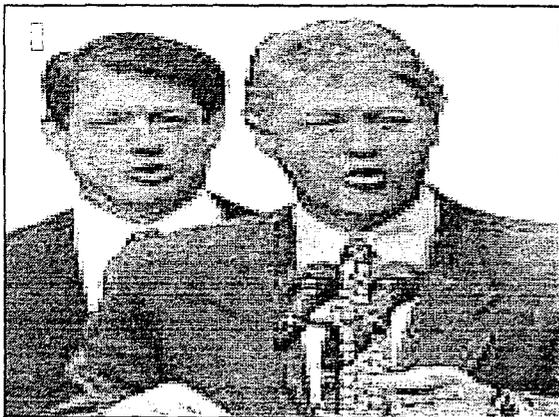
4

Other Matters that Effect Listening

- Personal Biases
- Verbal Language
- Gender Difference
- Cultural Considerations
- Body Language



5



What is Stress

- Anything that causes change in your daily routine is stressful
- Anything that causes change in your body's health is stressful
- Imagined changes are just as stressful as real changes

Sources of Stress

- Time Pressures
- Inadequate Feedback on Performance
- Unrealistic Expectations
- Lack of Goals

Which of These Is Stress?

- You receive a promotion at work
- Your car has a flat tire - you're late for work
- You go to a party that lasts till 2:00 a.m.
- Your significant other / child gets sick
- You find your dream home and begin the mortgage process
- Your best friend and his wife come to stay at your house for a week
- You get a bad case of hay fever

Ways to Reduce Stress

- Laughter
- Hobbies
- Vacations
- Eating well
- Spending time with family
- Exercising regularly
- Reducing caffeine, nicotine, and/or alcohol intake

10

On-The-Job Stress Reducers

- Deep Breathing
- Stretching
- Accupressure



11

Conflict

Tension or stress experienced by an organism when satisfaction of a need, drive, or motive is thwarted by the presence of other attractive or unattractive needs, drives, and motives

Stedman's Medical Dictionary, 1990, p. 341

12

Eight Steps for Managing Conflict

1. Create an Effective Atmosphere
2. Clarify Perceptions
3. Focus on Individual and Shared Needs
4. Build Shared Positive Power
5. Look to the Future, then Learn from the Past
6. Generate Options
7. Develop "Do-ables"
8. Make Mutual Benefit Agreements

13

Need for Support

Individuals exposed to levels of stress who also have social supports have lower risk of subsequent mental and physical illness than similar individuals exposed to similar stress who do not have such support

Pransky, 1991, Prevention: The Critical Need

14

Risk Factors: *Personal*

- Rebellious
- Low self-esteem
- Easy and frequent lying
- Anti-social personality
- Emotional problems
- Impulsivity
- Learning disabled

15

Risk Factors:
Immediate Contacts

- Family history of anti-social behavior
- Poor communication skills
- Low academic and employment expectations
- Lack of discipline
- Family instability
- Poverty
- Abuse/ neglect

16

Risk Factors:
Community / Society

■ Lack of support network	■ Crime income
■ Rejected by peers	■ Inadequate social skills
■ Concentrated poverty	■ Heavily influenced by peers
■ Social dislocation	■ Sensation seeking
■ Environment with high crime rate	■ Criminal / aggressive behavior
■ Gang activity	

17

Resiliency Factors:
Personal

- First born
- Good verbal skills
- Internal locus of control
- High self-esteem
- Responsible
- Individual sense of well-being

18

Resiliency Factors:
Immediate Contacts

- Positive relationship with parent(s)
- Structure and rules in household
- Guidance, discipline, and rule enforcement from parents
- Shared values
- Extended family
- Informal network of kin support

19

Resiliency Factors:
Community / Society

- Strong positive peer bonding
- Informal network of neighbors for support
- Access to special services
- Trustworthy role models
- Rewarding relationships with elders
- Strong bonding with community members
- Independent thinker
- Good assertive skills
- Good communication skills

20

Potential Obstacles to Change

- People
- Places
- Things

21

Action Plan Guide

Objective – What you want to improve upon?

Potential Obstacles –

- *Personal*
- *Institutional*
- *Societal*

Strategy – How will you accomplish the objective?

Support / Resources – Human, physical, material resources that will support improvement

Timeline – When will this be accomplished? *Use a timeline for accomplishing the changes to be as specific as when you will make the next contact with the support network.*

Biographical Background
Proposed ETP Inc. DOC FOCUS Trainers**Robert Fogel, M.S.C.J.**

Mr. Fogel is a clinical member of the Connecticut Association for Treatment of Sex Offenders. He works as an independent consultant, trainer, and treatment provider specializing in violent offenders and resistant clients in both the adult and juvenile justice system. With over 22 years of experience working in the Connecticut criminal justice system, his "cognitive skills and restructuring program" has been used as a model by state and private agencies contracted to develop domestic violence psychoeducation, supervisor education, and specialized sex offender supervision and treatment programs. Mr. Fogel recruited, trained, and managed the performance of a number of college interns and probation officer trainees during his tenure for the Office of Adult Probation. He currently directs the Family Violence Education Program for Northeast Clinical Specialists, is a trainer for ETP's Court Support Training Resource project, and serves as an auditor for juvenile alternative sanctions programs.

Larry Mens, M.Div., CPP-R

Mr. Mens, ETP Inc. Criminal Justice Services manager, is a trainer in violence, substance abuse, and problem gambling prevention. He manages the Court Support Services Training Resource and the Juvenile Program Standards Audit contracts, in coordination with the Court Support Services Division. He also manages a faith-based crime victim program for the federal Office for Victims of Crime and a National Institute of Justice-funded family support/stress reduction project for correction officers, in coordination with the Connecticut Department of Correction. For the past 23 years, Mr. Mens has worked in prevention and intervention programs with high-risk families, youth, and children. He has also provided one-on-one and group treatment for victims and offenders of domestic violence in court-ordered and jail settings and coordinated statewide child maltreatment prevention programs. He has also served on a task force that developed a model protocol for law enforcement's response to sexual assault victims.

Michelle Messina, B.S.W.

Ms. Messina, a graduate of Elms College, worked for the Connecticut Department of Correction (DOC) for nine years. During this time, she has held positions as a program planner and evaluation specialist in the Community Services Division, as assistant regional coordinator for the Hartford Community Services Office, and as an addiction services counselor. Prior to her employment with the DOC, she worked in the private sector in the field of substance abuse treatment. She is a community mediator for the Family and Youth Mediation Program of the Center for Human Development in Springfield, MA. She is on the United States Postal Service Roster of REDRESS Mediators to mediate employee disputes and is a member of the Hampden County Restorative Justice Collaborative.



Heather Smith, Ph.D., LPC

Ms. Smith is a therapist serving as the managing partner for the Center for Professional Counseling, LLC, in South Windsor. Ms. Smith has worked extensively in the areas of individual, family, and couples therapy. She has developed, implemented, and supervised the after-hours' care management for a managed care company and provided emergency, crisis-focused therapy for children and their families as part of a hospital diversion program. Ms. Smith has also led groups for adolescent females and victims of domestic violence, conducted mental health program evaluations within the health care delivery system, conducted court evaluations and psychological testing, and serves as a trainer for ETP's Court Support Training Resource project and as an auditor for the juvenile alternative sanctions programs.

Frederick E. Smith, M.S., CPP, CSPP

Mr. Smith is the director of prevention services at ETP Inc. With over 16 years of experience in human services, he implements the Department of Mental Health and Addiction Services' Prevention Services contract and provides training and technical assistance to groups, agencies, and organizations across the state. Mr. Smith has also designed curricula and trainings for specific populations, coordinates ETP's annual prevention conference, and is editor of the newsletter *At the Center of Prevention*. In the past, Mr. Smith has worked in South Carolina for non-profit organizations and the state in the fields of substance abuse, prevention, and criminal justice. He is also an adjunct faculty member at Springfield College in Springfield, Massachusetts.

Monica Perez, J.D.

Ms. Perez is the director of operations for the Department of Youth Services, Western area Office, in Springfield, MA. Her responsibilities include administration of daily operations, coordination of a million-dollar grant from the Office of Juvenile Justice and Delinquency Prevention, management of the alternative lock-up program, statewide supervision of apprehension officers, and various community outreach projects. She is a graduate of American International College and Western New England College School of Law. She has provided related training to the Massachusetts Juvenile Police Officer's Association, the National Law Enforcement Institute, the National Institute of Corrections, the University of Illinois, and other agencies nationwide.



Paul Hegarty

Mr. Hegarty has worked in the field of corrections for the past 14 years. He has a M.S. degree from Springfield College and is a certified alcohol and drug abuse counselor in the state of Massachusetts. He is currently the treatment manager for the Hampden County Day Reporting Center. He is a member of the International Community Corrections Association (ICCA) and is the past treasurer/secretary of the International Association of Addiction and Offender Counselors (IAAOC).

Denise Messina

Ms. Messina has been an educator over the past 27 years. She has held a wide range of instructional and organizational development positions. In 1984, she became a community mediator, and has been providing training and consulting in conflict management, team development, communication and alternative dispute resolution (ADR) to a variety of groups, including: neighborhood centers, patrol and community police officers, Youth Aid Bureau, Americorp, Corrections staff, administrators, teachers, parents and youth. Invited by the United States Postal Service, for the past year, she has been providing to supervisors, managers and union leadership across the country for a national USPS EEO/ADR initiative. She is presently an EdD candidate at NovaSoutheastern University.

Kevin Warwick M.S.W.

Mr. Warwick is the Assistant Superintendent of Community Corrections for the Hampden County Corrects Center, Ludlow, MA, where he designed the first Day Reporting Center in the nation. Mr. Warwick, who has over 15 years' experience in the community corrections field, has worked as a consultant to several state, local, and nonprofit agencies in the development of community corrections programs and is the past-president of the International Association of Addictions and Offenders Counselors. He is a faculty member of the Criminal Justice Department at Western New England College, has presented at numerous national conferences, and has published several articles on substance abuse treatment and community corrections.



A.F.S.C.M.E. – COUNCIL 4,
ETP INC., EAST HARTFORD, CT, AND
STATE OF CONNECTICUT – DEPARTMENT OF CORRECTION

Participant Evaluation of

“Focus on Relationships”

*(a stress reduction and communication training funded by
The National Institute of Justice Grant Award # 98-FS-VX-003)*

Trainer: _____

Date: _____

Name (Voluntary) _____

Work Site/Facility _____ Shift/Work Hours _____

Content/Process:

Upon completing this offering you, the participant, believe that:

strongly agree → strongly disagree

1.	The content presented met the stated objectives.	5	4	3	2	1
2.	My personal objectives for attending this training were met.	5	4	3	2	1
3.	Trainer was effective (organized, knowledgeable, enthusiastic, etc.)	5	4	3	2	1
4.	The training space was functional for the purpose of the day.	5	4	3	2	1
5.	The teaching methods and strategies used were conducive for learning (lecture, discussion, exercises, audio-visual, materials, etc.).	5	4	3	2	1
6.	The information presented was useful and applicable to <i>my job</i> .	5	4	3	2	1
7.	The information presented was useful and applicable to <i>my family and/or me</i> .	5	4	3	2	1

Continued on reverse

7. I was satisfied with this training and would recommend it to colleagues. 5 4 3 2 1

Additional comments about the trainer: _____

How could the training be improved? Please be as specific as possible. _____

What additional training topics would you like to see offered by THE DOC? _____

Would you like to be a trainer for this subject? If so, be sure we have enough information with which to contact you. _____

If there were a voluntary training that expanded on today's topics, would you be willing to attend? Yes No Why _____

If your spouse or significant other were invited, would they attend? Yes No Why _____

If your children were invited would you encourage them to attend? Yes No Why _____

**And
we're listening.**

**The Employee
Assistance Program.
Always there when
you need it.**

What affects the way you do your job?
Just about everything. Parenting. Family
concerns. Stress. Relationships.
Depression. Alcohol and drug problems.

That's why we have the EAP to help
you and members of your immediate
family with problems that can affect your
work — and your life.

Our EAP counselors listen to your
problems and understand what you're
going through. They live in your area, know
your community and its resources, and
they can make a difference in your life.

Call us and talk honestly, frankly and
in **strict confidence**.

Remember, it's your turn to talk and
we're listening.

Who is eligible?

Employees and members of their
immediate families.

What does it cost?

Visits to the EAP counselor are **free**.
If additional help is needed and you
are referred to another professional
or a treatment center, we'll help you
check your company group health
insurance plan for coverage.

Is it

confidential?

Yes, and it's **guaranteed** under law!
Speak freely, because what you say
is not revealed or repeated, and it
never appears in your personnel or
medical file.

Need help?

You or a member of your family can
call the EAP directly and make an
appointment to talk to a counselor.

**If it concerns you,
it concerns us ...**

Stress and Anxiety Problems
Divorce
Abuse (child, spouse, elderly)
Job Conflicts and Tension
Marriage and Family Problems
Eating Disorders
Budget Planning
Parenting
Psychological and Emotional Problems
HIV and AIDS
Relationships
Balancing Career and Home
Gambling and other Compulsive Behaviors
Death or Illness in the Family
Child Care and Eldercare
Financial and Legal Problems
School Problems
Alcohol and Drug Problems
Suicidal Thoughts
Depression
Or any Personal Problem

**Find out how much
a little talk can help.**

Just call:

**Department of Correction
Employee Assistance Program
1-800-277-9048**



ETP Inc.
111 Founders Plaza • 12th Floor
East Hartford, CT 06108-3212

**It's your turn
to
talk...**

As many as four million women in this country suffer some kind of violence at the hands of their husbands or boyfriends each year.

Very few will tell anyone — a friend, a relative, a neighbor, or the police.

Victims of domestic violence come from all walks of life, all cultures, all income groups, all ages, all religions. They share feelings of helplessness, isolation, guilt, fear, and shame.

ARE YOU ABUSED?

Does the Person You Love...

- "Track" all of your time?
- Constantly accuse you of being unfaithful?
- Discourage your relationships with family and friends?
- Prevent you from working or attending school?
- Criticize you for little things?
- Anger easily when drinking or using other drugs?
- Control all finances and force you to account in detail for what you spend?
- Humiliate you in front of others?
- Destroy personal property or sentimental items?
- Hit, punch, slap, kick, or bite you or the children?
- Use or threaten to use a weapon against you?
- Threaten to hurt you or the children?
- Force you to have sex against your will?

If you find yourself saying yes to any of these — it's time to get help.

DON'T IGNORE THE PROBLEM

- Talk to someone. Part of the abuser's power comes from secrecy. Victims are often ashamed to let anyone know about intimate family problems. Go to a friend or neighbor, or call a domestic violence hotline to talk to a counselor.
- Plan ahead and know what you will do if you are attacked again. If you decide to leave, choose a place to go; set aside some money. Put important papers together — marriage license, birth certificates, checkbooks — in a place where you can get them quickly.
- Learn to think independently. Try to plan for the future and set goals for yourself.

IF YOU ARE HURT, WHAT CAN YOU DO?

There are no easy answers, but there are things you can do to protect yourself.

- Call the police or sheriff. Assault, even by family members, is a crime. The police often have information about shelters and other agencies that help victims of domestic violence.



■ Leave, or have someone come and stay with you. Go to a battered women's shelter — call a crisis hotline in your community or a health center to locate a shelter. If you believe that you, and your children, are in danger — leave immediately.

■ Get medical attention from your doctor or a hospital emergency room. Ask the staff to photograph your injuries and keep detailed records in case you decide to take legal action.

■ Contact your family court for information about a civil protection order that does not involve criminal charges or penalties.

AVE YOU HURT SOMEONE IN YOUR FAMILY?

■ Accept the fact that your violent behavior will destroy your family. Be aware that you break the law when you physically hurt someone.

■ Take responsibility for your actions and get help.

■ When you feel tension building, get away. Work off the angry energy through a walk, a project, a sport.

■ Call a domestic violence hotline or health center and ask about counseling and support groups for people who batter.

THE HIGH COSTS OF DOMESTIC VIOLENCE

■ Men and women who follow their parents' example and use violence to solve conflicts are teaching the same destructive behavior to their children.

■ Jobs can be lost or careers stalled because of injuries, arrests, or harassment.

■ Violence may even result in death.

For More Information

Domestic Violence Hotline 800-799-SAFE

This new, nationwide toll-free hotline will provide immediate crisis intervention, counseling, and referrals to emergency shelters and services

National Resource Center on Domestic Violence
800-537-2238

Family Violence Prevention Fund
383 Rhode Island Street, Suite 304
San Francisco, CA 94103-5133
415-252-8900



Crime Prevention Tips From
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817

and

CONNECTICUT CLEARINGHOUSE
334 Farmington Avenue
Plainville, CT 06062

(800) 232-4424 www.ctclearinghouse.org



substantially funded by the Bureau of Justice
Assistance, U.S. Department of Justice.



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ADT Security Systems

DOMESTIC VIOLENCE



THE HIDDEN CRIME



E-mail, the Internet, automated teller machines (ATM), computer banking, long distance carriers, even credit cards make our lives more efficient. However, as our lives become more integrated with technology, keeping our private information confidential becomes more difficult. Electronic transactions can leave you vulnerable to fraud and other crimes. Following a few simple tips can help keep your code from being cracked.

A Word on Passwords

Whether you are on the Internet or an online banking program, you are often required to use a password. The worst passwords to use are the ones that come to mind first—name, spouse's name, maiden name, pets, children's name, even street addresses, etc. The best passwords mix numbers with upper and lowercase letters. A password that is not found in the dictionary is even better. There are programs that will try every word in the dictionary in an effort to crack your security.

Don't be a "Joe"—someone who uses their name as their password.

The weakest link in a security system is the human element. The fewer people who have access to your codes and passwords the better. Avoid breaks in your security by

- Changing your password regularly.
- Memorizing your password. If you have several, set up a system for remembering them. If you do write down the password, keep it at home or hidden at work. Don't write your password on a post-it note and stick it on your monitor or hard drive.
- Setting up a special account or setting aside a different computer at work for temporary help and other unauthorized users.
- If you have the option of letting your computer or a Web site remember a password for you, don't use it. Anyone who uses your machine will have automatic access to information that is password protected.

Don't send confidential, financial, or personal information on your e-mail system.

Shopping in Cyberspace

Ordering merchandise from the Internet is the trend of the future. You can prevent problems before they occur by

- Doing business with companies you know and trust. If you haven't heard of the company before, research

it or ask for a paper catalog before you decide to order electronically. Check with your state consumer protection agency on whether the company is licensed or registered. Fraudulent companies can appear and disappear very quickly in cyberspace.

- Understanding the offer. Look carefully at the products or services the company is offering. Be sure you know what is being sold, the quality being specified, the total price, the delivery date, the return and cancellation policy, and all the terms of any guarantee.
- Using a secure browser that will encrypt or scramble purchase information. If there is no encryption software, consider calling the company's 800 number, faxing your order, or paying with a check.
- Never giving a bank account or credit card number or other personal information to anyone you don't know or haven't checked out. And don't provide information that isn't necessary to make a purchase. Even with partial information, con artists can make unauthorized charges or take money from your account. If you have an even choice between using your credit card and mailing cash, check, or money order, use a credit card. You can always dispute fraudulent credit card charges but you can't get cash back.

*Spam—unsolicited e-mail.
Report it to your online or Internet
service provider.*

Using ATMs, Long Distance Phone Services, and Credit Cards

Protect Your Personal Identification Number (PIN)

- The PIN is one method used by banks and phone companies to protect your account from unauthorized access. A PIN is a confidential code issued to the cardholder to permit access to that account. Your PIN should be memorized, secured and not given to anyone, not even family members or bank employees. The fewer people who have access to your PIN, the better.
- Never write your PIN on ATM or long distance calling cards. Don't write your PIN on a piece of paper and place it in your wallet. If your wallet and cards are lost or stolen, someone will have everything th

need to remove funds from your account, make unauthorized debit purchases, or run up your long distance phone bill.

Protect Your Privacy and the Privacy of Others

- Be aware of others waiting behind you. Position yourself in front of the ATM keyboard or phone to prevent anyone from observing your PIN. Be courteous while waiting at an ATM or pay phone by keeping a polite distance from the person ahead of you. Allow the current user to finish before approaching the machine or phone.

Protect Your ATM Cards

- An ATM card should be treated as though it were cash. Avoid providing card and account information to anyone over the telephone.
- When making a cash withdrawal at an ATM, immediately remove the cash as soon as the machine releases it. Put the cash in your pocket and wait until you are in a secure location before counting it. Never use an ATM in an isolated area or where people are loitering.
- Be sure to take your receipt to record transactions and match them against monthly statements. Dishonest people can use your receipt to get your account number. Never leave the receipt at the site.

Protect Your Credit Cards

- Only give your credit card account number to make a purchase or reservation you have initiated. And never give this information over a cellular phone.
- Never give your credit card to someone else to use on your behalf.
- Watch your credit card after giving it to store clerks to protect against extra imprints being made.
- Destroy any carbons. Do not discard into the trash

Lost or Stolen Cards

- Always report lost or stolen cards to the issuing company immediately. This limits any unauthorized use of your card and permits the company to begin the process of issuing a new card.

Crime can be random. But there are steps that limit your chances of becoming a victim. Being aware of the threat of crime—and alert to what you can do to prevent it—will go a long way toward making your electronic transactions safe and private.



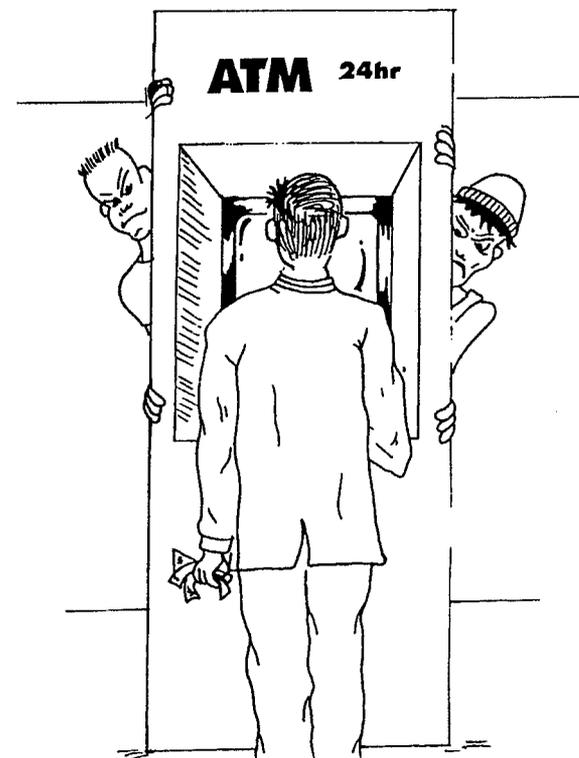
TAKE A BITE OUT OF
CRIME

Crime Prevention Tips From
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
www.weprevent.org

and

Connecticut Clearinghouse
334 Farmington Avenue
Plainville, CT 06062
(800)232-4424 or (860)793-9791
<http://www.ctclearinghouse.org>

Protecting Your Privacy Keeping an Eye on Your Private Information



Irritated?

Frustrated?

Angry?

Ready to Explode?

You're not alone. Whether it's an argument with a friend, irritation because a driver cuts in front of you, a disagreement about the best way to do a job — conflict is a part of everyday life.

Conflict produces stress, hurts friendships, and causes injury and death.

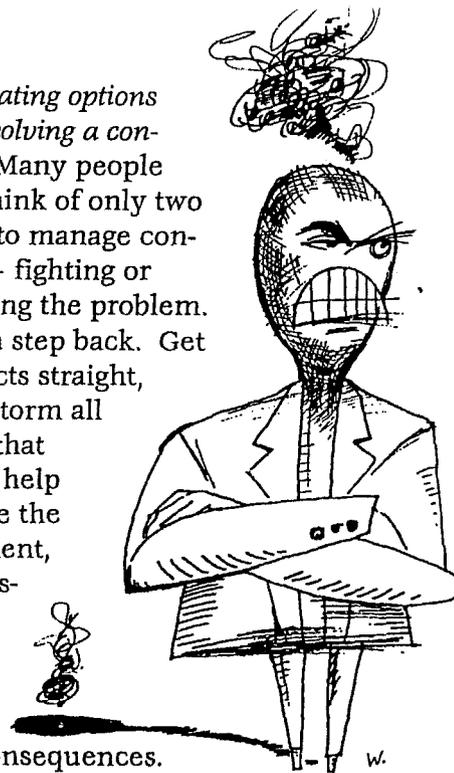
We can't always avoid conflict, but we can learn to manage it.

That way, we use conflict to improve our lives and to learn from past mistakes.

WHAT SKILLS ARE NEEDED TO MANAGE PERSONAL CONFLICT?

- ✓ *Understanding your own feelings about conflict.* This means recognizing your "triggers," words or actions that immediately provoke an emotional response, like anger. It could be a facial expression, a tone of voice, a pointing finger, a certain phrase. Once you know your "triggers," you can better control your emotions.
- ✓ *Active listening.* Go beyond hearing just words and try to understand what the other person is saying. Listen carefully, instead of thinking about what you're going to say next. Active listening requires concentration and body language that says you are paying attention.

- ✓ *Generating options for resolving a conflict.* Many people can think of only two ways to manage conflict — fighting or avoiding the problem. Take a step back. Get the facts straight, brainstorm all ideas that might help resolve the argument, and discuss the pros, cons, and consequences.



MOVING AWAY FROM CONFRONTATION AND TOWARD AGREEMENT

- ✓ Look at your response to conflict. If your style isn't working — you're left with raging emotions which lead to more problems — try to change.
- ✓ State your needs and define the problem. Talk about the issues without insulting or blaming the other person. Don't state your position; that's simply your solution to the problem. Compare what is said (position) with what is really meant (needs).
- ✓ Together, discuss various ways of meeting needs or solving the problem. Be flexible and open-minded.

- ✓ Decide who will be responsible for specific actions after reaching agreement on a plan.

IF YOU CAN'T WORK IT OUT... GET HELP

Try mediation. Courts, schools, and businesses are turning more and more to mediation to resolve disputes. Mediation relieves the backlog in overburdened courts, and people often are more satisfied with the results. Mediators do not make decisions for people — they help people make their own decisions.

In mediation sessions, a neutral third person (or persons) helps the parties in conflict resolve their problem. Mediators should be detached and unbiased. They may be professionals or volunteers who have undergone intensive training. Mediators do not dictate a settlement; they encourage dialog, provide guidance, and help the parties define areas of agreement and disagreement. A mediation session is confidential.

Try arbitration. In arbitration, a neutral third party acts as a judge. Disputing parties agree on an arbitrator who then hears evidence from all sides, asks questions, and hands down a decision. Usually, the arbitrator's decision is final. Some arbitration programs use a panel of arbitrators who decide the outcome of a complaint by majority vote.

Try an ombudsman. An ombudsman is hired by and works within an institution. The ombudsman's job is to investigate complaints from the public against the

institution, make recommendations, and try to resolve problems. He or she has no enforcement power, but must use reason and persuasion to convince management that certain policies or practices should be changed. Newspapers, television and radio stations, government agencies, health care systems, and educational systems often use ombudsmen.

COMMUNICATION TIPS

- ✓ Choose a convenient time.
- ✓ Plan ahead.
- ✓ Talk directly.
- ✓ Don't blame or name-call.
- ✓ Give information.
- ✓ Listen.
- ✓ Show that you are listening.
- ✓ Talk it through.
- ✓ Work on a solution.
- ✓ Follow through.

WHERE TO FIND HELP

- ✓ Schools, colleges, universities.
- ✓ Local or state consumer protection offices.
- ✓ Community or neighborhood dispute resolution centers.
- ✓ Local government — district attorney, small claims court, family services.
- ✓ Better Business Bureau.

- ✓ Private organizations listed in the telephone directory's yellow pages under arbitration or mediation services.
- ✓ Law school legal clinics.

FOR INFORMATION

National Institute for Dispute Resolution
1901 L Street, NW, Suite 600
Washington, DC 20036
202-466-4764

National Association for Mediation in Education
205 Hampshire House
University of Massachusetts
Amherst, MA 01003
413-545-2462

Community Boards Program
1540 Market Street, Suite 490
San Francisco, CA 94102
415-552-1250

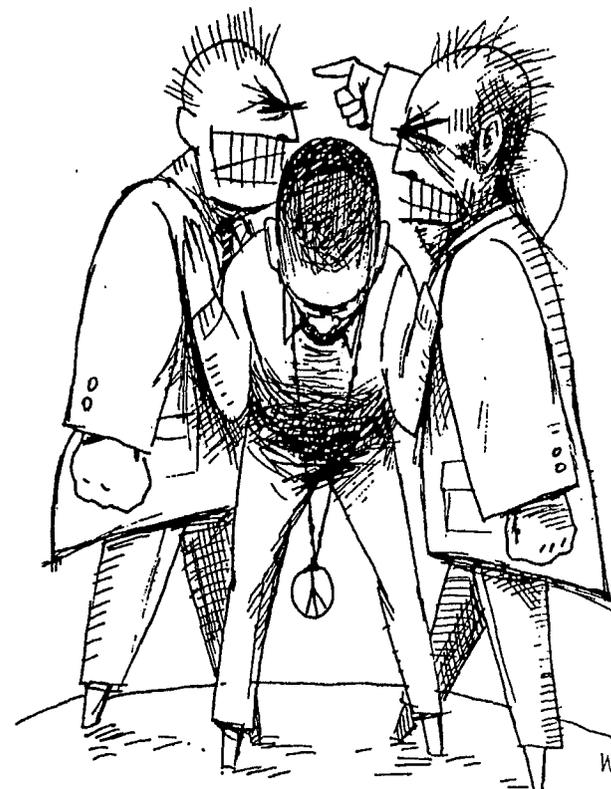
Crime Prevention Tips From
National Crime Prevention Council
1700 K Street, NW, Second Floor
Washington, DC 20006-3817
and

CONNECTICUT CLEARINGHOUSE
334 Farmington Avenue
Plainville, CT 06062

(800) 232-4424 www.ctclearinghouse.org

The National Citizens' Crime Prevention Campaign is substantially funded by the Bureau of Justice Assistance, Office of Justice Programs, U.S. Department of Justice.

MAKING PEACE Tips on Managing Conflict



MAD?

FRUSTRATED?

**READY TO
EXPLODE?**



You're not alone. Whether it's a fight with a friend, an argument with your parents, or a run-in with a teacher — conflict is part of life.

We can't always avoid conflict, but we can learn to handle it without words or actions that hurt other people.

What skills do you need?

Understanding • What makes you mad? Which words or actions "trigger" a feeling like anger? Maybe it's the way someone looks at you, a tone of voice, a pointed finger. Once you know your "triggers," you can better control your feelings.

Listening • Really listen to what the other person is saying, instead of figuring out what you're going to say next. Put yourself in his or her shoes.

Creativity • Most of the time we only think of two ways to resolve a conflict — fighting with words or fists, or walking away. But many people think that walking away is somehow a coward's way out. To come up with other solutions, you need to be calm and creative. Focus on the problem, not the person. Get the facts straight and together think of as many solutions as you can. Look at the good and bad sides of each idea, and its consequences.

If you can't work it out, get help.

Try mediation. A mediator is a neutral third party who's been trained to help people make decisions. A mediator helps people who have been arguing talk to one another and reach an agreement both can live with. Your school may have student mediators or a student court to resolve conflicts. Often guidance counselors, the clergy, or social workers are trained in mediation. Local governments often sponsor mediation services that help resolve conflicts between neighbors, parents and children, businesses and customers, and landlords and tenants.

TAKE A BITE OUT OF
CRIME



JOB BURNOUT

Burnout on the job often occurs when stress and frustrations continue to build with no relief. One thing that makes law enforcement work different from other jobs is the constant exposure to the bad side of life, to people who have gone wrong, committed heinous crimes, people capable of incredible cruelty to their fellow human beings. It's easy to become jaded, to see only one side of life. **Have you noticed:**

- ❖ You call in sick to work more. Even when you're not sick, just to take a "mental health" day.
- ❖ When you are working, you just don't care. Productivity seems like a waste, and you can't get motivated no matter what the consequences. You seem to spend more and more time avoiding calls and doing nothing. You are starting to get negative comments on your work performance.
- ❖ You are starting to become accident-prone. You find yourself doing reckless things. You don't care and you tell yourself "what does it matter?"
- ❖ You can't concentrate. The paperwork is overwhelming. You never seem to have enough time. You are leaving things undone.
- ❖ You often feel confused. It is hard to recall instructions, details, or directions. You not only start to make mistakes, but also can't remember making them!
- ❖ You don't look good. The "attitude" has actually affected your appearance! You don't care about your clothes. Your grooming is not up to your normal standards. Your hygiene may even be suffering.
- ❖ You're not getting along well with other people. You find yourself arguing a lot. You don't feel understood. You are no longer part of the group and in fact are angry most of the time at people you used to call friends.
- ❖ You are drinking too much.
- ❖ The job just isn't fun anymore. In fact you can't remember the last time you had fun!

If the above profile is starting to sound like your life, then maybe it's time to reach out for assistance.

**CALL YOUR EAP, 24 HOURS A DAY, 7 DAYS A WEEK
1-800-277-9048**

Adopted from: www.heavybadge.com

CORRECTIONS CORNER

Issues specific to Corrections Officers

by Mark Smith

- **Corrections work is isolating. Isolating from the public, from family, at times even from co-workers.**
 - **It's lonely.**
- **It's boring, except for the moments of unexpected terror.**

An officer who is well liked and respected by his peers comes back to his post from a meal break. It's 0100 hours on what seems to be a routine 2300 - 0700 shift. But for him it's a restless night and he knows the time will drag. He remembers the day an administrator told him he was going to go places in the department. As quickly as the promise of his big chance came it vanished. Politics, idle talk, not going along with certain protocol, and not knowing who the players are. In the green lined darkness of a midnight shift that leads to nowhere, he contemplates his situation, his future. It's then the tiredness overwhelms him and he begins to sweat and shake without understanding why.

Tonight time is his enemy as he ponders his future, wondering why he's no longer excited about the job or the people he works side by side with. He's second guessing his motives for taking this as his chosen career. Counting the years to his retirement, he wonders if he's become as cold a person as he now feels. He's at the point where he feels he too old to play the game anymore. He feels the promises of labor and management are just empty hype. It's somebody else's pipe dream or power play that he can no longer bring himself to be part of. Sitting back in his chair he leans back so his head touches the cold steel wall and he stares over the bodies of inmates who seem to have a peace of mind he envies.

His feelings seem very clear to him, but with a flaw, he firmly believes that there is no one he has that he can confide in, that no one would understand, not even his wife. She might even criticize him or worse ignore him. He has to be careful around her, on his guard, after all she could have married someone with a 9 to 5 job who could have given her a better life. Frustration sets in. Maybe something will happen tonight so that the adrenaline will kick in. But instead the stress starts taking it's toll.

-
- **Shiftwork is not normal. It disrupts the body.**
 - **Shiftwork disrupts the home. It effects the entire family.**
 - **What and who we work with can change us. We can bring that change home. After seeing so much that is bad in people, can we still see the good?**

She can't get comfortable in any position on the bed. Turning, fluffing up the pillows, and rearranging the covers doesn't help. She has never really adjusted to his night shift. She also knows that she'll be tired tomorrow and wonders how she'll deal with the kids and hold up at work. Exhaustion and loneliness are the only feelings she has right now.

She worries about him. He's not the same. He doesn't seem to be talking to anyone, not even the kids. He'll sleep most of the day only to get up to eat dinner in silence, then watch TV all night in the bedroom alone and probably fall asleep again. He'll drag himself out of bed to get ready for work again as his family get ready for bed. She feels he is being robbed from her by this job. When she asks him about what's going on, he becomes even more distant.

On top of all this there's the kids to worry about. They don't know why Daddy is acting the way he does. Why is he always alone in his room with no time for them. Did they do something wrong? Doesn't he want to live with them anymore? Their friends tell them how they've heard how mean C/Os are to people. She wonders if they are beginning to believe them.

The room is closing in on her. What's happening to her marriage, the excitement's not there anymore. What about the future? Is there any? She feels scared, helpless, useless, and more than a little unloved. She too is counting the years to his retirement so their world can return to normal. Can she wait? Too many questions without answers. She loves him so much it hurts more than she can ever explain to anyone. They just wouldn't understand. Frustration sets in. Stress is taking it's toll.

-
- **Corrections work IS stressfull**
 - **It effects all aspects of our lives.**
 - **But we so often deny emotional realities.**
 - **Admitting to a problem and seeking help for that problem is viewed as weakness. We often suffer needlessly in silence.**
- We take our family with us.**

This is a scenario that's played out in our families with much too much frequency. We really don't have to read or hear it, because we live. Regardless of what department you work for, your rank or your assignment you know how unfair corrections work can be. We confront the feelings of frustration of our work and the system every time we go on duty.

We know the difficulties of trying to balance working long hours, rotating shifts, watching the pain and conflict inflected on one another by the inmates. Sometimes it's the paper work that has to be done before going home after sixteen hours. It may be reading the negative feed- back from the public or trying to understand their ignorance of our work. The pressures of being locked up with inmates for eight to sixteen hours a day, five days a week have contributed to the creation of that relentless monster called stress. It's difficult to handle because at times it cannot be seen or even realized.

In academy training we're encouraged to control and deny any emotions. We're put above any display of feelings. Yet when we conduct ourselves this way we are accused of being cold or following the rules too closely. This puts us in a Catch-22 situation. Our professional stress is frequently compounded with personal stress. Traditionally law enforcement has attracted people who demand perfection. The work is demanding and the way we project ourselves is self-inducing of stress to us and those around us.

Statistics bear out the magnitude of our exposure to stress by the number of officer deaths, bronchial diseases, suicides and emotional problems. Along with our health and emotional well being at stake the levels of occupational and self-induced stress contribute to the breakdown of relationships between us and our families. Not only does it affect existing relationships it hinders the potential to develop other relationships.

Studies show that we do not suffer the greatest stress at the time of a critical incident. The greatest sources of stress are experienced in daily frustration from which officers and our families can find no escape. People in general have a distinct stereotypical profile of a correction officer and his family. Our kids must often endure other kids and teachers asking about their mother/father the guard. This has a tendency to make them think that their family is somehow different from their friend's. The impact of this is for us to socialize only with people who are on the job. This causes more stress because of the isolation and not being sociable in the community at large. We've been denied certain vacation picks and had to explain the logic of seniority. Plays, practices, ball games, parent teacher meetings become a one parent affair because we can't get the day off. How does our family adjust to this absenteeism? Do they ever adjust? How do we react to these unfair demands and requirements of correction work?

Because of situations like these it's common for our relationships to become confusing. It's problematic for us to move in and out of different roles such as officer, spouse, parent and friend. We have to learn how to balance the tough exterior with the soft inner core. One of the hardest things for us to do is to let go when we're off duty because we rely so much on self-control in our work. We're called on in any given situation to see only the black and white of the issue. We strive to be exact in our decisions. You can't bring these qualities in to a relationship.

WE OFTEN SUFFER NEEDLESSLY IN SILENCE - WE TAKE OUR FAMILIES WITH US

Sometimes we expect our families to fully understand the stress of our work. We may become distant from our wives and husbands because we think that they don't want to understand. This leaves the spouse confused and carrying around a lot of guilt. On the flip side we may seek refuge in the relationship depending fully on the other person, causing them to be overwhelmed by this.

The more years we work in correctional facilities the harder it is for us to look on the positive side when we deal in mostly the negative. This can lead to a depression that ultimately is going to affect both us and our families. The non-depressed person may not understand this depression or why the things that are changing are doing so. The things that were once fun things become emotional labors. This may cause the spouse or family to need treatment themselves.

We know it can be difficult to be a correction officer, but it can also be a rewarding experience. We have to learn to understand the stress and be able to identify the signs that

we are overloading our systems. You have to develop a mental health plan for yourself just as you would for your physical well being. But always remember that the family is going through a difficult period with you. Don't forget the people you love are also suffering from your stress.

If you are being affected by stress, you have to realize that there is something real and positive you can do. Some forms of stress can be changed or offset by changing our attitude and lifestyle. More serious forms or conditions such as lasting depression need to be addressed with professional intervention and help. We must take the responsibility of being aware that our individual stress and attitude to it is affecting the most significant people in our lives. More and more departments nation wide are responding to the mental health needs of their officers and their families. These departments are taking the necessary steps to help officer's to change the stigma of seeking all and any help available.

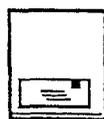
Letting go of the anger rather than feeling like you've lost control of your life, frees you to make the decisions you have to in order to move in a positive way to the quality of life you deserve.

The wives, husbands and children of correction officers should be aware of the early warning signals that someone in the family is starting to suffer from the overload of correction family stress. Responses to stress can range from verbal arguing to drug abuse. Other indicators may include a family member being pessimistic and not wanting to socialize, having difficulty controlling their temper, and becoming extremely critical of other family members. Additional signs are crankiness, forgetfulness, sleep disturbances, anxiety, weight loss, poor eating habits and a tendency toward accidents. You should take immediate action against serious signs of crisis. Watch for alcohol or drug abuse, excessive crying, extreme signs of guilt and fear, paranoia, a desire for revenge and complete withdrawal. If you or someone in the family is having problems coping with the stress, do something about it. This type of awareness and action helps our families to successfully counter stress.

This column is to be a forum for correction officers and their families. It's our chance to interact with families and officer's nation wide. I hope in future articles to relate your stories, questions, answers and opinions. I'll try to bring to light any new legislation pending, health and family issues. This is your opportunity to voice your opinions, complaints, stories, jokes, ask questions and find answers. Until next time, Fraternally yours,

Mark

I would like to hear from you whether it is a comment, question, or suggestion. I will do my best to answer all e-mail correspondence, as time permits.



e-mail Mark



<http://www.ctclearinghouse.org>
e-mail: info@ctclearinghouse.org

✓ STRESS CHECKLIST

This reproducible fact sheet is provided by Connecticut Clearinghouse, a program of Wheeler Clinic. Connecticut Clearinghouse is funded by the Department of Mental Health and Addiction Services.

Stress is a natural part of everyday life. Left unchecked, however, stress can cause physical, emotional, and behavioral disorders which can affect your health, vitality, and peace-of-mind, as well as personal and professional relationships.

Everyone handles stress differently, some better than others. If you think you have too much stress in your life, it may be helpful to talk with a doctor, member of the clergy or other caring professional. Because reactions to stress can be a factor in depression, anxiety and other mental and emotional disorders, they may suggest that you consult with a psychiatrist, psychologist, social worker, or other qualified counselor.

✓ Here is a checklist of negative reactions to stress and tension:

- Do minor problems and disappointments upset you excessively?
- Do the small pleasures of life fail to satisfy you?
- Are you unable to stop thinking of your worries?
- Do you feel inadequate or suffer from self-doubt?
- Are you constantly tired?
- Do you experience flashes of anger over a minor problem?
- Have you noticed a change in sleeping or eating patterns?
- Do you suffer from chronic pain, headaches, or back aches?



If you answered "yes" to most of these questions, consider the following suggestions for reducing or controlling stress:

- * Be realistic. If you feel overwhelmed by some activities, learn to say NO!
- * Shed the "superman/superwoman" urge. No one is perfect, so don't expect perfection from yourself and others.
- * Meditate for ten to twenty minutes.
- * Visualize how you can manage a stressful situation more successfully.
- * Take one thing at a time. Prioritize your tasks and tackle each one separately.
- * Take on a hobby that will give you a break from your worries.
- * Live a healthy lifestyle with good nutrition, adequate rest, regular exercise, limited caffeine and alcohol, and balanced work and play.
- * Share your feelings with family and friends. Don't try to cope alone.
- * Give in occasionally. Be flexible.
- * Go easy with criticism. You may be expecting too much.

For More Information,
Call
THE NATIONAL MENTAL HEALTH ASSOCIATION
800-969-6642

Information Provided by:
National Mental Health Association
National Council for Community Behavioral Healthcare

stresschecklist040199



DEPRESSION ✓ CHECKLIST

<http://www.ctclearinghouse.org>
e-mail: info@ctclearinghouse.org

This reproducible fact sheet is provided by Connecticut Clearinghouse, a program of Wheeler Clinic. Connecticut Clearinghouse is funded by the Department of Mental Health and Addiction Services.

Every year more than 18 million Americans suffer from clinical depression. It strikes men, women and children of all races and socio-economic groups, causing them to lose motivation, energy and the pleasure of everyday life. Clinical depression often goes untreated because people don't recognize its many symptoms. The good news is that almost everyone who gets treated can soon feel better.

✓ Here is a checklist of ten symptoms of clinical depression:

- A persistent sad, anxious or "empty" mood
- Sleeping too little or sleeping too much
- Reduced appetite and weight loss or increased appetite and weight gain
- Loss of interest or pleasure in activities once enjoyed
- Restlessness or irritability
- Persistent physical symptoms that don't respond to treatment (such as headaches, chronic pain, or constipation and other digestive disorders)
- Difficulty concentrating, remembering, or making decisions
- Fatigue or loss of energy
- Feeling guilty, hopeless or worthless
- Thoughts of death or suicide



If you experience five or more of these symptoms for longer than two weeks or if the symptoms are severe enough to interfere with your daily routine, you should see your doctor or a qualified mental health professional.

For More Information On Depression, Or To Locate A Free, Confidential And Professional Depression Screening Site In Your Area,
Call

THE NATIONAL MENTAL HEALTH ASSOCIATION
800-969-6642

Information Provided by:
National Mental Health Association
National Council for Community Behavioral Healthcare



**Connecticut
Clearinghouse**

334 Farmington Avenue
Plainville, CT 06062
1-800-232-4424

<http://www.ctclearinghouse.org>
e-mail: info@ctclearinghouse.org

Ready Reference Guide

This reproducible fact sheet is provided by Connecticut Clearinghouse, a program of Wheeler Clinic, Inc. Connecticut Clearinghouse is funded the Department of Mental Health and Addiction Services.

ADULT CHILDREN OF ALCOHOLICS
860-667-9787

AL-ANON/ALATEEN
CT Information 888-8-AL-ANON
Anywhere, USA 800-344-2666

ALCOHOLICS ANONYMOUS (A.A.)
Connecticut Answering Services

Ansonia	203-732-6592
Beacon Falls	203-732-6592
Berlin	800-530-9511
Bridgeport	203-333-5804
Bristol	800-530-9511
Cheshire	800-530-9511
Cromwell	800-530-9511
Danbury	203-797-2305
Durham	800-530-9511
East Hampton	800-530-9511
Greenwich	203-869-5221
Haddam	800-530-9511
Hartford	860-282-5924
Litchfield	800-829-1863
Manchester	860-646-2355
Meriden	800-530-9511
Middlefield	800-530-9511
Middletown	800-530-9511
New Britain	800-530-9511
New Haven	888-624-6063
New London	888-268-2067
New Milford	860-354-9843
Norwalk	203-899-1093
Plainville	800-530-9511
Portland	800-530-9511
Seymour	203-732-6592
Shoreline	888-624-6063
Southington	800-530-9511
Stamford	203-323-3115
Wallingford	800-530-9511
Waterbury	203-755-2124
Westport	203-227-2496
Grupos Hispanos	203-773-3044
TDD	860-667-3140
World Services	212-870-3400

**AMERICAN ASSOCIATION OF RETIRED
PERSONS** 202-434-AARP

**CENTER FOR SUBSTANCE ABUSE
PREVENTION** 301-443-0365

**CENTER FOR SUBSTANCE ABUSE
TREATMENT/NATIONAL TREATMENT
REFERRAL SERVICE** 800-662-HELP

**CDC's NATIONAL AIDS CLEARING-
HOUSE** 800-458-5231

**CENTER TO PREVENT HANDGUN
VIOLENCE** 202-289-7319

**CHILDREN OF ALCOHOLICS
FOUNDATION** 800-359-2623

**CLEARINGHOUSE ON FAMILY
VIOLENCE INFORMATION**
703-385-7565

COCAINE ANONYMOUS (CA)
CT Information 860-871-4584
National Referral 800-347-8998

CO-DEPENDENTS ANONYMOUS (CoDA)
CT Information 203-931-8839

**COMPULSIVE GAMBLING TREATMENT
PROGRAM** 860-344-2244

**CT CENTER FOR THE PREVENTION OF
CHILD ABUSE** 800-841-4314

CONNECTICUT CERTIFICATION BOARD
860-633-6572

**CT COALITION AGAINST DOMESTIC
VIOLENCE** 888-774-2900

CT COUNCIL ON PROBLEM GAMBLING
Helpline 800-346-6238

CT HUSKY PLAN 877-284-8759

CONNECTICUT SELF-HELP NETWORK
203-624-6982

CONNECTICUT POISON CONTROL
800-343-2722

GAM-ANON FAMILY GROUPS
CT Information 203-777-5585
National Information 718-352-1617

GAMBLERS ANONYMOUS (GA)
CT Information 203-777-5585
National Information 213-386-8789

THE HIGHER EDUCATION CENTER
800-676-1730

INDIAN HEALTH SERVICE
301-443-4297

INFOLINE 211 or
800-203-1234

JUVENILE JUSTICE CLEARINGHOUSE
800-638-8736

MARIJUANA ANONYMOUS
800-766-6779

MENTAL HEALTH ASSOCIATION OF CT
800-842-1501

**MOTHERS AGAINST DRUNK DRIVING
(MADD)**
CT Information 800-544-3690
National Information 800-GET-MADD

NAR-ANON
CT Information 800-203-1234
National Information 310-547-5800

NARCOTICS ANONYMOUS (NA)
CT Information 800-627-3543
National Information 818-773-9999

**NATIONAL ALLIANCE FOR THE
MENTALLY ILL** 703-524-7600

**NATIONAL ASSOCIATION FOR
CHILDREN OF ALCOHOLICS**
888-554-COAS

**NATIONAL BLACK ALCOHOLISM &
ADDICTIONS COUNCIL** 202-296-2696

**NATIONAL CLEARINGHOUSE FOR
ALCOHOL & DRUG INFORMATION
(NCADI)** 800-729-6686

**NATIONAL CLEARINGHOUSE FOR
CHILD ABUSE & NEGLECT** 703-385-7565

**NATIONAL COALITION OF HISPANIC
HEALTH & HUMAN SERVICES
ORGANIZATIONS** 202-387-5000

NATIONAL COCAINE HOTLINE
800-COCAINE

**NATIONAL COMMITTEE TO PREVENT
CHILD ABUSE** 312-663-3520

NATIONAL COUNCIL ON ALCOHOLISM & DRUG DEPENDENCE (NCADD)
800-NCA-CALL

NATIONAL COUNCIL ON PROBLEM GAMBLING, INC. 800-522-4700

NATIONAL CRIME PREVENTION COUNCIL 202-466-6272

NATIONAL HEALTH INFORMATION CENTER 800-336-4797

NATIONAL HIGHWAY TRAFFIC SAFETY ADMINISTRATION 202-366-9550

NATIONAL INHALANT PREVENTION COALITION 800-269-4237

NATIONAL INSTITUTE ON AGING INFORMATION CENTER 800-222-2225

NATIONAL INSTITUTE ON ALCOHOL ABUSE & ALCOHOLISM (NIAAA)
301-443-3860

NATIONAL INSTITUTE ON DRUG ABUSE (NIDA) 301-443-4577

NATIONAL INSTITUTE OF MENTAL HEALTH 301-443-4513

NATIONAL MATERNAL & CHILD HEALTH CLEARINGHOUSE
703-821-8955 x254

NATIONAL MENTAL HEALTH ASSOCIATION 703-684-7722

NATIONAL ORGANIZATION ON FETAL ALCOHOL SYNDROME 202-785-4585

NATIONAL SELF-HELP CLEARINGHOUSE 212-354-8525

NICOTINE ANONYMOUS 415-750-0328

NORTHEAST CENTER FOR THE APPLICATION OF PREVENTION TECHNOLOGIES (CAPT) 800-EDC-CAPT

OFFICE OF MINORITY HEALTH RESOURCE CENTER 800-444-6472

OVEREATERS ANONYMOUS 860-586-7927

RESOURCE CENTER ON SUBSTANCE ABUSE PREVENTION & DISABILITY
202-628-8080

SADD, INC. 508-481-3568

SUICIDE HELPLINE (INFOLINE)
800-203-1234

WHEELER CLINIC HELPLINE & CRISIS INTERVENTION 860-747-3434
860-524-1182

WOMEN FOR SOBRIETY 800-333-1606

THE WORKPLACE HELPLINE
800-WORKPLACE

Connecticut's Prevention Infrastructure

STATEWIDE RESOURCES

The Center 800-441-9926

Connecticut Assets Network
800-991-8463

Connecticut Clearinghouse
800-232-4424

Connecticut Institute For Cultural Literacy & Wellness 203-281-1347

Drugs Don't Work 800-422-5422

REGIONAL ACTION COUNCILS

Capital Area Substance Abuse Council
860-676-9320
Serving: Avon, Bloomfield, Canton, East Granby, Farmington, Granby, Hartford, Hartland, Newington, Rocky Hill, Simsbury, Suffield, West Hartford, Wethersfield, Windsor, Windsor Locks

Central Naugatuck Valley Regional Action Council 203-753-8211
Serving: Beacon Falls, Bethel, Cheshire, Middlebury, Naugatuck, Prospect, Southbury, Thomaston, Waterbury, Watertown, Wolcott, Woodbury

Citizens' Task Force on Addictions
860-442-1330
Serving: Bozrah, Colchester, East Lyme, Franklin, Griswold, Groton, Ledyard, Lisbon, Lyme, Montville, New London, North Stonington, Norwich, Old Lyme, Preston, Salem, Sprague, Stonington, Voluntown, Waterford

East of the River Action for Substance Abuse Elimination 860-568-4442
Serving: Andover, Bolton, East Hartford, East Windsor, Ellington, Enfield, Glastonbury, Hebron, Manchester, Marlborough, Somers, South Windsor, Stafford, Tolland, Vernon

Housatonic Valley Coalition Against Substance Abuse 203-775-4083
Serving: Bethel, Bridgewater, Danbury, New Fairfield, New Milford, Newtown, Redding, Ridgefield, Roxbury, Sherman, Washington

Communities in Action
203-978-1881
Serving: Darien, Greenwich, New Canaan, Stamford

Meriden/Wallingford Substance Abuse Council 203-294-3591
Serving: Meriden, Wallingford

Middlesex County Substance Abuse Action Council 860-347-5959
Serving: Chester, Clinton, Cromwell, Deep River, Durham, East Haddam, Killingworth, Middlefield, Middletown, Old Saybrook, Portland, Westbrook

Mid-Fairfield Substance Abuse Coalition
203-852-0850
Serving: Norwalk, Weston, Westport

Northeast Communities Against Substance Abuse 860-564-7771
Serving: Ashbrook, Brooklyn, Canterbury, Chaplin, Columbia, Coventry, Eastford, Hampton, Killingly, Lebanon, Mansfield, Plainfield, Pomfret, Putnam, Scotland, Sterling, Thompson, Willington, Windham, Union, Woodstock

Regional Youth/Adult Substance Abuse Program 203-333-3333
Serving: Bridgeport, Easton, Fairfield, Monroe, Stratford, Trumbull

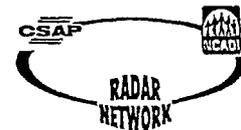
Substance Abuse Action Council of Central Connecticut 860-793-1830
Serving: Berlin, Bristol, Burlington, New Britain, Plainville, Plymouth, Southington

Valley Substance Abuse Action Council
203-736-8566
Serving: Ansonia, Derby, Oxford, Seymour, Shelton

STATEWIDE COALITIONS

Mobilize Against Tobacco for Children's Health (MATCH) 888-336-MATCH

CT Coalition to Stop Underage Drinking
800-422-5422



Updated: 04/06/99

Conflict Resolution Questionnaire

How Do You Deal with Conflict?

Answer the questions below as a way of examining how you deal with conflict. The survey was designed by members of Jock McClellan's 1993 class on Conflict Resolution. The questions are based primarily on the methods recommended by Dudley Weeks in *The Eight Essential Steps to Conflict Resolution* (Los Angeles: Jeremy Tarcher, 1992), as well as on principles in Roger Fisher's and William Ury's *Getting to Yes* (Penguin Books, 1991).

First, print the survey. Then use the print-out to rate each of the following statements from 1 - 5 using the ratings below to indicate how often you do as the statement says. Please write your responses in the LEFT column of dashes. Answer the questions to portray your most usual way of dealing with conflicts like those at home or at work. Do not take long on any question. Give your initial reaction. The more honest your answers, the more useful the results will be. When you are through, go to the pages with instructions for scoring and interpretation.

1. Almost never
2. Occasionally
3. Half the time
4. Usually
5. Almost always

-
1. ___ / ___ I feel that conflict is a negative experience.
 2. ___ / ___ When I resolve a conflict, it improves my relationship.
 3. ___ / ___ I am afraid to enter into confrontations.
 4. ___ / ___ I feel that in conflicts someone will get hurt.

V ___

5. ___ / ___ When I prepare to meet to discuss a conflict, I try to arrange for a mutually acceptable time and setting.
6. ___ / ___ I feel it is important where a conflict takes place.
7. ___ / ___ I try to make people feel comfortable when meeting with them about a conflict.
8. ___ / ___ When I start to discuss a conflict with the other party, I choose my opening statement carefully to establish positive realistic expectations.

A ___

9. ___ / ___ I state my true feelings when dealing with conflict.
10. ___ / ___ During a conflict I ask questions to clarify a statement that I'm not sure of.
11. ___ / ___ I try to be aware of how my negative and positive self-perceptions influence the way I deal with a conflict.
12. ___ / ___ In conflict my reactions are based on how I think the other party perceives me.

C ___

13. ___ / ___ I feel that only my needs are important.
 14. ___ / ___ I feel for a relationship to last, the needs of both parties must be considered.
 15. ___ / ___ In a conflict I strive to distinguish between real needs and desires.
 16. ___ / ___ In order not to harm the relationship, I may temporarily put aside some of my own less important personal wants.

N ___

17. ___ / ___ I share my positive attitude, hoping they will do the same.
 18. ___ / ___ I find it necessary to overpower others to get my own way.
 19. ___ / ___ I am aware of the other person may need to feel in control of the conflict.
 20. ___ / ___ In a conflict, I believe there should be no upper-hand.

P ___

21. ___ / ___ I find it easy to forgive.
 22. ___ / ___ I bring up old issues from the past during a new conflict.
 23. ___ / ___ When dealing with a conflict, I consider the future of the long-term relationship.
 24. ___ / ___ In conflict I try to dominate the other party.

F ___

25. ___ / ___ I listen with an open mind to alternative options.
 26. ___ / ___ I feel there is just one way to solve a problem.
 27. ___ / ___ When dealing with a conflict, I have preconceived notions about the other party that I am unwilling to let go of.
 28. ___ / ___ I can accept criticism from others.

O ___

29. ___ / ___ I feel that winning the war is more important than winning the battle.
 30. ___ / ___ I strive for a complete and genuine resolution of a conflict rather than settling for a temporary agreement.
 31. ___ / ___ When dealing with a conflict I have a pre-determined solution to the outcome.
 32. ___ / ___ I feel the need to control an argument.

D ___

33. ___ / ___ If I had my way, I win, you lose.
 34. ___ / ___ When in a conflict with someone, I ask them to explain their position.
 35. ___ / ___ I bargain to resolve conflict.
 36. ___ / ___ At the end of a conflict, it matters to me that the other person's needs have been met as well as my own.

M ___

- 37. ___ / ___ I express anger constructively.
 - 38. ___ / ___ In difficult conflicts, I would consider requesting a third party facilitator.
 - 39. ___ / ___ I overlook my partners anger in order to focus on the real issues to conflict.
 - 40. ___ / ___ I feel that it is okay to agree to disagree on specific issues in a conflict.
- X ___

Total _____

Using the same 1-5 scale above, how often do you feel you are effective at resolving conflicts in a way that builds your long-term relationship with the other parties?

- ___ 1 Almost Never
- ___ 2 Occasionally
- ___ 3 Half The Time
- ___ 4 Usually
- ___ 5 Almost Always

-
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Last updated on July 17, 1997
 Questions? Comments? E-mail [Jock McClellan](#)

You are person # **029338** to visit this page since July 24, 1997.



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Scoring the Conflict Resolution Questionnaire

1. **Reverse the scores for the 12 questions that give high scores for unrecommended responses.**

Dudley Weeks says some responses to conflict lead to resolutions which build a relationship, and some do not. All 40 questions need to be on the same scale, giving a high number for desirable or effective responses and a low score for ineffective ones. But 12 of the questions are worded so that ineffective answers get a "5" instead of a "1".

For example, question #1 reads "I feel that conflict is a negative experience." Weeks would say that someone who answers "Almost always", a "5", will probably have difficulty approaching a conflict and that this will reduce the person's effectiveness. Therefore that response deserves a low score, and the "5" needs to be reversed to a "1". Doing this for the 12 questions will assure that all scores will be consistent, with higher scores going to "better" responses.

Please reverse the scores for the following questions: 1, 3, 13, 18, 22, 24, 26, 27, 31, 32, 33, and 35.

Reverse those questions by looking at the response given in the left hand column and writing in a reversed score in the right hand column as follows:

Answer:	Score:
5	becomes 1
4	becomes 2
3	remains 3
2	becomes 4
1	becomes 5

2. **For the questions that do not need to be reversed.**

For the questions that do not need to be reversed, write the same number given in the left-hand answer column in the right-hand score column.

3. **Compute sub-totals and the total.**

The 40 questions are in groups of 4, based on topics in Week's book. Add the scores for each group of 4 and put the result in the blank. (The letter is just an abbreviation for the topic of that group.)

Then add the sub-totals and enter the result in the "Total" blank.

4. **Interpret the results, and learn from them.**

The higher your scores, the more effective you are likely to be at finding resolutions that meet everyone's real needs and that build your long-term relationship. Of the 10 sub-totals, which were the highest? These are probably areas where you are effective. Which sub-totals were the lowest? These are probably areas where you might try a different approach. Use the sheet "[Learning from the Survey](#)" to understand where you might improve. Pick 2 or 3 of the questions with the lowest scores, and try out behaviors which might make you more effective at resolving conflicts productively.

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Guideline for Conflict Resolution

Learning from the Survey

The higher your score on any question or section of the survey, the more likely you are to be effective at arriving at resolutions that meet both people's needs and that build the relationship. Low scores may indicate areas where you could increase your effectiveness.

For each question on the survey, some advice is given below. The advice was compiled by the Conflict Resolution class and is based primarily on Dudley Weeks' *The Eight Essential Steps to Conflict Resolution*, but also includes ideas from other sources, including *Getting to Yes* by Roger Fisher and William Ury. The guidelines are given in groups of four, corresponding to the ten lettered groups in the survey, which are in turn based on the topics or steps in Weeks.

For the questions or sections on which you got the lowest scores, read the guidelines and consider trying them.
They may help you be more effective.

V. VIEW CONFLICT AS NATURAL AND POSITIVE.

View conflict as a natural outgrowth of diversity among people, which can be addressed in a win-win way that strengthens your relationships. Remember the value of building your long-term relationship. View the resolution of the conflict and the building of the relationship as inter-related parts. Prevention works best.

1. View conflicts as opportunities for growth - for you and the other person, and for your relationship.
2. Handle the differences in a way that strengthens your relationship - together you will find more satisfying resolutions for this and future conflicts.
3. Address differences directly, realizing you are more likely to meet both your concerns and the other's if you discuss issues openly.
4. Separate the people from the problem, so you can protect the relationship while addressing the problem.

A. ATMOSPHERE.

5. Start by establishing an effective atmosphere that promotes partnership and problem-solving. Meet with the other at a mutually satisfactory time, when you both have plenty of time and are free from distractions.
6. Meet in an equally acceptable place that is tranquil and gives you equal power.
7. Help the other feel comfortable and safe, affirming the importance of the relationship.
8. Start by saying you know the two of you can invent some solutions together that are mutually acceptable.

C. CLARIFY PERCEPTIONS.

- Work with the other so both are very clear about what the conflict is really about. Eliminate ghost issues that arise from misperceptions. Separate the people from the problem. Acknowledge emotions as legitimate. Then face the problem together.
9. Be clear with yourself and with the other how you feel and how you perceive the problem Use "I - Statements" to tell the other how you feel, rather than "You - Statements" that blame. Assert your needs without attacking the other.
 10. Ask questions to clarify your perception of the other's perceptions. Listen actively. Acknowledge what the other says.
 11. Look at yourself honestly, clarifying needs and misperceptions.
 12. Clear up misperceptions and stereotypes. Avoid pushing "buttons."

N. Note NEEDS, not wants.

Identify the needs that are essential to you, your partner, and your relationship.

13. Acknowledge the legitimate needs of the other, as well as those of your own. Recognize that there are usually multiple interests. Fractionate the problem.
14. Recognize that sustaining your relationship requires meeting needs of both.
15. Distinguish between real needs and secondary desires. Identify the other's core goals you can support.
16. Postpone contentious demands that may damage the relationship until you and your partner have worked on meeting needs of the relationship first.

P. Produce Positive Partnership POWER.

Build "power with," shared power which enables lasting resolutions and relations.

17. Be positive; be clear about yourself and your values. Keep reaching for the other's positive power and potential for constructive action. Recognize the power of effectiveness that comes from having the skills to develop the relationship, understand interests, invent options, and agree based on objective criteria.
18. Avoid negative "power over," which wastes energy in seesaw battle, and which may backfire, not achieving your lasting goals. Treat others as you want to be treated.
19. Don't stereotype the other only by their negative power; keep options open for the other's constructive power. Don't ask who is more powerful; be optimistic about outcomes.
20. Work as a team, realizing you need each other's positive power to act effectively. Be unconditionally supportive of the relationship.

F. Focus on the FUTURE first, then learn from the past.

21. Forgive (which does not mean you approve). Acknowledge all fall short. Move beyond negative past; look to positive potential. Be hard on the problem and soft on the people.
22. Focus on the current issue. Don't pick old wounds. Learn from the past; recall good resolutions.
23. Remember the importance of the long-term relationship. Create images of an improved relationship resulting from effective resolution of the conflict.
24. Work as partners for mutually beneficial agreements which will nurture your relationship.

O. Open up OPTIONS for Mutual Gain.

25. Listen with an open mind to alternative options. Ask for the other's options first; learn from them.
26. Prepare for discussions by inventing several specific new options that meet shared needs. Don't view these as final goals, but as starting points. Together, brainstorm new possibilities. Separate inventing from deciding. Postpone critical discussion.
27. Beware preconceived answers. Look for common ground behind seeming oppositions. Avoid stereotypes.
28. Listen actively and acknowledge what is being said (which does not mean agreeing with it).

D. Develop "DOABLES," Stepping-stones to Action.

29. Develop small steps that lead you closer to a mutually healthy decision on larger issues. Choose ones that meet shared needs and that you have shared power to implement.
30. Do not rest with temporary fixes which are not sufficient to meet the long-term problem. As the three little pigs learned, solid construction will last.
31. View this as a cooperative process whose best outcome cannot be foreseen alone at the beginning.
32. You will have a more satisfactory outcome if all factions participate as equals. Understand that the others have interests and needs too.

M. Make MUTUAL-BENEFIT AGREEMENTS.

33. Avoid win-lose solutions, which damage the long-term relationship. Consider the needs of

your partner, you, and your relationship, and you both will win. Avoid a contest of wills. Yield to reason, not pressure. Do not be a "door-mat."

34. Ask the other to clarify his/her interests; clarify your own.
35. Avoid bargaining, posturing, demands, and threats, which kill cooperative problem-solving. Acknowledge non-negotiable elements. Focus on interests, not positions, but do build large agreements on small prior doables.
36. Be caretaker of the other's welfare as well as your own. Make agreements that meet objective, reasonable standards of fairness. Make agreements that meet the needs of both, and that build the relationship.

X. EXTRA Considerations.

37. Express anger constructively. Emotions are legitimate and communicate. Channel anger's energy. Focus on the angering behavior, not the person.
38. Define your best alternative to a negotiated agreement. Seek a third party facilitator when you and the other lack needed skills or when there seem to be intractable differences.
39. Hear the other's anger non-defensively. Don't react to emotional outbursts. Look for what is within it you can do something about it together.
40. Agree to disagree on specific value differences. Don't feel you have to agree on everything.

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Last updated on July 17, 1997

Questions? Comments? E-mail Jock McClellan

Managing Stress and Living Longer

Jerome Murray

Warning! Even though you rigorously follow a stress management program, stress still could be ravaging you and shortening your life. This is true because most people's definition of stress management is erroneous.

To the average person, it means learning to relax and enjoy life, taking time to mellow out in comfortable, stress-free environments, exercising regularly, and a healthy diet. Many, believing themselves to be engaged in pursuing greater health and self-fulfillment, energetically practice relaxation techniques, yoga, meditation, and biofeedback. They play tennis every weekend, jog faithfully, watch their cholesterol intake, and take pride in their enlightened lifestyle.

Millions of dollars are spent annually on gym memberships, exercycles, and other means of improving cardiovascular efficiency. Multimillion-dollar industries have been created to service these enthusiasts' need for clothing and shoes.

The problem is one of timing. Much of the damage attributable to stress has occurred before these stress management efforts even have begun. Permitting yourself to be bombarded by stressors during the day and trying to undo the damage evenings and weekends is the classic "too little, too late." Living a hectic and frenzied life compounded by pressure and frustration and punctuated by periodic attempts to relax and exercise is a parody of stress management. More accurately, it is an endeavor to manage *distress*, not stress.

While managing distress effectively is not to be decried, it is analogous to fighting a fire. Even with sophisticated apparatus, the best strategy is to avoid the conflagration in the first place. This means learning to prevent stress from becoming distress, expanding the range of one's coping skills, and not allowing stressors to continue unabated.

Even though distress management techniques have their place, they frequently are nothing more than expensive padlocks to put on a barn already empty of horses. The elimination of stress isn't the answer either. True stress management is distress *prevention*.

In an experiment to find out what would happen in a stress-free environment, subjects were placed in a deprivation tank, where they floated in water warmed to body temperature. The drug curare was used to paralyze muscle movement. Eyes were blindfolded, ears were plugged, and there was nothing to smell or taste, or sensations to which the subjects had to adjust. After a period of relaxation, they began to hallucinate and have delusional thoughts - they became psychotic. Lacking stimulation, the brain produced its own. The marvelous mechanisms of brain and body require stimulation to function. The issue is how much, how frequent, and how long?

Stress is the body's non-specific response to stressors such as frustrations, conflicts, and pressures. In more general terms, they are known as adjustment demands. Every adjustment we make in life takes its toll in stress.

Yet, stressors, as the deprivation tank illustrates, can not and should not be avoided. They are essential to mental and physical health. Without the stress of learning, there would be no education. Without the stress of exercise, bodies would be flabby and unable to perform.

Stressors are inevitable and even necessary. They serve to condition our minds and bodies, enabling greater performance. Stressors can stimulate growth and confidence and actually assist in

Managing Stress and Living Longer

keeping us alive. The problem occurs when the stressors exceed our coping ability or continue too long. When that happens, stress becomes distress, and that is the issue of concern.

There are two human conditions having the greatest potential for producing distress - impotence and isolation. When they are experienced, the human organism is at its most vulnerable to stress.

Resist the impulse to jump to conclusions - this type of impotence refers to a psychological state in which we feel a demand to act, but lack the authority or ability.

If you took psychology in college, you may remember studying the "executive monkey" experiment, conducted at the Walter Reed Army Institute of Research. Two monkeys were strapped upright in a plastic box permitting limited movement, a console in front of each of them with a light and a button. The light was turned on 10 seconds before the monkeys received a jarring shock to their feet. The button would prevent the shock if it was pushed within the 10-second grace period. The monkeys learned this fact faster than most graduate students.

The researchers then added an inventive twist. They disconnected a wire to one of the buttons, reconnecting it to the other. Now, one monkey controlled the shock for both. Being responsible for another and having decision-making power, he was dubbed the executive monkey.

After 23 days of this pressure, the executive monkey expired. A post-mortem revealed the beginning of atherosclerosis, incipient renal failure, and a perforated duodenal ulcer. The surviving non-executive monkey was sacrificed to the cause of science and found to be without physiological abnormality.

The moral was supposed to be that executives were prone to stress-related diseases because they have responsibility for others. At first examination, that interpretation had face validity, and overstressed executives sympathized with the deduction. It duly was printed in most general psychology textbooks and taught to undergraduates.

However, that conclusion was not supported by attempt replications. Every other attempt to duplicate the original results failed. Each time, it was the monkey whose button didn't work that developed ulcers. He knew he was going to get shocked, but was helpless to prevent it. This state is identified as responsibility without authority, better known in corporations as mid-level management.

The most devastating type of stress is not heavy responsibility - it is having a sense of responsibility without the power to do anything about it. Responsibility won't kill you as long as your buttons work, but feeling responsible for something over which you have no authority will send you to an early grave.

To avoid the distressful consequences of feeling impotent, limit your sense of responsibility to those areas over which you have authority. Parents who agonize over the behavior of children whose age precludes parental authority suffer from impotence. Employees who feel stymied in their careers because of the perceived inadequacies of their supervisors are making themselves impotent. Anyone who laments the quality of his or her life because of inability to control the actions of another suffers from distress. In effect, they are saying to others, "I am powerless to improve the quality of my life unless you change." That produces a feeling of impotence and heightened vulnerability to stress.

This does not suggest that attempts to influence the lives of others are inconsequential.

Sometimes, efforts to influence others succeed, causing them to change in ways that enhance the complexion of your life. However, don't be misled - influence is not authority. If others do not respond positively to your efforts to modify their behavior, don't make yourself impotent by persisting in your efforts. Keep the responsibility where the authority is. Ask yourself: "What can I do to live a more successful life even though this other person is not cooperating with my pursuit of happiness?"

That is the only effective question to ask. It focuses the issue on why you do - not what others do or don't do. By concentrating on the authority you have to enrich your own life, you will minimize feelings of impotence. This reduces susceptibility to distress and has another important benefit - you'll be happier and more productive.

Isolation

There is ample evidence that vulnerability to stress is intensified by the lack of close, bonded relationships. Social research confirms that we derive something from attachments that, in effect, serve to immunize us from stress. This "need for nearness" is manifested in striving to feel wanted, needed, and valued. It is met by establishing intimate social bonds and involves the feelings of belonging and being loved. Even the need for self-esteem is an expression of the necessity for nearness. When we feel good about ourselves, it strengthens our confidence that we are worthy of belonging.

Historically, marriage and family have been the prime sources for meeting nearness needs. In this age of anxiety, when tranquilizers are the most frequently prescribed medicine, it is not surprising that these institutions are less secure than ever before. Broken families seem to be the rule, not the exception. Sadly, family and marriage do not offer the stability and support they once did.

Actuarial statistics reveal that married people live longer than single people. We simply don't do as well alone as we do when we have intimacy. As the divorce rate escalates, so does vulnerability to stress.

Increasingly, health specialists are adopting the attitude that disrupted social bonds affect the body's immune system, increasing susceptibility to disease. The California Department of Mental Health found the following correlation between social ties and health:

- People who isolate themselves from others face two or more times the risk of premature death.
- Terminal cancer strikes isolated people more often than those with bonded relationships.
- The rates of mental hospitalization are five to 10 times greater for separated, divorced, and widowed persons than for married people.
- Pregnant women under stress and without supportive relationships have three times the number of complications than expectant mothers with intimate ties who are equally stressed.
- Women who can confide in a close friend are much less likely to become depressed.

Moreover, studies indicate the mortality rate of widowers is 40-60% higher during the first six months of bereavement. If remarriage occurs, mortality rates return to normal.

Managing Stress and Living Longer

The health risk vulnerability of people lacking committed social bonds is dramatized further by a study examining death rates for smokers and non-smokers. Not surprisingly, those who smoke have higher death rates than people who don't. The most revealing statistic is that, in both smoking and non-smoking populations, single, widowed, and divorced men had the highest rates. Divorced men who smoked had the highest rates of all. Being alone is bad enough; feeling unwanted is worse. If the loss of established relationships increases stress vulnerability, creating loving, committed relationships is the best safeguard against it.

Several microcosmic population groups have been found with high percentages of centenarians. Efforts to discover the secret of their long lives have been inconclusive.

The first, in the U.S.S.R. area of Georgia, led physically active lives, which led to the acceptance of cardiovascular fitness as the explanation. This conjecture was weakened by the discover of a similar group in India that had a high percentage of its populace living past 100 years of age despite being extremely sedentary in lifestyle. Eventually, the revelation of their high-fiber diet led to its attribution as the genesis of their longevity. In still another community in the Peruvian Andes, the aged not only weren't active, their diet was primarily home-made beer.

Further reflection on these populations reveals only one common tie - in every instance, the communities valued and respected their elders. There were no mandatory retirement age or convalescent homes. There was no segregation by age at all. The older members of each group were involved in community activities, including meaningful work, and were valued for their experience and knowledge. They felt needed, wanted, and loved.

Every person is born with a genetically predetermined amount of stress-coping energy. Using this energy exacts a physiological toll known as aging. When it is depleted, death occurs. The most rapid depletion occurs in conditions of distress.

Think of yourself as a vehicle and the stress-coping energy as gas in your car. The size of your gas tank, set at birth, and how well your engine is tuned determine how much mileage your vehicle will get. Many people treat their lives just like cars. The "run out of gas" long before they should because they don't take care of their "engine" or "drive" sensibly. While you can't change the size of your gas tank, you can do two things to maximize your mileage - keep your engine tuned and don't take any unnecessary trips.

The next time you impotently rage at the "idiot" going 40 in the fast lane, ask yourself: Is it worth it? It could cost you seconds of your life. Do you really want to waste your finite stress-coping energy on someone you don't even know?

Permitting the feeling of responsibility without a corresponding authority to act is like revving the car's engine with the brakes on. It may sound impressive, but it's a waste of gas.

The next time you decide to "write off" any of the people in your life because they have offended you, ask yourself: Can I afford it? Do you really want to lost the potential support and nourishment represented by that relationship? Doesn't it make more sense to salvage it?

As important as diet and exercise are to "tuning up your engine," they are not as crucial as avoiding the feelings of isolation. Making and maintaining loving relationships is the single most important way to stress-proof your personality. Minimizing feelings of impotence and isolation are the philosophical heart of stress management.



FOCUS



Families, Officers & Corrections Understanding Stress

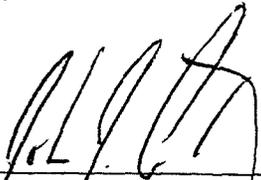
Exhibit A: Initial Survey

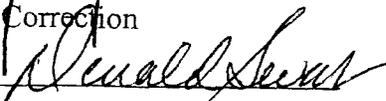
Dear AFSCME Correction Officer,

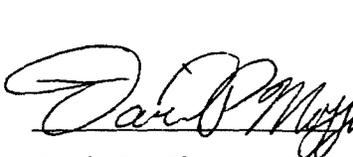
Some months ago, the Connecticut Department of Correction was awarded a grant from the National Institute of Justice to implement an educational program related to the impact of stress on the lives of Correction Officers and their families. Recently, you should have received a brochure that provided an overview of the Families, Officers, and Corrections Understanding Stress (FOCUS) Project. In that brochure, we indicated that the goal of the project was to reduce Correction Officer and family stress through education and training. The FOCUS project is the collaborative effort of AFSCME Council 4 and the Connecticut Department of Correction, in conjunction with ETP Inc. and Drs. M. E. Sullivan and J. B. Rogers (S & R Associates).

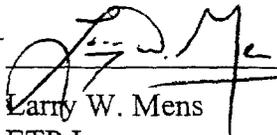
The following survey was developed through that collaboration. In order to insure that the results of this survey accurately represent the perceptions of the Correction Officers, we want to urge you to answer each question as honestly as possible. To insure your confidentiality, the completed survey will only be handled by the AFSCME liaison and returned directly to S & R Associates for analysis.

The Connecticut Department of Correction, AFSCME (Locals 387, 391, and 1565), ETP Inc., and S & R Associates hope that we can begin to effect a significant change in the lives of all Correction Officers and their families with your help. We want to thank you for providing us with your effort and time.

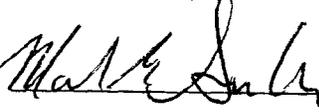

John J. Armstrong,
Commissioner
Connecticut Department of
Correction


Donald Sevas,
Staff Representative
AFSCME, Council 4

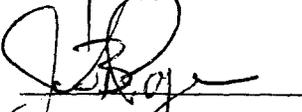

David Moffa,
President AFSCME
Local 387


Larry W. Mens
ETP Inc.


Michael Minney,
President AFSCME
Local 391


Mark E. Sullivan, Ph.D.
S & R Associates


David LaPointe,
President AFSCME
Local 1565


John B. Rogers, Ph.D.
S & R Associates

The National Institute of Justice Grant Award #98-FS-VS-003 funds this program

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Indicate the last 4 digits of your Social Security number: _____ / _____ / _____ / _____

Indicate the last 4 digits of your telephone number: _____ / _____ / _____ / _____

Directions: Please check (✓ or X) the categories for each question that applies to you. Do not leave any question blank nor select more than one option per question. If you feel that the question does not apply to you, mark Not Applicable (NA).

1. **GENDER:** Male Female
2. **DATE OF BIRTH:** Month/Day/Year ____/____/____
3. **RACE:**

African American ----- <input type="checkbox"/>	Asian American ----- <input type="checkbox"/>
Hispanic ----- <input type="checkbox"/>	Native American ----- <input type="checkbox"/>
White ----- <input type="checkbox"/>	West Indian/Caribbean ----- <input type="checkbox"/>
Other _____ (Specify)	
4. **EDUCATION:** What is the highest level of education that you have completed?

Less than High School ----- <input type="checkbox"/>	High School Diploma/GED ----- <input type="checkbox"/>
Technical degree ----- <input type="checkbox"/>	Some College ----- <input type="checkbox"/>
AA / AS degree ----- <input type="checkbox"/>	BA / BS degree ----- <input type="checkbox"/>
MA / MS degree ----- <input type="checkbox"/>	Ph.D. ----- <input type="checkbox"/>
5. **MARITAL STATUS:** What is your present marital status?

Single ----- <input type="checkbox"/>	Widowed ----- <input type="checkbox"/>
Married ----- <input type="checkbox"/>	Separated ----- <input type="checkbox"/>
Divorced ----- <input type="checkbox"/>	Live-in Partner/Significant Other ----- <input type="checkbox"/>
6. Have you ever been divorced? NA No Yes Number of times _____
7. Has your spouse/significant other ever been divorced? NA No Yes Number of times _____
8. Does your spouse/significant other have a job? NA No Yes Full time Part time
9. What is the highest level of education completed by your spouse/significant other? NA

Less than High School ----- <input type="checkbox"/>	High School Diploma/GED ----- <input type="checkbox"/>
Technical degree ----- <input type="checkbox"/>	Some College ----- <input type="checkbox"/>
AA / AS degree ----- <input type="checkbox"/>	BA / BS degree ----- <input type="checkbox"/>
MA / MS degree ----- <input type="checkbox"/>	Ph.D. ----- <input type="checkbox"/>
10. **LEVEL OF FACILITY:** NA 2 3 4 5
11. How long have you worked for the Connecticut Department of Correction? _____ years _____ months
12. About what is your total family income before taxes? \$ _____, _____ .00
13. Including yourself, how many people in your household? _____
14. What shift do you primarily work? 1st 2nd 3rd Rotating
15. What is your current rank? Cadet Probationary Officer Officer 5 and 2 Officer
16. Have you served in any military organization? No Yes Length of service _____ years
17. Have you worked for any other correctional organization? No Yes Length of service _____ years
18. On average, how many OTs per pay period do you work? _____
19. Have you worked for any police force? No Yes Length of service _____ years
20. Are you currently serving in any military organization in the US or abroad? No Yes
21. Has any member of your immediate family ever worked for the Connecticut Department of Correction? No Yes

If yes, please indicate which family members

Mother ----- <input type="checkbox"/>	Spouse/Significant Other ----- <input type="checkbox"/>
Daughter ----- <input type="checkbox"/>	Father ----- <input type="checkbox"/>
Aunt ----- <input type="checkbox"/>	Son ----- <input type="checkbox"/>
Other _____ (Specify)	Uncle ----- <input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

22. Please indicate which of the following you are a member of-

- NA K9 CERT SOG CISRT HONOR GUARD

23. Indicate the facility that you presently work in-

- | | |
|--|--|
| Enfield CI ----- <input type="checkbox"/> | Northern CI ----- <input type="checkbox"/> |
| Osborn CI ----- <input type="checkbox"/> | Robinson CI ----- <input type="checkbox"/> |
| Willard-Cybulski CI ----- <input type="checkbox"/> | Bridgeport CC ----- <input type="checkbox"/> |
| Cheshire CI ----- <input type="checkbox"/> | Garner CI ----- <input type="checkbox"/> |
| New Haven CC ----- <input type="checkbox"/> | Manson YI ----- <input type="checkbox"/> |
| Brooklyn CI ----- <input type="checkbox"/> | Webster CI ----- <input type="checkbox"/> |
| Corrigan CI ----- <input type="checkbox"/> | Gates CI ----- <input type="checkbox"/> |
| Northeast CI ----- <input type="checkbox"/> | Radgowski CI ----- <input type="checkbox"/> |
| York CI ----- <input type="checkbox"/> | Hartford CC ----- <input type="checkbox"/> |
| MacDougall CI ----- <input type="checkbox"/> | Walker RSMU ----- <input type="checkbox"/> |
| UCONN Health Center ----- <input type="checkbox"/> | CTU ----- <input type="checkbox"/> |
| CTSD ----- <input type="checkbox"/> | Other _____ (Specify) |

24. How would you describe your current post assignment?

- | | |
|---|---|
| General Housing Unit ----- <input type="checkbox"/> | Restrictive Housing Unit ----- <input type="checkbox"/> |
| Sick/Annual/Spare ----- <input type="checkbox"/> | Tower/Perimeter Duty ----- <input type="checkbox"/> |
| Control Center ----- <input type="checkbox"/> | Other _____ (Specify) |

For each of the following, indicate your overall level of satisfaction.

- | | | Very
Unsatisfied | Unsatisfied | Somewhat
Satisfied | Satisfied | Very
Satisfied |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 25. Your job ----- | <input type="checkbox"/> |
| 26. Your life ----- | <input type="checkbox"/> |
| 27. Your present relationship with your spouse/significant other NA <input type="checkbox"/> ----- | <input type="checkbox"/> |

In the last 3 months, have you-

28. been late for work? ----- No Yes
29. left work early? ----- No Yes

If yes, how many days?

Have you ever been diagnosed as having-

- | | | |
|----------------------------------|-----------------------------|------------------------------|
| 30. Diabetes? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 31. Chronic low back pain? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 32. Clinical depression? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 33. High blood pressure? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 34. Liver disease? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 35. Heart disease? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |

Was this condition diagnosed before being hired?

- | | |
|-----------------------------|------------------------------|
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| No <input type="checkbox"/> | Yes <input type="checkbox"/> |

36. Do you smoke cigarettes? No Yes If yes, about how many pack(s) per day? _____

37. Are you presently taking any medication for depression? ----- No Yes

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Indicate how confident you think you are about doing each of the following. Your answers should be what you think you can do and not what you think you are expected to do.

	Not Very Confident	Not Confident	Not Sure	Confident	Very Confident
38. Accepting criticism from my peers -----	<input type="checkbox"/>				
39. Speaking up when something is wrong -----	<input type="checkbox"/>				
40. Resolving disagreements -----	<input type="checkbox"/>				
41. Assessing a dangerous situation -----	<input type="checkbox"/>				
42. Responding to the injuries or illnesses of inmates -----	<input type="checkbox"/>				
43. Evaluating and implementing an emergency plan -----	<input type="checkbox"/>				
44. Describing proper procedures for a medical emergency -----	<input type="checkbox"/>				
45. Providing emergency medical care -----	<input type="checkbox"/>				
46. Safely restraining an inmate out of control -----	<input type="checkbox"/>				
47. Verbally defusing a potentially dangerous situation -----	<input type="checkbox"/>				
48. Fulfilling the requirements of the job -----	<input type="checkbox"/>				

In the last 3 months, were you away from work due to-

If yes, how many days?

49. personal illness? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>	<table border="1" style="width: 100%; height: 100%; border-collapse: collapse;"> <tr><td style="text-align: center;">_____</td></tr> </table>	_____	_____	_____	_____	_____	_____	_____	_____	_____

50. sick family member (child/spouse/significant other)? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
51. taking care of an elderly parent? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
52. mental health day? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
53. work related injury? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
54. personal leave/emergency? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
55. planned vacation? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
56. stress related? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
57. an administrative leave with pay? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										
58. an administrative leave without pay? -----	No <input type="checkbox"/> Yes <input type="checkbox"/>										

How often do you drink-

	Never	1-2 times per month	1-2 times per week	3-4 times per week	Daily	Number of drinks per occasion?
59. Beer? -----	<input type="checkbox"/>	_____				
60. Wine? -----	<input type="checkbox"/>	_____				
61. Mixed liquor drinks? -----	<input type="checkbox"/>	_____				
62. Straight liquor? -----	<input type="checkbox"/>	_____				

63. Have you increased your consumption of alcohol over the last 6 months? ----- No Yes

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

***Read each statement carefully and decide if this is how you feel about your job. If you have not had this feeling, mark/check never. However, if you have had this feeling indicated how often you have felt that way.**

	Never	1 -2 times a year	Once a month	A few times a month	Once a Week	A few times a week	Every Day
64. I feel emotionally drained from my work. -----	<input type="checkbox"/>						
65. I feel used up at the end of the workday. -----	<input type="checkbox"/>						
66. I feel fatigued when I get up in the morning and have to face another day on the job. -----	<input type="checkbox"/>						
67. Working with the inmates all day is really a strain for me. -----	<input type="checkbox"/>						
68. I feel burned out from my work. -----	<input type="checkbox"/>						
69. I feel I'm working too hard on my job. -----	<input type="checkbox"/>						
70. Working with the inmates directly puts too much stress on me. -----	<input type="checkbox"/>						
71. I feel like I'm at the end of my rope. -----	<input type="checkbox"/>						
72. I feel I treat some of the inmates as if they were impersonal objects. -----	<input type="checkbox"/>						
73. I've become more callous towards the inmates since I took this job. -----	<input type="checkbox"/>						
74. I worry that this job is hardening me emotionally. -----	<input type="checkbox"/>						
75. I do not really care what happens to some of the inmates. -----	<input type="checkbox"/>						
76. I feel the inmates blame me for some of their problems. -----	<input type="checkbox"/>						
77. I can easily understand how the inmates feel about things. -----	<input type="checkbox"/>						
78. I deal very effectively with the problems of the inmates. -----	<input type="checkbox"/>						
79. I feel I'm positively influencing the lives of the inmates and their families through my work. -----	<input type="checkbox"/>						
80. I feel frustrated by my job. -----	<input type="checkbox"/>						
81. I feel enthusiastic after working closely with the inmates. -----	<input type="checkbox"/>						
82. I feel very energetic. -----	<input type="checkbox"/>						
83. I can easily create a relaxed atmosphere with the inmates. -----	<input type="checkbox"/>						
84. I have accomplished many worthwhile things in this job. -----	<input type="checkbox"/>						
85. In my work, I deal with emotional problems very calmly. -----	<input type="checkbox"/>						

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each of the following carefully and decide if you have experienced any of these feelings. If you have not had the experience, check never. However, if you have had this experience indicated how often.

	Never	1 -2 times in last 6 months	Once a month	A few times a month	Once a week	A few times a week	Daily
86. Pains or pounding in your chest -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. Faintness or dizziness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. Loss of sexual interest -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. A feeling of no energy or excessive tiredness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. Thoughts of ending your life -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
91. Feelings of being trapped -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
92. Headaches or pressure in your head -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
93. Feeling blue or depressed -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
94. Trouble catching your breath or shortness of breath -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
95. Nausea, upset stomach, or stomach pains -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
96. Sudden feelings of fear or panic -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
97. A feeling that something bad was going to happen to you -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
98. Feeling that everything that goes wrong is your fault -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
99. Migraines -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
100. Pains in your back or spine -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
101. Reoccurring bouts of the flu -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
102. Trouble getting to sleep -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
103. Trouble staying asleep -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
104. Finding it difficult to get up in the morning -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
105. Sweaty or damp and clammy hands -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
106. Feeling nervous or fidgety -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
107. A change in appetite -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
108. Taking prescription drugs to relieve stress and/or anxiety -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
109. Crying spells -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
110. Lack of emotional responsiveness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
111. Inability to find pleasure in anything -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
112. Feeling of hopelessness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
113. Feeling of worthlessness -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
114. My home life interferes with my responsibilities at work, such as getting to work on time, accomplishing daily tasks, and working overtime.-----	<input type="checkbox"/>				
115. The facility that I work in promotes a sense of excellence.-----	<input type="checkbox"/>				
116. The pay is good.-----	<input type="checkbox"/>				
117. The goals and objectives for my job are clearly defined.-----	<input type="checkbox"/>				
118. Due to work related duties, I have to make changes to my plans for family activities.-----	<input type="checkbox"/>				
119. The conditions of my life are excellent.-----	<input type="checkbox"/>				
120. Roll call provides a chance to discuss policy with immediate supervisors.-----	<input type="checkbox"/>				
121. I just don't seem to be able to make important decisions any more.-----	<input type="checkbox"/>				
122. My job lets me use my skills and abilities.-----	<input type="checkbox"/>				
123. I worry about exposing my family to communicable diseases.-----	<input type="checkbox"/>				
124. The physical surroundings at work are pleasant.-----	<input type="checkbox"/>				
125. I work on unnecessary things.-----	<input type="checkbox"/>				
126. The department is concerned about giving everyone a chance to get ahead.-----	<input type="checkbox"/>				
127. I received the proper training to perform my job requirements.-----	<input type="checkbox"/>				
128. At work, I am at risk of having urine or feces thrown at me.-----	<input type="checkbox"/>				
129. My family does not enjoy doing some of the things that I'd like to do.-----	<input type="checkbox"/>				
130. I am constantly thinking about leaving corrections.-----	<input type="checkbox"/>				
131. The people I work with are competent in doing their jobs.-----	<input type="checkbox"/>				
132. I regularly read "This Week."-----	<input type="checkbox"/>				
133. Family-related strain interferes with my ability to perform job-related duties.-----	<input type="checkbox"/>				
134. The department's mission statement is consistent with my views.-----	<input type="checkbox"/>				
135. After work, I come home too tired to do some of the things I'd like to do with my family.---	<input type="checkbox"/>				
136. I have gotten the important things in life so far.-----	<input type="checkbox"/>				
137. Roll call provides information about what happened on the previous shift.-----	<input type="checkbox"/>				
138. The job security is good.-----	<input type="checkbox"/>				
139. I feel certain how I will be evaluated for my annual review.-----	<input type="checkbox"/>				
140. Lately, I feel confused most of the time.-----	<input type="checkbox"/>				
141. The work I do is meaningful.-----	<input type="checkbox"/>				
142. Roll call provides guidance.-----	<input type="checkbox"/>				
143. I put a lot of effort into my job beyond what is required.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
144. Sometimes I have to violate a rule or policy in order to carry out an assignment.-----	<input type="checkbox"/>				
145. Supervisors show favoritism. -----	<input type="checkbox"/>				
146. I am adequately trained to work with the population of inmates in my facility. -----	<input type="checkbox"/>				
147. At work, I am at risk of exposure to communicable diseases (AIDS, Hepatitis-C, TB). -----	<input type="checkbox"/>				
148. My spouse/significant other wants me to spend more time with them. -----	<input type="checkbox"/>				
149. I feel content working as a correction officer. -----	<input type="checkbox"/>				
150. The people I work with are friendly. -----	<input type="checkbox"/>				
151. The information that is in "This Week" is generally accurate. -----	<input type="checkbox"/>				
152. My spouse/significant other and I have different ideas about who our friends should be. -----	<input type="checkbox"/>				
153. The facility that I work in ensures a secure, safe, and humane environment for the inmates. -	<input type="checkbox"/>				
154. My family dislikes how often I am preoccupied with my work while I am at home. -----	<input type="checkbox"/>				
155. If I could live my life over, I would change almost nothing. -----	<input type="checkbox"/>				
156. If you ask questions during roll call, you are considered a trouble maker. -----	<input type="checkbox"/>				
157. My fringe benefits are good. -----	<input type="checkbox"/>				
158. I have to work under vague directives or orders. -----	<input type="checkbox"/>				
159. Lately, my ability to cope on a daily basis has been really reduced. -----	<input type="checkbox"/>				
160. I feel personally responsible for the work I do. -----	<input type="checkbox"/>				
161. Roll call provides information/communication that is important.-----	<input type="checkbox"/>				
162. My job requires that I do the same thing over and over. -----	<input type="checkbox"/>				
163. I have to do some things that go against my conscience. -----	<input type="checkbox"/>				
164. Lately, things that I once found enjoyable no longer interest me. -----	<input type="checkbox"/>				
165. I work at the correctional facility of my choice. -----	<input type="checkbox"/>				
166. I worry about my family's safety. -----	<input type="checkbox"/>				
167. I sometimes find myself treating my loved ones like inmates. -----	<input type="checkbox"/>				
168. I have to do things that I don't agree with.-----	<input type="checkbox"/>				
169. I receive assignments based on my ability not my gender. -----	<input type="checkbox"/>				
170. At work, I am at risk of verbal abuse from inmates. -----	<input type="checkbox"/>				
171. My spouse significant other and I have different ideas about spending time with relatives.---	<input type="checkbox"/>				
172. The facility that I work in is committed to protect the public and staff. -----	<input type="checkbox"/>				
173. Because of my work demands, I am irritable at home. -----	<input type="checkbox"/>				
174. The chances for promotion are good.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
175. The facility that I work in promotes a sense of professionalism.-----	<input type="checkbox"/>				
176. Things I want to do at work don't get done because of the demands of my family.-----	<input type="checkbox"/>				
177. The facility that I work in promotes a sense of dignity.-----	<input type="checkbox"/>				
178. I'm finding it harder and harder to cope on a daily basis.-----	<input type="checkbox"/>				
179. I have the opportunity to develop my own abilities.-----	<input type="checkbox"/>				
180. Roll call provides support among officers.-----	<input type="checkbox"/>				
181. The main satisfaction in my life comes from work.-----	<input type="checkbox"/>				
182. I am clear on what I am expected to do.-----	<input type="checkbox"/>				
183. I generally want to be left alone.-----	<input type="checkbox"/>				
184. Transfers within the department are always available.-----	<input type="checkbox"/>				
185. I worry about taking my family out because we may run into an ex-inmate.-----	<input type="checkbox"/>				
186. My job requires that I keep learning new things.-----	<input type="checkbox"/>				
187. I work with inconsistent policies and guidelines.-----	<input type="checkbox"/>				
188. The department generally is more lenient in enforcing the rules for members of the opposite sex.-----	<input type="checkbox"/>				
189. At work, I am at risk of physical abuse from inmates.-----	<input type="checkbox"/>				
190. My spouse/significant other and I have different preferences with respect to entertainment.-----	<input type="checkbox"/>				
191. It would be very hard for me to leave my job even if I wanted to.-----	<input type="checkbox"/>				
192. The demands of my family or spouse/significant other interfere with work related activities.-----	<input type="checkbox"/>				
193. I get a feeling of accomplishment when I do a good job.-----	<input type="checkbox"/>				
194. The facility that I work in promotes a sense of respect among staff, management, and the inmates.-----	<input type="checkbox"/>				
195. There is effective cooperation between shifts.-----	<input type="checkbox"/>				
196. You don't know from one day to the next how the department expects you to perform.-----	<input type="checkbox"/>				
197. Things I want to do at home do not get done because of the demands my job puts on me.-----	<input type="checkbox"/>				
198. This job provides me with opportunities to do work that I feel is important.-----	<input type="checkbox"/>				
199. Roll call provides an opportunity for officers to have a "bitch" session.-----	<input type="checkbox"/>				
200. The only reason I work here is to get a paycheck every two weeks.-----	<input type="checkbox"/>				
201. Responsibilities are clearly defined.-----	<input type="checkbox"/>				
202. Things that used to slide right off my back now really irritate me.-----	<input type="checkbox"/>				
203. No matter how hard I try, I feel no sense of accomplishment.-----	<input type="checkbox"/>				
204. I worry about being recognized by ex-inmates.-----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
205. My job requires that I be creative. -----	<input type="checkbox"/>				
206. I receive inconsistent requests from two or more supervisors. -----	<input type="checkbox"/>				
207. The rules are more leniently enforced depending on your race. -----	<input type="checkbox"/>				
208. At work, I am at risk of verbal abuse from co-workers. -----	<input type="checkbox"/>				
209. My spouse/significant other and I have different goals for us as a couple. -----	<input type="checkbox"/>				
210. I have too much at stake in my job to change jobs now. -----	<input type="checkbox"/>				
211. I trust my co-workers. -----	<input type="checkbox"/>				
212. My job as a correction officer measures up to the expectations I had when I started. -----	<input type="checkbox"/>				
213. The department's newsletter provides information helpful in performing my work. -----	<input type="checkbox"/>				
214. I have to put off doing things at work because of demands on my time at home. -----	<input type="checkbox"/>				
215. The facility that I work in promotes a sense of personal integrity. -----	<input type="checkbox"/>				
216. My job produces strain that makes it difficult to fulfill family duties. -----	<input type="checkbox"/>				
217. My life is as close to my ideal as possible. -----	<input type="checkbox"/>				
218. Roll call provides an opportunity to share stories about success and failure in dealing with inmates. -----	<input type="checkbox"/>				
219. Travel to and from work is convenient. -----	<input type="checkbox"/>				
220. I feel certain about how much authority I have. -----	<input type="checkbox"/>				
221. I just can't seem to remember things any more. -----	<input type="checkbox"/>				
222. I worry about protecting my family from ex-inmates. -----	<input type="checkbox"/>				
223. I get to do a number of different things on my job. -----	<input type="checkbox"/>				
224. I do things that are apt to be accepted by one supervisor and not accepted by others. -----	<input type="checkbox"/>				
225. I receive assignments based on my ability not my race. -----	<input type="checkbox"/>				
226. Promotions within the department are handled fairly. -----	<input type="checkbox"/>				
227. At work, I am at risk of physical abuse from co-workers. -----	<input type="checkbox"/>				
228. My job makes it difficult to be the kind of spouse/parent I'd like to be. -----	<input type="checkbox"/>				
229. I am searching for a new career. -----	<input type="checkbox"/>				
230. My co-workers are helpful in getting the job done. -----	<input type="checkbox"/>				
231. The work is interesting. -----	<input type="checkbox"/>				
232. The newsletter "This Week" is informative. -----	<input type="checkbox"/>				
233. If I had a chance to do it all over again, I would still want to be a correction officer. -----	<input type="checkbox"/>				
234. If a good friend of mine were interested in being a correction officer, I would strongly recommend the job. -----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
235. I can see the results of my work. -----	<input type="checkbox"/>				
236. My hours are good.-----	<input type="checkbox"/>				
237. I am fairly rewarded considering my responsibilities. -----	<input type="checkbox"/>				
238. You must keep conversations with an inmate short and businesslike. -----	<input type="checkbox"/>				
239. I receive an assignment without the necessary staff to complete it. -----	<input type="checkbox"/>				
240. Supervisors are generally the first ones to praise a CO for a job well done. -----	<input type="checkbox"/>				
241. It is important for a CO to have compassion. -----	<input type="checkbox"/>				
242. Supervisors maintain a high standard of performance in their own work.-----	<input type="checkbox"/>				
243. The best way to deal with inmates is to be firm and distant.-----	<input type="checkbox"/>				
244. Sometimes a CO should be an advocate for an inmate. -----	<input type="checkbox"/>				
245. The administration trusts me. -----	<input type="checkbox"/>				
246. I am fairly rewarded taking into account my education and training. -----	<input type="checkbox"/>				
247. I receive an assignment without adequate resources. -----	<input type="checkbox"/>				
248. I seem to have enough time to get everything done that I am expected to do. -----	<input type="checkbox"/>				
249. The CO's only concern is with facility security. -----	<input type="checkbox"/>				
250. Supervisors are competent.-----	<input type="checkbox"/>				
251. The way to get respect from inmates is to take an interest in them. -----	<input type="checkbox"/>				
252. Administration cares more about the inmates than about the COs. -----	<input type="checkbox"/>				
253. I am fairly rewarded in view of the amount of experience I have.-----	<input type="checkbox"/>				
254. I have the freedom to decide what I do on the job regarding inmates. -----	<input type="checkbox"/>				
255. If a CO wants to do counseling, they should change jobs.-----	<input type="checkbox"/>				
256. I am asked to do excessive amounts of work. -----	<input type="checkbox"/>				
257. A CO should work hard to earn trust from inmates. -----	<input type="checkbox"/>				
258. Supervisors encourage innovative/creative thinking.-----	<input type="checkbox"/>				
259. Any infraction of the rules by an inmate should result in disciplinary action. -----	<input type="checkbox"/>				
260. If it is an officer's word against an inmate's, the administration will generally believe the inmate. -----	<input type="checkbox"/>				
261. I am fairly rewarded for the amount of effort I put forth. -----	<input type="checkbox"/>				
262. It is basically my own responsibility to decide on how to handle inmates. -----	<input type="checkbox"/>				
263. I have enough authority to do my job.-----	<input type="checkbox"/>				
264. The job demands more than I can fit into a workday. -----	<input type="checkbox"/>				
265. Rehabilitation programs should be left to mental health professionals. -----	<input type="checkbox"/>				

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Read each statement carefully and indicate your level of disagreement/agreement with each.

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
266. The supervisor who evaluated me for my annual review had first hand knowledge of my performance. -----	<input type="checkbox"/>				
267. With some inmates, an officer becomes a substitute parent. -----	<input type="checkbox"/>				
268. Supervisors are respectful to the COs.-----	<input type="checkbox"/>				
269. I am fairly rewarded for the stress and strains of the job. -----	<input type="checkbox"/>				
270. I have a lot to say about what happens on my job.-----	<input type="checkbox"/>				
271. When an officer is injured by an inmate, the administration is there for support. -----	<input type="checkbox"/>				
272. I am required to do an excessive amount of overtime. -----	<input type="checkbox"/>				
273. Counseling is a job for counselors, not correction officers. -----	<input type="checkbox"/>				
274. No one ever asks COs for suggestions relating to their job.-----	<input type="checkbox"/>				
275. Improving facilities for inmates makes the officers' job more difficult.-----	<input type="checkbox"/>				
276. Supervisors are helpful in getting the job done.-----	<input type="checkbox"/>				
277. If a CO does good work, they get recognition.-----	<input type="checkbox"/>				
278. The administration is supportive when there is an incident concerning an inmate. -----	<input type="checkbox"/>				
279. I decide when I take breaks. -----	<input type="checkbox"/>				
280. Management expects too much work from COs. -----	<input type="checkbox"/>				
281. A personal relationship with an inmate invites problems. -----	<input type="checkbox"/>				
282. Most lieutenants and captains are concerned about their COs' morale.-----	<input type="checkbox"/>				
283. Supervisors know their job well.-----	<input type="checkbox"/>				
284. Rehabilitation programs are a waste of time and money.-----	<input type="checkbox"/>				
285. The administration is supportive when an officer is the subject of an investigation due to inmate accusations.-----	<input type="checkbox"/>				

Over the past 6 months-

	Gotten worse	Not changed	Improved a little	Improved a lot
286. the quality of service to the inmates has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
287. the behavior of the inmates has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
288. the physical surroundings have -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
289. my relationship with supervisors has -----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
290. the department has-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
291. the type of inmate sent to my facility has-----	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past 6 months, how often have you-

- | | | | | | | | |
|------|---|--------------------------------|---|--|--------------------------------------|---|--------------------------------|
| | | <input type="checkbox"/> Never | <input type="checkbox"/> Once in 6 months | <input type="checkbox"/> A few times a month | <input type="checkbox"/> Once a week | <input type="checkbox"/> A few times a week | <input type="checkbox"/> Daily |
| 292. | blamed yourself for things that are not under your control? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 293. | had a loss of any feelings for family and friends? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 294. | experienced mood swings? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 295. | felt guilty about everything that went wrong? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 296. | been concerned about being able to pay the bills? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 297. | had to work overtime to make ends meet? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 298. | had to work a part-time job in order to pay the bills? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 299. | had a concern about having enough money for retirement? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 300. | found yourself living from paycheck to paycheck? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During the past 6 months, after a stressful situation, how often did you-

- | | | | | | | | |
|------|---|--------------------------------|---|--|--------------------------------------|---|--------------------------------|
| | | <input type="checkbox"/> Never | <input type="checkbox"/> Once in 6 months | <input type="checkbox"/> A few times a month | <input type="checkbox"/> Once a week | <input type="checkbox"/> A few times a week | <input type="checkbox"/> Daily |
| 301. | draw on past experiences from similar situations? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 302. | seek advice from a senior officer? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 303. | want to be left alone? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 304. | seek advice from a friend or relative? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 305. | seek advice from your spouse/significant other? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 306. | exercise to relieve the stress? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 307. | seek professional help (for example EAP)? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

During the past year, have you or anyone in your immediate family experienced the following?

- | | | | |
|------|--------------------------------------|-----------------------------|------------------------------|
| 308. | The death of an inmate? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 309. | Trouble with a co-worker? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 310. | An inmate accuse you of abuse? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 311. | A change in work location? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 312. | Trouble with a supervisor? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 313. | An involuntary transfer? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 314. | A change in shift assignment? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |
| 315. | A disciplinary action? ----- | No <input type="checkbox"/> | Yes <input type="checkbox"/> |

CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past 6 months, during a stressful situation, how often did you-

- 316. respond to the source of stress by shouting/yelling? -----
- 317. become argumentative? -----
- 318. kick or slam your fist against something? -----
- 319. strike out at the source of the stress? -----
- 320. use physical force to end the situation? -----

<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

In the last 6 months, how often have you-

- 321. watched television? -----
- 322. read a newspaper, magazine, or a book? -----
- 323. visited with family, friends, or neighbors? -----
- 324. played sports (baseball, basketball, volleyball, golf, bowling, etc.)? -----
- 325. worked on hobbies? -----
- 326. worked around the house? -----
- 327. dined out at a restaurant? -----
- 328. gone to the movies? -----
- 329. gone to a party/dancing? -----
- 330. gone to a nightclub or bar? -----
- 331. gone bike or motorcycle riding? -----
- 332. gone walking, running, jogging, swimming, and/or hiking? -----
- 333. gambled at a casino or on a sports event? -----
- 334. worked out at home or a gym? -----
- 335. gone fishing/hunting? -----
- 336. used a computer? -----

<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

During the past year, have you or anyone in your immediate family experienced the following?

- 337. A marriage? ----- No Yes
- 338. A divorce? ----- No Yes
- 339. Martial separation? ----- No Yes
- 340. A pregnancy/birth/adoption? ----- No Yes
- 341. The death of an immediate family member? ----- No Yes
- 342. The death of a close friend or co-worker? ----- No Yes
- 343. Being diagnosed with a life threatening illness? ----- No Yes
- 344. A prolonged period of sickness of an immediate member of your family? ----- No Yes
- 345. Legal problems? ----- No Yes
- 346. An inmate threatened you or your family? ----- No Yes
- 347. Having to take care of an elderly relative? ----- No Yes
- 348. A decrease in your income of more than 20%? ----- No Yes

How would you rate yourself in terms of -

- | | Below Average | Average | Good | |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 349. your ability to reach your goals? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 350. the quality of your performance? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 351. your knowledge of the rules and procedures in your facility? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 352. your ability to handle crisis situations? ----- | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Now it is your turn. We are interested in knowing what you think about this survey or you can use this space to gripe about some aspect of your job. Remember, your comments will remain completely anonymous.

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CONNECTICUT CORRECTION OFFICER FOCUS SURVEY

Thank you. We want to assure you again that your responses will be strictly confidential. If you have any questions concerning this survey please call or e-mail us at the numbers below.

S&R Associates

**John B. Rogers, Ph.D.
(860) 928-6211
jbrogers08@snet.net**

**Mark E. Sullivan, Ph.D.
(860) 228-1154**

Again, Thank you.