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THE MOSS GROUP, INC.

Experienced Practitioners Committed to Excellence in Correctional Practice

IMPACT/JUSTICE

Culture in Corrections

Supervising a Sexually Safe Culture

Staff Buy-in
Facilitator Guide

2020



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Acknowledgments

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

Culture in Corrections Overview

Goals

This scenario and guide is a component of a training package of interactive vignettes to be used to supplement existing training. It is designed for trainers in adult corrections and juvenile justice to supplement training sessions with interactive, pragmatic, reality-based scenarios to encourage class discussion and to ensure a deeper understanding of culture. Culture is defined as an organization's shared assumptions, values, beliefs, attitudes, norms, and practices. The overall goals for this curriculum are listed below.

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

Target Audience

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

Facilitator Qualifications and Expectations

The facilitator should be an individual with strong facilitation skills who consistently demonstrates respect for training participants and has established credibility in corrections and juvenile justice culture. In addition, it is strongly recommended that facilitators be well-versed in PREA, organizational culture, the dynamics of sexual abuse in confinement, corrections and juvenile justice best practices, facility operations, supervisor duties, and the importance of staff wellness.

It is encouraged to supplement the material with anecdotes and examples from personal and professional experience. Effective facilitation is predicated on class size, time management, and comfort with the subject matter. Facilitators are expected to plan for alternative delivery methods and facilitation strategies, such as small groups, triads, or large group discussion, and debriefing strategies, in advance of the training. Tips have been added to the guide on options for modification based on class size, time, and experience with the subject matter.

Facilitator Guide Organization

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

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

Facilitator Icons

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



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



Multimedia indicates when to show a multimedia file.



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



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



Individual Activity indicates when each participant will conduct an activity.



Large Group Discussion indicates the opportunity for open discussion.

Resources and Supplemental Materials

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

Staff Buy-in Scenario

Objectives

1. Understand the relationship of PREA, leadership, and organizational culture.
2. Identify ways in which organizational culture affects sexual safety.
3. Develop an awareness about the connection between operational practices and culture.
4. Recognize the importance of the role of a supervisor in supporting culture.

Timing

This is a 45-minute lesson plan.

Instructional Outline

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

Slide No.	Activity	Minutes
1	Staff Buy-in	1
2	Objectives	1
3	Organizational Culture	5
4	Discussion Question	5
5	Historical Context	1
6	Burden Phase Theory	2
7	Burden Phase Culture	3
8	Beast Theory	3
9	Best Practice Phase	3
10	Prison Rape Elimination Act	1
11	PREA Culture Statement	1
12	Relationship of Culture and Operational Practice	2
13	What do these issues have in common?	3
14	Practitioner Perspective	5
15	Discussion Question	5
16	Commitment Statement	4
17	PREA Resources	--
18	Thank You	--
Estimated Total Time (minutes):		45

Culture in Corrections: Staff Buy-in

Cultures of Safety in Corrections: Supervising a Sexually Safe Culture

Staff Buy-in

Month XX, XXXX



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Slide 1	Timing (mins.)	1
Icons	Facilitator Talking Points	Notes and Resources
Do:	Welcome the class to the Staff Buy-in module within the Culture in Corrections training package.	
Say:	<i>In this module, we will focus on the role of a supervisor in gaining and maintaining staff buy-in regarding the importance of sexual safety, its implications on facility culture, and how supervisors can support a healthy culture.</i>	
	<i>We will discuss the historical context of sexual abuse in confinement and how you, as a supervisor, have a powerful influence on staff engagement, how staff complete a shift, and how persons in confinement serve their time. Your leadership is one of the driving forces for a thriving and healthy culture and one that understands and appreciates the relationship between PREA, overall safety, and staff wellness.</i>	

Objectives

Objectives

- Understand the relationship of PREA, leadership, and organizational culture.
- Identify ways in which organizational culture affects sexual safety.
- Develop an awareness about the connection between operational practices and culture.
- Recognize the importance of the role of a supervisor in supporting culture.

2



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

Organizational Culture

Organizational Culture

“Sum of the organization’s attitudes, beliefs, values, norms, and prejudices that cause an organization to do what it does.”

- National Institute of Corrections



3

Slide 3 Icons	Facilitator Talking Points	Timing (mins.) Notes and Resources
	<p>Ask: What is culture?</p> <p>Do: Field responses and comments as appropriate.</p> <p>Advance the slide to reveal the definition of culture from the National Institute of Corrections.</p> <p>Ask the class to give an example of a *value, **belief, §norm, and ♀prejudice?</p> <p>Field responses and comments as appropriate.</p> <p>Ask: How does your role affect culture?</p> <p>What do you do to enforce or deter these characteristics?</p>	<p>5</p> <p>* Safety, providing services and resources, best practices, trauma-informed care, mentorship, transparency, etc.</p> <p>** New staff are clueless, worst of the worst; things will never improve, etc.</p> <p>§ New staff always start on the overnight shift; use-of-force; use of isolation; who not to joke around with, etc.</p> <p>♀ Security vs. non-security; the population is worthless; gender roles of staff, etc.</p>

Discussion Question



Discussion Question

What challenges do you face with your staff in sustaining a culture of sexual safety?



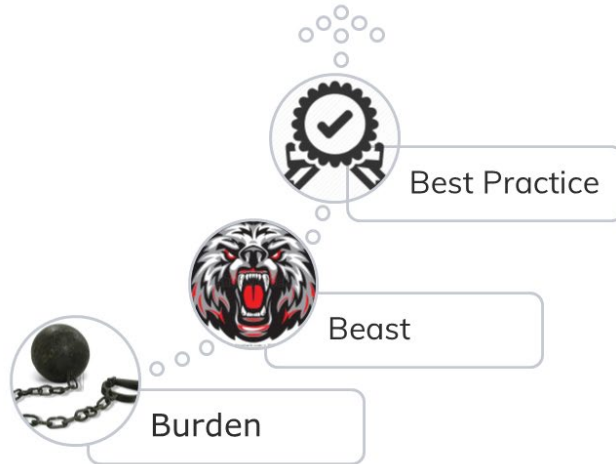
4

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Slide 4	Timing (mins.) 5	
Icons	Facilitator Talking Points	Notes and Resources
 	<p>Do: Conduct a large group discussion with the question on the slide. Record answers on an easel chart to be referred to during this module.</p>	

Historical Context

Historical Context



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Slide 5

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources

Say: *To understand the effects of PREA on facility culture, let's look at the historical context of sexual violence in confinement—what can be referred to as the phases of burden, beast, and best practice.*

Burden Phase Theory

Burden Phase Theory

1800 to Present

- Staff sexual misconduct was the result of “just a few bad apples.”
- Inmate sexual abuse was seen as part of the punishment—“don’t do the crime if you can’t do the time.”



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Slide 6	Timing (mins.) 2	
Icons	Facilitator Talking Points	Notes and Resources
<p>Say:</p>	<p><i>Sexual violence in U.S. institutions has been documented since the early 1800s and has been compounded by the stereotype that inmate-on-inmate and youth-on-youth sexual abuse is inevitable or even deserved during incarceration. This is seen in the often heard “don’t do the crime if you can’t do the time” sentiment.</i></p> <p><i>The predominant theory of staff sexual misconduct in the burden phase is the “few bad apples theory.” Where we tend to mistakenly shrug off sexual misconduct as a limited issue that only concerns a small percentage of staff.</i></p>	

Burden Phase Culture

Burden Phase Culture



- High level of Code of Silence.
- Only trusting the staff's word.
- Allowing staff to resign.
- Lack of management tools to address the issues.
- Few state laws prohibiting staff sexual misconduct.
- Poor policy language.
- Sexualized work environment.
- Little discussion on prevention, detection, and sanctioning.

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Slide 7 Icons	Facilitator Talking Points	Timing (mins.) 3
	<p>Say: Historically facilities that reflect a “burden” approach to sexual abuse saw the issue as just an unfortunate part of the world of corrections. Like the “few bad apples” approach the burden acknowledges the inappropriateness of abuse but doesn’t actively apply operational remedies. This represented a period of some awareness but not a proactive approach to sexual safety.</p> <p>Do: Compare these factors to the list of challenges that were charted from the class discussion question.</p> <p>Some class members might remember when the agency was in this phase. Ask if anyone would like to share a brief example from this time.</p>	

Beast Phase

Beast Phase

Early 1990s to Present



Slide 8

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources

Say: In 1991, there was a spotlight on sexual harassment in the United States with the Anita Hill vs. Clarence Thomas; lawsuits were filed against women’s institutions; and there was a national focus on violence and the dynamics involved on the imbalance of power that exists between staff and persons in confinement. As a result, states recognized the lack of appropriate laws, policy, and training in its correctional institutions. This phase is what is referred to as the “beast”—when facilities, agencies, and staff are involved in legal battles and find their practices and people in media headlines for unsafe conditions. These incidents come at a great cost to agencies, staff and communities and have an impact on the perception of corrections and correctional staff to the public—and it’s a negative one. This has resulted in significant impact on victims leading to physical and emotional burden to them and their families.

Do:

Compare these factors to the list of challenges that were charted from the class discussion question.

Some class members might remember when the agency was in this phase. Ask if anyone would like to share a brief example from this time.

Best Practice Phase

Best Practice Phase

- Public attitude towards sexual abuse behind bars shifts.
- Merging of faith -based and advocacy groups.
- Legislation related to civil rights and victims' services.
- Federal resources and enhance research.
- Professional organizations.
- Vulnerability assessments developed.
- Code of Silence is recognized as a major issue.
- Staff understand the importance of sexual safety to overall safety.



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Slide 9		Timing (mins.)
Icons	Facilitator Talking Points	3
		Notes and Resources
	<p>Do: Briefly review the slide.</p> <p>Say: <i>Which brings us to the “best practice” phase. Here is where we realize that it’s not just a few bad apples—this is a systemic issue that reaches all levels. In this phase staff demonstrate a commitment to confronting any practice that may lead to misconduct.</i></p> <p><i>The impact of PREA implementation continues to demonstrate the changes in how the corrections culture understands the importance of supervisory leadership in sustaining best practices that have been developed through the years of attention to staff sexual misconduct and PREA. The PREA Standards ground practice in objective investigations, reporting mechanisms, response to victims, staff training, orientation/education for persons in confinement, and the importance of operational practices supporting safety.</i></p>	

Discuss the historical arc of improved practice and an understanding of the impact on victims.

Ask the class what they see as supervisors that has changed over the years to address sexual safety. How has PREA implementation made a difference in their facility? Do they agree with the historical perspective?

Prison Rape Elimination Act (PREA)

Prison Rape Elimination Act (PREA)

September 2003



PREA is the first Federal Law to address sexual abuse in detention



Signed by President George W. Bush



National PREA Standards enacted August 20, 2012

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Slide 10

Timing (mins.) 1

Icons

Facilitator Talking Points

Notes and Resources

Say: *PREA was signed in September 2003 by President George Bush and the National PREA Standards were released in 2012.*

PREA Culture Statement

PREA Culture Statement

“The success of the PREA Standards in combating sexual abuse in confinement facilities will depend on effective agency and **facility leadership**, and the development of an agency **culture** that **prioritizes** efforts to combat sexual abuse. Effective **leadership and culture** cannot, of course, be directly mandated by rule. Yet implementation of the Standards will help **foster a change** in **culture** by institutionalizing policies and practices that bring these concerns to the fore.”

- DOJ Final Rule

11

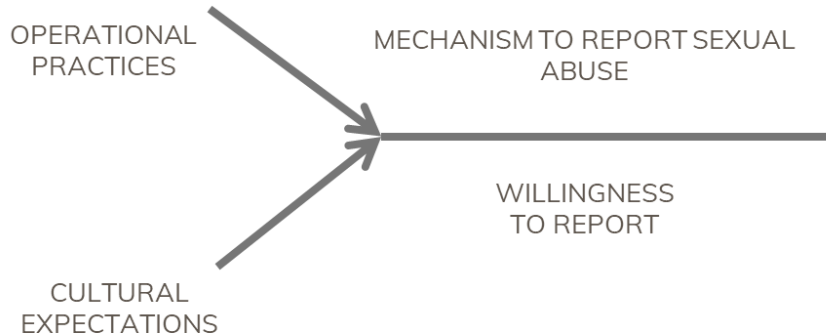
11



Slide 11		Timing (mins.)
Icons	Facilitator Talking Points	1
	<p>Say: <i>The Preamble to the Standards highlights the importance of culture to successfully implement the standards.</i></p> <p><i>Here you can see the importance of leadership in creating a culture that prioritizes sexual safety and the critical role leaders, like you, have on fostering that change.</i></p>	Notes and Resources

Relationship of Culture and Operational Practice

Relationship of Culture and Operational Practice



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Slide 12

Timing (mins.) 2

Icons	Facilitator Talking Points	Notes and Resources
	<p>Say: To reinforce a positive culture of best practice as a supervisor, you must ensure that staff see the bigger picture. It is important for staff to understand the relationship between operational practice and culture. An agency may have the appropriate mechanisms to report sexual abuse through a grievance process, but without a cultural expectation that highlights the duty to report and the integrity of the process, the mechanisms will do little to fix the issue.</p> <p>Ask:</p> <p>Do you have any other examples of this concept?</p> <p>Do you have a policy or specific practice that supports a positive culture in your facility or agency?</p>	

What do these issues have in common?

What do these issues have in common?



Culture Change

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Slide 13

Timing (mins.) 3

Icons

Facilitator Talking Points

Notes and Resources

Do: Ask the question on the slide and field class responses.

Say: *The thread between these issues is culture change. Not that long ago, drinking and driving was not illegal and was widely accepted as a norm. Over time, with the support of community groups and legislation, the perception of drinking and driving changed. This doesn't mean that we have eliminated drinking and driving from practice, but we have changed the way people perceive the behavior. This is similar to the view of sexual misconduct in confinement. What was once seen as inevitable and part of the punishment is shifting to unacceptable behavior that contributes negatively to culture and directly effects the safety of the staff working with this population every day as well as people who are confined in those facilities.*

Practitioner Perspective


Practitioner Perspective

What are effective ways to communicate change?



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Slide 14	Timing (mins.) 5	
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Play the video.</p> <p>Ask: <i>What are your thoughts about this message?</i></p> <p>What do you think is the most effective approach your facility or agency instills a positive culture?</p>	

Discussion Question

Discussion Question

How can you, as a supervisor, encourage staff to maintain a culture that supports sexual safety?



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Slide 15

Timing (mins.) 5

Icons

Facilitator Talking Points

Notes and Resources



Do: Conduct a large group discussion with the question on the slide. Record answers on an easel chart.

Use some of the responses from the opening discussion to encourage class discussion on helpful strategies to address these challenges.

Be sure to focus on how supervisors can include staff in the process, as well as how he or she can model supportive behavior.

Commitment Statement


Commitment Statement

“As a supervisor, to encourage staff buy-in for a sexually safe culture, I will continue to _____, stop _____, and begin to _____.”



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Slide 16 Icons	Facilitator Talking Points	Timing (mins.) 4 Notes and Resources
	<p>Do: Ask the class to think about their role as a supervisor in managing staff buy-in and what he or she can do to improve their skills and maintain a healthy culture.</p> <p>Encourage the class to draw on all the activities and material that’s been covered to identify goals that they can achieve in the near future.</p> <p>Call on willing participants to share the commitment statement. Ideally all participants will be able to contribute.</p>	

PREA Resources

PREA Resources

PREA

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

Articles

- Kouzes, James M., and Barry Z. Posner. *The Leadership Challenge*.
- Lencioni, P. (2002) *The Five Dysfunctions of a Team* . San Francisco, CA: Jossey-Bass.
- Kotter, John P., and Dan S. Cohen. *The Heart of Change, Field Guide, Tools and Tactics for Leading Change in Your Organization ("Kotter's Eight Steps of Change")*.
- Oshry, Barry. *Seeing Systems, Unlocking the Mysteries of Organizational Life*.
- Bridges, William. *Managing Transitions, Making the Most of Change*.

Report

- National Prison Rape Commission Report, June 2009
 - Finding 2, page 5; Finding 3, page 7; Chapter 3, page 84



17

Slide 17		Timing (mins.) -
Icons	Facilitator Talking Points	Notes and Resources
	<p>Do: Instruct participants on where they can go for additional information and resources about PREA and sexual safety.</p>	

Thank You

Thank you!

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



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Slide 18 Icons	Facilitator Talking Points	Timing (mins.) - Notes and Resources
	<p>Do: Close the module, thank the participants for their time and attention, and ask the class if there are any additional questions related to the subject.</p>	