SUPPLEMENTARY MODULE

CONFLICT MANAGEMENT
And LIFE MANAGEMENT
TRAINING
FOR PAROLE AND PROBATION OFFICERS

Published by:
Directorate General of Correction, The Ministry of Law and Human Rights in collaboration with Search for Common Ground (SFCC) 2020

Writers:
- Edy Halomoan Gurning
- Hardya Pranadipa

Experts & Contributors:
- Ayu Pataprila
- Bahrul Wijaksana
- Bambang Haryanto
- Djoni Praptomo
- Endang Ertika
- Firdaus
- Idang Heru Sukoco
- M. Faisal Magrie
- Sigit Budiyanto
- Sri Zumaeriyah
- Suri Handayani
- Yudistira

English Translation by:
- Nugroho Ajie Basuki

Directorate General of Correction, The Ministry of Law and Human Rights of The Republic of Indonesia:
Jl. Veteran No. 11, Gambir, Jakarta Pusat, DKI Jakarta 10110

Search for Common Ground:
CoHive Uptown Building, Jl Timor no.16, Gondangdia, Menteng, Central Jakarta, 10350
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Praise to God the Almighty, for His grace and blessings that helped the staff of General Directorate of Correction of the Ministry of Law and Human Rights of the Republic of Indonesia, in collaboration with Search for Common Ground to finish the writing of Conflict Management Training and Life Management Training Module for parole and probation officers.

We would also like to express our gratitude to Search for Common Ground Indonesia, who had helped to facilitate the General Directorate of Correction under USAID Harmoni Project to recreate this module specifically for the parole and probation officers. This matter proved the commitment and the good intention of SFGC as a partner who had collaborated with the General Directorate of Correction since 2009.

Challenges in the sphere of Correctional Institution nowadays had put parole and probation officer as a motor that determines the process of correction and rehabilitation for inmates. These days, parole and probation officers ought to have advanced skills to deal with conflicts and create work plans. The skills include the ability to build trust, effective communication, continuously build collaboration and network with law enforcer and society, possess professionalism and resilience from the influence of extreme and violent ideology, and formulate a development program and provide solutions for clients.

With the success of the CMT-LMT programs conducted for the officers in the General Directorate of Correction and the Correctional Centers for the past ten years, I hope that this module could answer the challenges above and improve the professionalism, integrity, and accountability of parole and probation officers. This module is also expected to be used widely by parole and probation officers across Indonesia.

Lastly, we would like to thank all the parties who have played an active role in making this module from start to finish. I hope this module can be useful for its users, especially parole and probation officers.

Jakarta, July 28th, 2020
Director of Correctional Guidance and Juvenile Alleviation

Slamet Prihantara, Bc.IP., S.H., M.Si.
NIP.196403011987031003
Preface

A. Background

The Correctional Institution in Indonesia has undergone a dynamic development in recent years, especially regarding correctional activities. Various initiatives related to the development of prison inmates, both on the development of self-sufficiency and personality of inmates, have been carried out in collaboration with domestic and international partners with goals not only to prepare prison inmates to reintegrate with society but also to prevent inmates' habitual relapse into crimes, known as recidivism. However, some challenges constantly emerging, such as the refusal of violent extremist prisoners to participate, riots in the correctional facilities, the ratio between personnel and inmates, and the development programs. In accordance with those contexts above, the decision-makers in the Ministry of Law and Human Rights and the Directorate General of Correction have decided revitalisation policies.

The regulation of The Head of National Civil Service Agency No. 6 of the year 2017 concerning the appointment of correctional officer as a certain functional position had brought a new dynamic to the prison inmates handling policies in the General Directorate of Correctional Institution. This policy is meant to improve the role, professionalism, and productivity of parole and probation officers, especially in producing high-quality research concerning correctional institutions, and building synergy with the law enforcer apparatus and society to handle the clients of correctional institutions and high-risk clients. The policy is expected to create a data-based, systematic, measured, and sustainable correctional and rehabilitation program, from the period of detention to the social reintegration. Such development brings up new requirements for the improvements in the capacity of correctional officers in their daily job.

Following those requirements, the Directorate General of Correction, together with an international non-profit organization "Search for Common Ground," under USAID Harmoni Project have developed a cooperation to improve the capacity of correctional officers, both in the Directorate General of Correction environment and the Technical Implementation Unit (UPT) through Training for Trainer (ToT) Conflict Management Training - Life Skill Training (CMT-LST) program since 2012.

To face current challenges in a correctional facility as well as to seize the opportunity and to maintain good results that had been achieved, the initiative to create the CMT/LMT Training Module for correctional officers is essential. The objective is to present a correctional officer that is trained in dealing with clients and able to collaborate not only with law enforcer but also with society in accordance with their primary tasks.
B. Module Goals

This module is aimed to serve as a reference for facilitators to be able to deliver materials inside this module as a practice from the implementation of CMT training itself. Moreover, in accordance with the result of focus group discussion (FGD) conducted by Search for Common Ground, together with the Directorate General of Correction in August 2019, this module generally aimed to improve the capacity of parole and probation officers, including the following skills:

- The ability to communicate effectively with the clients (in courses and counseling) and stakeholders of social reintegration issues (building a network and collaborate).

- To build resilience, both physically and mentally from unlawful acts and radicalization.

- To act as an innovative and creative problem-solver concerning the formulation of development programs and to give recommendations for the research program.

- The skill to find out the root of conflicts and conduct simple analysis concerning clients’ problems and daily tasks.

- Good and efficient time management.
C. Approach

This module was made with the method and principles to teach adult learners (Andragogical approach). This approach believes that adult learners have characters and shared experiences that could be implemented into a learning cycle (experiential learning cycle) and looked at each individual as unique and should be respected, either a participant or a facilitator.

The learning process for adults does not assign a facilitator but shared experience as the center of attention to work on. The facilitator is in charge of facilitating dialogue between participants, supporting, controlling domination, managing participants, and sharing experiences.

Shared experience is not limited to participants’ perspective but could also involve interviewees, literature, and other references. Consequently, the learning method in this training are comprising of the “elictive” method (depart from experience, for example, brainstorming, games, experience sharing, role-playing), and the prescriptive method (delivering information such as a lecture).

The learning process compiled in this module is following the learning cycles as follows:

D. Module Systematics

1. Self-Confident
2. Trust building
3. Effective speaking
4. Public Speaking
5. Time management
6. Demands and interests
7. Networking
8. Counseling
9. Resilience
Module 1 | Self-Confident

Overview

This session provides an overview for participants on positive things that could increase self-confidence. Each participant would be asked to assess themselves for their achievements. In the end of the session, the participants are invited to share their goals in the future.

Learning Objectives

1. Participants are able to formulate positive aspects inside themselves,
2. To find out certain positive aspects that could increase self-confidence

Learning Methods

1. Brainstorming
2. Discussion

Learning Media

1. Flip chart
2. A4 paper
3. Meta plan paper
4. Marker
5. Seal Tape
6. Laptop
7. LCD

Learning Duration

45 Minutes
Facilitation Process

1. The facilitator opens up the session and explains the objectives of the session.

2. The facilitator distributes a piece of A4 paper and a marker to each participant. After the papers and markers were distributed, the facilitators convey:

   **How would you rate your self-confidence?**
   How would you rate your self-confidence on a scale of 1 to 10, in which 1 is minimum confidence, and 10 is maximum confidence? Please write the score in a considerable size on the paper you hold.

3. After the participants wrote the score in the paper, the facilitator asks the participants to raise the paper one by one, and to show the score to all participants consecutively.

   **Discussion:**
   - Why do you have a low score? What makes you feel not confident?
   - Why do you have a big score? What makes you feel so confident?
   - In correlation with your tasks, what makes you feel less or more confident?
   - Is self-confidence necessary for a parole and probation officer? Why?

   Every answer is written down on the flip chart by the facilitator.

4. From every answer, the facilitator then helps participants to formulate what can increase self-confidence?

5. The facilitator can mention certain matters that help build self-confidence, such as:

   **Certain matters to help building self-confidence:**
   1. Get to know yourself
   2. Broaden one’s horizon
   3. Acquiring skills
   4. To be willing and to act
   5. Set and achieve a goal
   6. Commitment

   **a. Get to know yourself**
   It is important to get to know yourself. Persons who know themselves very well will be able to acknowledge their strengths and weakness. They are socially proficient and able to utilize their strengths to achieve their goals in the future.
b. Broaden one's horizon
Obtaining new information about current issues and understanding them further is a part of the effort to broaden one's knowledge. Through reading, listening, and seeing, we obtain that information. With broader knowledge, we can find solutions for existing problems.

c. Acquiring skills
You might be an expert on particular fields, and this is an essential point in yourself. If you feel that you don't have any skills, you shouldn't worry and belittle yourself. A skill can always be acquired and mastered. You have to learn and improve.

d. To be willing and to act
Action is a result of thought and will. You should put everything you feel, think, and want into action.

e. Set and achieve a goal
Set your goal. Believe that you can achieve that goal. Create an unyielding spirit to achieve the goal.

f. Commitment
It is important to commit to a cause and be faithful to what you are doing with all the heart.

The facilitator assigns every participant to write on meta plan paper "what do you want to achieve in the future?"

"What do you want to achieve in the future?"

For example:
"I must get married next year!"
"I must own a cattle farm in three years!"
"I will be a doctor in five years!"

The facilitator asks every participant to consecutively mention "what do you want to achieve in the future" loudly and present the effort to improve self-confidence to achieve the future.

Landing Point

The participants are expected to discover things that could increase their self-confidence.
Closing Session

The facilitator closes the session by expressing gratitude to the participants and expects that the participants can improve their self-confidence.
Module II | Building Trust

Overview

Trust is an important matter in conflicts and conflict resolutions, especially in correctional institution. People sometimes forgot how difficult it is to build trust and how quick people could lost trust. Clear, open, and empathetic communication is the key to build and maintain trust. Moreover, people need to have a skill to create choices in compelling situations in a conflict.

Learning Objectives

1. Participants could build and strengthen trust among each other.
2. Participants could deal with challenges in building trust with other people.

Learning Methods

1. Role-play
2. Brainstorming
3. Group discussion

Learning Media

1. A piece of cloth as a blindfold
2. Speaker (adjusted according to the condition, for indoor or outdoor)

Learning Duration

45 Minutes
Preparation

Arrange an intersection in the (or on the periphery of) room with obstacles (not too dangerous) for a person to walk through blindfolded. You can utilize a table, chair, or any objects available to create an interesting path to walk through. If you have access to another room, then use it. The room has to be big enough so that participants could walk around simultaneously for 10 minutes.

Facilitation process

1. The facilitator opens up the session: Greet the participants, then explain that the purpose of this training session is to build trust.

2. Start-off with brainstorming about trust, what is the importance of trust to maintain a conducive relationship.

3. Invite participants to conduct a measured activity: A guide and the blindfold (Penuntun yang dituntun)

   **Role Play “a guide and the blindfold.”**

   We will play this game in pairs. One person will be blindfolded, while the other will be the guide. The guide will have to guide the blindfolded person through a mazy path.

   **Rules:**
   - Guides are not allowed to touch the guided person.
   - Guides should not let the guided got injured.
   - The guided persons are not allowed to open their eyes during the game.

4. Explain that we will play a game in which we will direct each other in a mazy way. The game will be played in pairs in which one person will be blindfolded while the other will be the guide. The guide will have to guide the blindfolded person in a mazy path.

5. Explain the three rules of the game.

6. Mention the three rules once again, together with the participants, explain that each participant will have one chance to play both roles.

7. Instruct each pair to choose who is the first to be blindfolded.

8. Instruct the pairs to mind the distance, not too close to other pairs.

9. Instruct to make sure that their partners can't see (by blindfolding them).
Instruct to start. Walk around the room, and ensure that the guides keep the safety of their partners. Stop the pairs that do not follow the rules, and remind them about the rules.

Stop the pairs after 8 minutes.

Instruct them to change the role, and play the same game. The guide will be blindfolded and vice-versa. Stop the game after 8 minutes.

Call all of the pairs to make a big group, then discuss the game with questions such as:

- What do you see in this game?
- How does it feel being guided?
- How does it feel to guide?
- How do you communicate?
- Do you try any strategy?
- Do you trust the one who guided you?
- Why yes, and why not?

**Discussion tips for facilitator:**

In term of the trust
- Emphasize that trust is a fundamental issue when we try to help others in a conflict. Our task is always to build trust. Trust is difficult to make but could be easily destroyed.
- Without trust, even the best solution would not be materialized. Ask, what have you done to build trust in this game?

In communication
- As in a conflict, we need to communicate clearly, and thoroughly. We have to ensure that other people understand us. People under a chain of command should also communicate their questions and concepts.
- Ask, what did you do to communicate clearly?

In conflict resolution
- Emphasize that in a real conflict, certain challenges make a resolution difficult. As a guide in this game, you have a challenge as you cannot touch your partner. When you act to resolve a conflict, we should be able to give a choice to overcome the challenges.
- Ask what did you do to overcome the challenge?

Give two choices
- The guide instructs the blindfolded to hold his/her hand. As a guide, you have the opportunity to overcome the challenge because it is "touching" that is not allowed.
- The guide may use a piece of cloth and ask the blindfolded partner to hold that cloth as the guide leading through.
Landing Point

People are often coming face-to-face when there is no trust between conflicting parties, thus hindering conflict transformation. Consequently, building trust is important to encourage communication between parties.

Closing Session

The facilitator closes the session by expressing gratitude to the participants and expects that the participants are able to continue to build people's trust in them.
Module III | Active Listening

Overview

This session gives an overview of active listening. To not to interrupt a conversation, and to value conversation as a positive thing to do. Paraphrasing techniques, questioning, and concluding show that you are an active listener.

Learning Objectives

Understand the meaning of listening, practicing active listening, and recognizing our perception of what other people perceive.

Learning Methods

1. Role-play
2. Brainstorming
3. Discussion
4. Lecture

Learning Media

1. Flip chart
2. Marker
3. LCD
4. Laptop

Learning Duration

60 Minutes
Facilitation process

1. Facilitator opens up session: Greet the participants, then explain that the purpose of this active listening training session.

2. Explain that this session requires the participant to actively listen to the interlocutors without any distraction or interruption.

3. Divide the group into pairs, and ask the pairs to sit face-to-face. Pay attention to the distance between pairs; this is important so that the pairs can focus on listening without any distraction.

4. Ask them to choose who is going to talk first.

5. Ask the first speaker to say anything in their mind, whereas the partner should listen, without permission to talk:
   - Set the time for 2 minutes
   - Change the role; the listener will be the speaker and set the time also for 2 minutes.

6. After the role-play, proceed by asking them:
   - How do they feel being carefully listened to?
   - Do you feel being listened to? If so, why? And if not, why?
   - Do you find it difficult to only listen without responding? Why? /why not?
   - What comes across your mind when you are listening?
   - What makes a person categorized as a good listener?
   - What is the benefit of listening when you are doing your job?

7. After digging up the answers of the participants, the facilitator may explain that active listening means:
   - **Listening:** Focusing your mind on the statement, emotion, and the needs of the speaker.
   - **Paraphrasing:** To retell the speaker’s stories in your own words so that the speaker can confirm that you fully understand.
   - **Questioning:** Ask questions to clarify points of the story and make the speaker tell the story deeper.
   - **Concluding:** Without interrupting the speaker, conclude the story every once in a while so that the speaker feels listened to, and you can take important points of the conversation.

8. Divide the participants into a group of 3.

9. Explain that in each group, there will be a speaker, a listener, and an observer.
• The speaker is assigned to deliver a message to the listener through storytelling.
• The listener has to sit comfortably but attentively in front of the speaker to maintain eye-contact and body language to show that he/she is connected to the speaker.
• The observer is assigned to observe if the listener had implemented certain gestures, expressions, or active listening techniques.

10 The facilitator gives the chance for the participants who are already on a group, and already assigned to a role. Tell the speakers that they are asked to tell a story about a certain theme such as the concept of rehabilitation in the correctional institution, how to prevent the transmission of Covid-19 virus, or the other themes.

11 The speaker was asked to speak for 3 minutes, while the listener has to demonstrate active listening techniques. The observer has to observe if the listener had implemented specific gestures, expressions, or active listening techniques.

12 After the three minutes, the session is over, allow the observer to explain the process that had just happened. After three minutes, let the speaker and listener express their feeling about the three minutes process.

13 If there is spare time, change the participants' role in each group, and repeat the process.

14 After finishing the game, ask the participants the following questions:
   • What do you feel when you became the speaker?
   • How could you conclude that you are being listened to carefully?
   • What non-verbal cues did you pick up?
   • Did the listener perform active listening techniques? If not, what makes it difficult for the listener?
   • What matters can be recognized by the observers?

15 The facilitator then shares some tips:

**An active listener usually:**
• Sit calmly, relaxed, but full of attention and respect to the speaker.
• Focus on listening to the conversation.
• Do not think about what to say next.
• Do not interrupt.
• Do not judge, give advice or opinion.
• Sensitive to the emotion of the speakers
• Able to retell to the speaker what are the speaker thinking and feeling.
• Show respect to everything told by the speaker.
• Empathize to the emotion of the speaker.
• Able to grasp an important point or the substance of the conversation.
**Tips for active listening:**

Some example of paraphrasing and questioning:
- “I heard that you say this, which for me, it means…”
- “from what you have told me, I understand that…”
- “it seems to that you just said…”
- “if I am not misheard, you said that…is it true?”
- “is it correct if I thought that?”

- With active listening, we have the potential to make ourselves susceptible to change. Listening to other people’s perspectives could change our perspective, which might be uncomfortable at times. However, uncomfortable changes of perspective might result in trust and compassion.

- Sometimes, we find it difficult or wrong to actively listen to people from a different perspective. An active listener must put aside personal perspective to understand other people's perspectives and build respect to people with different perspectives.

- Active listening that is done effectively could help the speaker identify their needs to feel connected with the listener and build trust.

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**Landing Point**

Listening is an ability that almost all humans possessed. Active listening sometimes can be difficult because we can feel susceptible to the roots of the speaker’s problems. To start questioning, refrain from judging, and give full attention to the speaker can be a good start to be an active listener.

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**Closing Session**

Facilitator closes the session by expressing gratitude to the participants and expects that the participants are able to improve their skill to be an active listener.
Module IV | Effective Speaking

Overview

This session gives an overview of how effective speaking, which includes the ability to deliver message, meaning, and intentions systematically, clearly, firmly, straightforwardly, and easy to be understood by interlocutors.

Learning Objectives

1. Understand the principles of effective speaking techniques
2. Able to deliver message and intentions systematically, clearly, firmly, straightforwardly, and easy to understand.
3. Able to convince the interlocutor.

Learning Methods

1. Brainstorming
2. Structured Activity
3. Lecture
4. Reflection and discussion

Learning Media

1. Flip chart
2. A4 Paper
3. Marker
4. Seal Tape
5. Laptop
6. LCD

Learning Duration

90 Minutes
Preparation

Prepare a flipchart in front of the room, write "Effective Speaking" on the middle of the paper. Mark the writing with a circle, and then prepare two pictures, as shown in figure 1, the picture can be printed on flipchart or the presentation slide.

Facilitation process

1. The facilitator opens up the session and explain the objective of this session.

   **The Objectives of Effective Speaking module**

   - Understand the principle of effective speaking techniques.
   - Able to deliver message and intentions systematically, clearly, firmly, straightforwardly, and easy to understand.
   - Able to convince the interlocutor.

2. The facilitator invites the participants to brainstorm. The facilitator writes "Effective Speaking" on the flipchart, draw a circle around the writing, and then asks the participants:

   **What should we do to be able to speak effectively?**

   - The facilitator writes down the participants' answers on the flipchart, outside the circled "Effective Speaking". If the flipchart is already full, the facilitator may read the answers loudly. Start a discussion about what is the most important things to be able to speak effectively.

3. The facilitator proceeds to introduce 3V skills (Verbal, vocal, and visual). The facilitator can use the presentation slide.

   **Basic Effective Language Skills**

   - **Verbal**: Message sent
   - **Vocal**: The pronounced voice
   - **Visual**: The body language of the messenger
The facilitator invites the participants to hone 3v skills.

**Verbal skill**

**Honing verbal skill**
To become the messenger and the listener.

**Tips**
To convey a clear and comprehensible message.

- Ask the participants to form a pair. One person will be the messenger, while the other will be the listener.
- The messenger will be shown the following picture.

![Picture](image_url)

- The listener will be given a blank A4 paper and color markers (Black, blue, red, yellow).
- After the playing kits are already given to the participants, the facilitator will assign the messenger to ask the listener to draw the existing picture.
- After the assignment is done, ask the participant to sit face-to-face and to match the picture.
- Change the role of the pairs. This step of the game follows the same rules as the previous. Show the following picture to the messenger:

![Picture](image_url)

- The facilitator then asks:
  "How was your experience as a messenger? What are the difficulties?"
  "How was your experience as a listener? What are the difficulties."
- The facilitator reviews the points of the game and associate them with effective speaking.
Vocal skill

- **Honing vocal skill**
  Ask the messenger to read the following text.

- **Tips**
  The speech should be delivered in a comfortable, clear, and steady voice.

- Ask three volunteers to come to the front of the class.
- Ask the volunteers to read the text consecutively

**The text**

"Selamat pagi pemirsa. Seputar Info kembali hadir di sela-sela aktivitas Anda bersama saya (....nama anda.....) yang akan memberikan berita-berita terbaru dan teraktual l. (....tanggal hari ini.......)

Pemirsa, ledakan gudang kembang api yang terjadi tadi malam diSomarend, sebuah kecakatan di Banyuasin membuat warga setempat gempar. Menurut Badan Penanganan Keadaan Darurat Daerah (BPKDD) ledakan yang terjadi tepuk pukul 20.00 waktu setempat bermula dari sebuah toko dan gudang kembang api dikawasan Platuk. Somarend.

Banyak warga yang menyaksikan kejadian tersebut secara langsung, karena gudang kembang api tersebut terletak didaerah pemukiman padat penduduk, dan itu juga yang menyebabkan Tim SAR kesulitan dalam mengevakuasi dan mencapai lokasi kejadian.


Namun, saat ini sejak datangnya tambahan air untuk pemadam kebakaran api sudah dapat dikendalikan. Ya,kembang api yang biasa menjadi hiburan juga bisa menimbulkan bahaya yang sangat luar biasa. Maka dari itu, saya mengingatkan kepada pemirsa semua untuk selalu berhati-hati dalam menjalankan segala kegiatan Anda, karena hal-hal yang tidak diinginkan bisa datang kapan saja dimana saja. Demikian yang saya laporan saat ini. (....nama anda......) dan segenap kru yang bertugas undur diri. Terima kasih.

Selamat pagi dan sampai jumpa kembali
Translation of the text:

“Good morning, Ladies and Gentlemen. Seputar info coming back to accompany your activities, with me (your name) who will present you with the most actual news, (.. today's date..).

Ladies and gentleman, the explosion of a firework store happened last night in Somerande, a district in Banyusain had caused an uproar. According to the Regional Body of Emergency Response, the explosion that happened at exactly 20.00 local time started from a firework store and warehouse in Platuk area, Somerande.

Many public members witnessed the accident, as the firework store located in a densely populated area, and it is also caused difficulties for the SAR team to reach and evacuate the area.

Due to the big explosion, 4 fire engines ran out of water during actions. This accident left 2 people dead and 19 injured; the red-cross is treating the victims. An injured victim with a torn wound on the foot caused by jumping out the window to avoid fire is presumed as the most fatal.

However, as the extra water had come to the area, the fire is now under control. Yes, firework may entertain, but also causes an extra-ordinary danger. That is why, ladies and gentlemen, I remind you always to be careful in your activities. An unwanted accident may happen anytime and anywhere. So, that concludes my report today. (your name) and the entire crew on duty resigned. Thank you.

Good morning and see you later.”

—

- The facilitator asks the volunteers
  “what do you feel, and what are the difficulties that you experienced when you read the text?”

- The facilitator let the volunteers sit.”

- The facilitator asks the non-volunteer:
  “what do we need to pay attention to to show a good speaking vocal?

- The facilitator can write down the answer of each participant on the flipchart and then discuss it.

- The facilitator reflects on what did we gain from the game related to effective speaking skills.
**Visual skill**

- **Honing visual skill**
  Be an impressive messenger

- **Tips**
The delivery of information needs to be done with the help of body language, such as hand gestures, facial expressions, and so on.

- Ask the participants to form a pair. One person will be the messenger, while the other will be the listener.

- Ask the pair to stand face-to-face.

- Ask the messenger to explain yesterday’s experience, and use visual skill to tell the story. The listener have to listen to the messenger. Let the game runs for 3 to 5 minutes.

  Change the role, and repeat the task.

- The facilitator ask the participants:
  "how was your experience as the messenger, what are the difficulties?"
  "how was your experience as the listener, what are the difficulties?"
  "what can we learn from this game?"

- The facilitators reflects the aspects of the game, in correlation to effective speaking.

---

**3 keys of effective speaking**

- **Educate**
  To convey new informations

- **Entertain**
  To convey messages in a fun manner

- **Explain**
  To give understanding

The facilitator asks the participants to find the landing point of the "effective speaking" session.

---

**Landing Point**

Each participant learn about the basic of effective speaking skill.
Closing Session

The facilitator closes the session, thank all of the participants, and expects the participants to implement effective speaking in daily life and on the job.

Appendix

Effective speaking is the ability to deliver message, meaning, and intentions systematically, clearly, firmly, straightforwardly, and easy to understand.

The basic principles of effective speaking:

- **Respect.**
  Respect and appreciation toward our interlocutors are essential in speaking. If we want other person to listen to us, we should respect them. We should also express critics in a respectful manner.

- **Empathy**
  The ability to understand and share the feelings of another.

- **Audible**
  Able to be heard or understood by the listener.

- **Clarity**
  To achieve clarity we should determine clear purposes, organize ideas, the format of the language, exact, and to the point.

- **Humble**
  Humble means being modest. To speak in a modest or low estimate of one’s own importance, easily catch responses from other people, do not think negatively of other people, and to humbly accept any critics.

Seven formulas of effective speaking:

- **Complete**
  The communication has to be complete, conveying all facts needed by the receiving ends, which are the 5w+1h:

  - **What**
    What are we going to convey is depending on what is on our mind, knowledge, mindset, and character. The context of the message is very important and it is the core of communication. The communication might be considered right or wrong.
• **Who**
  We change the way of how to convey message depending on who we are talking with. Even the same content has to be adjusted when we are talking with different people such as business partner, our subordinate, our superior, friends, parents, et cetera.

• **When**
  The timing to convey a message will be a decisive matter to make good intentions accepted.

• **Where**
  The place of communication can make some changes, as an example, the communication in cyberspace is different with the real world.

• **Why**
  To direct us to the matters that criticize the orientation of the detail. The context of the conversation are explained systematically and ‘why’ such thing happened.

• **How**
  The way to convey a message is an art in itself. There are many ways to be more articulate such as the formulation of sentences, word choices, speaking intonation (both vocal and punctuation marks), and small talks to build a supportive atmosphere.

  3 **Concise**
  Avoid using unnecessary words. A short but concise message is more interesting and understandable. Use effective sentences.

  4 **Full of consideration**
  To see through other person point of view (mindset, educational background, and interests)

  5 **Clear**
  Use precise words, unambiguous, not open to more than one interpretation.

  6 **Real**
  Supported by facts, and not misinterpreted.

  8 **Manners**
  Convey the message in a sincere, polite, wise, reflective, enthusiastic manners, and to always consider the perspective and to respect the listener.

  7 **Correct**
  The message should be correct, in terms of the substance, and grammar, and also right in time and objectives.
Module V | Public Speaking

Overview
This part of the module will guide the facilitator to prepare the steps to help participants to speak in public, whether it is in front of general public, inmates, or any state apparatus.

Learning Objectives
1. Understand the essence of public speaking.
2. Understand how to conduct in public speaking.
3. Understand the causes of fear and doubt in public speaking.
4. Able to increase self-confidence in communication in an important forum.

Learning Methods
1. Brainstorming
2. Simulation
3. Lecture
4. Review and discussion

Learning Media
1. Flipcart
2. Powerpoint Presentation
3. HVS paper

Learning Duration
60 Minutes
Preparation

1. Prepare scenarios for the assignment for participants to create material for public speaking.
2. Prepare twenty pieces of papers.
3. A powerpoint presentation

Facilitation process

1. Ask the participants what does public speaking means?

2. Collect the answers from the participants, then ask if anybody have an experience of speaking in public. Ask two or three participants to tell the story about the experience and see the response of the listeners.

3. The facilitator asks the participants how does it feel to speak in front of public? Write down their expressions on a flipchart.

4. The shared experience will be the material of discussion. The facilitator may focus on particular feelings such as "nervous", "afraid", "happy", or "confident". Ask the participants how could those feelings came to us? What makes us feel those particular feelings?

5. The facilitator ask two or three participants to tell the story about their experience.

6. The facilitator divides the participants into a group of four. Assign each group to a public speaking scenarios. The scenarios are as follow:
   - Speak to the family of clients and the surrounding environment.
   - Speak to the correctional staffer, law enforcement apparatus, public representatives in a forum such as coordination meeting.
   - To give opening speech on a correctional activity on a local correctional facility.
   - To present recommendation from the result of correctional research in a court hearing in an argumentative and assuring manner to the court and the judge.

7. Create a draft text of five minute speech to be presented in front of public and your collegiate. (15 minutes)

8. After finishing the previous task, the facilitator asks the participants to create a group of four with different scenarios for each group.
Prior to the practice, the participants may watch a ‘public speaking’ video as the reference for assessment on the following link:

Mary Rachma “The Basic Techniques of Public Speaking”  
https://www.youtube.com/watch?v=47ZCSPmzskw

Next, each individual in the groups may start to practice public speaking consecutively according to the given topic for five minutes. Each group should assign a time keeper.

The other participants should listen, take notes, and make a commentary about what aspect is already good, and what to improve.

Participants return to form a big group.

The facilitator discusses: what is the challenge to speak in public? What are the differences, both in technical and non-technical aspects when an officer should communicate in front of various forums?

The facilitator asks the participants: “what should we do to overcome the difficulties when speaking in public?”

The facilitator writes down the solutions on the flipchart, and summarize the input concerning techniques, and solutions to speak in public from the participants.

Landing Point

Public speaking skill is an art in communication. This material will be provided if we already became a good listener. Public speaking skill can be a tool to persuade, gain influence, and trust from our collegiate, superior, or the public. In terms of public speaking, the most important thing is to adjust ourself to the audience, hence we have to master the basics of public speaking to convey our ideas.

Closing Session

The facilitator closes the session by thanking the participants, and encourage to improve public speaking skill by practising in front of a mirror or audience.
Appendix

1. Create a public speaking scenario (7 minutes) with these following settings:
   1. Speak to the family of clients and the surrounding environment.
   2. Speak to the correctional staffer, law enforcement apparatus, public representatives in a forum such as coordination meeting.
   3. To give opening speech on a correctional activity on a local correctional facility.
   4. To present recommendation from the result of correctional research in a court hearing in an argumentative and assuring manner to the court and the judge.

2. The keys of a good public speaking skills are including:
   1. Upright posture.
   2. Matching hand gestures and facial expressions with the message to communicate.
   3. Excellent pronunciation and articulation.
   4. Matching vocal intonation with the intention of communication.
   5. Sufficiently loud voice.
   7. Clever word choices in proportion to the context of the audience.
   8. The material to be delivered has been understood and arranged systematically.

3. Tips to reduce the nervous feeling when speaking in public. (Summarized from Larry Kim “15 ways to calm your nerves before a big presentation”, and Marcel Schwantes “9 helpful tips to calm your nerves before speaking.”)
1. Spare your time to practice before the presentation.

2. Turn the nervousness to a positive energy and enthusiastic feelings. Listening to music, praying, drinking coffee or anything with caffeine, and doing something that could pump adrenaline may turn the nervousness to enthusiasm.

3. Watch a presentation or other people's public speaking practice.

4. Come earlier to the venue to prepare yourself. Coming late will make yourself more likely to panic, and make you fail to prepare the details of your presentation.

5. Meet and greet the audience. Start a warm conversation to melt the situation.

6. Visualize a successful presentation, the applause from the audience, or the feeling that the audience would be entertained by your presentation.

7. Take a deep breath, make sure you have enough oxygen level before speaking.

8. Smile.

9. Exercise on one day before presentation. Jogging, or any physical activities can help you release endorphins that helps you reduce stress.

10. When you panic, it is better to pause for a while then to continue your presentation in a hurry.

11. Give power to your body. Your gesture also conveying the message. If your body is moving in a firm and positive manner, your mind will follow suit.

12. Drink enough water.

13. Master the material of the presentation. A good grip on the material makes you more comfortable in communicating ideas.

14. To accept that fear and nervousness are not bad traits, both feelings are normal. You can learn to overcome those feelings when you accept it as humane traits.
Module VI | Time Management

Overview

This module will provide a reference for the facilitators about how parole and probation officers could learn about time management in their routine activities.

Learning Objectives

To explain and experience briefly about how the participants can organize time decisively, efficiently, effectively, and qualitatively.

Learning Methods

1. Brainstorming
2. Discussion
3. Presentation

Learning Media

1. Plano paper
2. Powerpoint presentation

Learning Duration

60 Minutes

Preparation

1. Prepare a flip chart
2. Marker
3. A powerpoint presentation about four quadrants of time
Facilitation process

1. The facilitator asks the participants to share their interesting stories. Start the session with a discussion or brainstorming about time.

2. Ask the participants to share their views about “time”.
   - "What does time means to them?"
   - "How do they make use of their time?"

3. At the end of the discussion, the facilitator summarizes the main theme.

4. The facilitator then explains:
   - Time is a measurement between two examples or two events. We can use minute, second, and so on.
   - Universally, everybody knows how long is one minute, or one hour. Although time is a natural thing, but the measurement is made by human.
   - Time is also relative, which means when you are looking into an interval of time, for example 30 minutes, you can also look at it as a period/time such as: family time, time for sport, and so on.

5. Ask the participants to enrich their understanding and conscience on how to utilize time in daily routines with a discussion.

6. The facilitator provides an interactive explanation about the 4 quadrants of time.

7. Time management can be divided into four following quadrants:

<table>
<thead>
<tr>
<th>Quadrant I</th>
<th>Quadrant II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent and Important</td>
<td>Not urgent but important</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quadrant III</th>
<th>Quadrant IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urgent but not important</td>
<td>Not urgent and not important</td>
</tr>
</tbody>
</table>

8. The facilitator explains the difference between "urgent" and "important". Urgent is matter that takes priority and need an immediate action, whereas important is a primary matter, but the completion may not be immediate.

9. The facilitator then asks the participants in the forum to input any activities, whether inside or outside office to the four quadrants.

10. The facilitator asks the participants to form a group of 4-5 people. Each group has the assignment to discuss these following matters for ten minutes:

    - To arrange a full day time management to carry out the daily tasks in the correctional facility, and any activity outside the job.
    - Identify the activities, and input those activities into the respective quadrants.
• Recommendation and advice about the best way to manage time during the job and at home, in the middle of correctional research activities, a visit, and to treat clients.

11 Each group writes the result of the discussion on the flip chart.

12 Ask each group to do a 5 minutes presentation of a full-day time management of a parole and probation officer that explains the chronology of plans, and the prioritization of activities based on the four quadrants.

13 The facilitator asks the other groups to give commentaries and feedback.

14 Afterwards, the facilitator summarize the discussion, gives commentary, and elaborates further regarding the quality of time management by explaining the Plan, do, check and action (PDCA) concept (see appendix). The goals of PDCA concept are to measure, evaluate, and self-reflection whether our choice of daily activities has resulted in efficiency for our productivity. Emphasize that PDCA focuses on achieving goals or target that has been set for a certain period of time.

15 The facilitator then instructs the each group to discuss for 15 minutes to arrange a plan and simulation of time management with PDCA approach. The planning is based on the activities in the quadrants for next 3 months period.

16 The facilitator asks each group to do a presentation in a big forum, whereas the non-presenting groups have to give commentaries and feedbacks.

17 After the discussions, the facilitator has to emphasize that the vital element of time management is to work on the balance of work and resting time. Give some tips about time management (see appendix), with the examples of certain daily jobs. Facilitator can also watch youtube videos (link in the appendix).

**Landing Point**

Time is a concept that we created ourselves to give productivity as well as quality in life. Therefore, time has to be managed decisively, effectively, and efficiently so that we achieve our goals on time and get ourself spaces to rest and to do fun things. An effective and balanced time management will help our mental health.

**Closing Session**

The facilitator closes the session by thanking the participants, and expects participants to continuously learn to manage time effectively and efficiently.
The PDCA Concept

The Plan, Do, Check, Action concept is derived from the similar concept in research and product development fields. The cycle is adapted from business analysis model developed by big corporations in the 1950s to imply innovation and improvisation of their products.

1. Plan, planning phase that includes creating a list of daily activities, responsibilities in office or home, or essentially a "to do list".

2. Do, this is the execution process of the daily activity that you have been listed. This process includes to summarize the carried-out tasks to see whether it was done on time and efficiently.

3. Check, this phase is about how to set a control mechanism for your daily work output, for example set indicators for today's goals, what has been achieved? Why some goals are not achieved? How did we use the time today to achieve the goals?

4. Action, is to make decisions on the next step, following the reflection on the correlation of time management and productivity.
Time Management Tips

- To create a checklist
- To arrange priority
- To not delay your job
- To start earlier
- To set your target and deadline.
- Do the work one at a time when you can get around it.
- Concentrate on result
- Remember the 20/80 principle
- Multitasking
- Be responsive
- Be decisive with time
- Arrange time to take a rest and vacation

Video “8 Tips Mengelola Waktu” | https://www.youtube.com/watch?v=HbTe1aaAj_E
Module VII | Demand and Interest

Overview

Through this session, the participants are expected to understand and be able to distinguish demands and interests. By means of understanding the position of demands and interest in a conflict, the participants are expected to identify problems and provide solutions.

Learning Objectives

1. To understand the difference between demands and interests
2. Able to learn of what role to take when helping others to solve a conflict

Learning Methods

1. Brainstorming
2. Group discussion
3. Lecture
4. Structured Activities

Learning Media

1. Plano paper
2. LCD
3. Laptop
4. Marker
5. Flipchart

Learning Duration

60 Minutes
Facilitation process

1. The facilitator opens up the session, and explain the objectives of the session

Objectives of the Demand and Interest Module

- To understand the difference between demands and interests
- Able to learn of what role to take when helping others to solve a conflict

2. The facilitator asks the participants the difference of demand and interest.

Brainstorming

What is the meaning of demand and interest?

Next question

What matter distinguishes demand and interest? What should we put forward when we face a problem?

3. The facilitator discusses the participants’ understanding of demand and interest. What matter distinguishes demand and interest? What should we put forward when we face a problem?

4. The facilitator then calls the participants for a role-playing game called "Mobilisasi"

"Mobilisasi" Role play

- Instruct the participants to stand up and form a circle.
- Ask the participants to pay attention to their surroundings, to every corner, and every place in the room.
- Ask each participant to assign a spot/place of the room to go to.
- Ask each participant to walk to their assigned spot/place on the condition that they have to hold the hand of two people beside them (one on the left and one on the right) and drag them to it. Some questions to guide the discussion:
  - Is that the place you assigned? If not, why?
  - Did you succeed in dragging your friends on the left and right? If not, why?
- How did you succeed? What are the tricks?
- What can you learn from this game?
- If you have another chance to play the game, what would you change?
- If you associate it with your current job, what should you do?

- Give a chance for the participants to finish their tasks. Afterward, ask them to return to the circle to discuss the game that we have just done.

- Do not forget to give appreciations, compliments, or applause to the participants' opinions.

- After that, the facilitator helps the participants to find out the differences between demand and interest.

<table>
<thead>
<tr>
<th>Demand</th>
<th>Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>What is stated to be asked for</td>
</tr>
<tr>
<td><strong>How to find out</strong></td>
<td>What are they demanded now?</td>
</tr>
<tr>
<td><strong>Purposes</strong></td>
<td>• To avoid a dispute of positions and to find the interest behind the demand</td>
</tr>
<tr>
<td></td>
<td>• To avoid a negotiation stuck on demand</td>
</tr>
</tbody>
</table>

**See demands and interests like an iceberg**

- Demand
- Interests
In between the explanation of what is demand and interest, the facilitator may review the game by asking the following questions:

- How do you see the demand and interest of each party in that game?
- What is their demand? What is their interest?

The facilitator analogizes the game with the "Demand and Interest" training materials. Each person has their DEMAND and INTEREST that should be found out and understood.

**Tips**
Do note debate with demands
Roger Fisher, William Ury, and Bruce Paton (2003), in their book "Getting to Yes," stated that: the debates of each other positions oftentimes pushed us to defend our position or status quo at all cost. The more attention centered on the problem, the fewer issues in the primary agenda discussed. Self-interest and ego would be seen by the position and attitude displayed. (Fisher, Roger, William Ury, dan Bruce Paton. "Getting to Yes." Jakarta: Yayasan Obor Indonesia (2003).

**Landing Point**

The participants are expected to distinguish demand and interest so that in conflict resolution, each party involved is not stuck on the demand, but also recognizes the interest of conflicting parties to solve the issue constructively.

**Closing Session**

The facilitator closes the session by thanking the participants and expecting them to distinguish demand and interest in their daily lives and jobs.
Module VIII | Networking

Overview

This session gives an overview of the skill of how to establish a relationship with other parties. This session is expected to improve prison officers' skills, especially parole and probation officers, to build a network with other stakeholders such as the regional government, law enforcement, non-government organization, entrepreneur, psychologist, public figures, etc. Thus, the correctional center can fulfill clients' rights, and the clients can get social support when they return to the public.

Learning Objectives

1. To be aware of the significance of networking
2. Able to map out individuals/groups for networking
3. Understand the purposes and principles of networking
4. Able to implement strategies to build networking

Learning Methods

1. Brainstorming
2. Discussion and reviews
3. Lecture
4. Structured activity
5. Role-play

Learning Media

1. Plano Paper
2. LCD
3. Drinking straw
4. Small scissors
5. Laptop
6. Markers
7. Glue
8. Dummy notes/play money
9. Flipchart
10. Seal tape
11. A4 paper

Learning Duration

90 Minutes
Preparation

The facilitator prepares a shop, selling straws (twice the number of the groups), glue (3 pieces), a4 paper (twice the number of the groups), and small scissors (3 pieces). Also, prepare the dummy 1000 notes (with the number of five times the number of the groups), circulated to the participants.

Facilitation Process

1. The facilitator opens up and explain the purpose of the session
2. The facilitator calls the participants for brainstorming

Have the participants ever heard of the word "networking"?
What do the participants know about networking?

3. The facilitator writes down every answer on plano paper.
4. The facilitator can help the participants to correlate the material of networking with their daily tasks/jobs. The participants can see that their daily tasks are regulated by laws such as the Regulation of The Minister of Law and Human Rights oNo.41 of 2017 concerning the Implementation of Functional Position of Parole and Probation Officer, particularly in chapter III section C, subsection 2, point a, number 49–55.

Example of Tasks of an Officer

To map-out sources in order to build networking

Carry out coordinations to build a collaboration network at national, provincial, and regency levels

To redact the collaborative documents with related stakeholders to build a network at national, provincial, and regency levels

5. The facilitator invites the participants to play a game called “Building the tower.”:

- Divide the participants into groups of five people.
- Explain to the participants that the task is to build a tower as high as possible with materials bought from the shop.
- Give each group 5000 dummy notes as the currency to buy supplies to build the tower.
• The facilitator/co-facilitator act as the shop and provide them supplies with the price of:
  - Drinking straw @1000
  - Glue @1000
  - A4 paper @1500
  - Small scissors @1000

• Ask every group to spend money on supplies and to build a tower as high as possible.

• Give each group 5 minutes to build the tower.

After every group finished the task, ask them to discuss the following questions:

• How do you feel during role-play?
• Is your tower the highest?
• Did your group thought of a plan before the procurement of supplies and building the tower?
• Are there any difficulties when building the tower as high as possible?
• Is there any other option to build the tower as high as possible? Such as inviting other groups to collaborate? When did this initiative come up?

The facilitator shows a presentation about the definition of networking, the principles of building a network, the strategies to develop and maintain networking.

The network is a process of togetherness. The network is also defined as a mutual relationship that benefits each other. In other words, the principles of building a network are mutual benefits and two-way communication (dialogical).

The principles to build networking
- The same vision and mission
- Trust
- Mutual benefits
- Effective and efficient
- Dialogical communication
- Strong mutual commitment

The strategies to build networking
- Be a good listener
- Focus on target
- Be patient but active and proactive
- Informative
- Consistent communication
- Build a self/organization image
Steps to build networking:
1. Identify and map out the network objects
2. Search and collect information
3. Analyze information
4. Initiate cooperation
5. Arrange a work plan
6. Create agreements
7. Implementation of activities
8. Correction
9. Follow-up plans

Maintaining a network
- Maintain trust
- Establish a communication
- Get your network to be involved in your activities
- Give rewards

The facilitator divides the participants into small groups and assigns them the task to answer:

Group task
- Who are we?
  Which individual/group can be involved in our activity?
- Why should they get involved?

Reflection of the results
- Can we cooperate with said groups?
- What should we do to put the cooperation into realization?

Afterward, let each group present the result in front of the forum consecutively.

The facilitator reflects the results from every group with the indicators:
- Could the general directorate of correction cooperate with said groups?
- What should we do to put the cooperation into realization?

The facilitator reassigns the groups to create a small project in which each group has to identify one group/individual to cooperate with the "Keren Banget" correction center and create the details of the steps.
Creating a project

Situation
In 2020, the "Keren Banget" correction center will receive about 100 clients. As they received these 100 clients’ profiles, the "Keren Banget" correction center identifies two dominant problems. First, around 48 clients do not have an ID

Task
- Let the group decide which issues to be solved by the "Keren Banget" correction center.
- Identify one group/individual to cooperate with to resolve the issue.
- Create the steps until the realization of cooperation between the "Keren Banget" correction center with said group/individual.

Landing Point

The participants are able to map out self needs and organization and capable of mapping out groups/individuals to work with. Moreover, the participants are expected to be able to invite groups/individuals to cooperate to achieve common goals.

Closing Session

The facilitator closes the session by thanking the participants.
Appendix

How to build networking

1. **Find the right connecting spot**
   Find the right topics to connect with our counterparts

2. **Be yourself**
   Be yourself, the key to sustained networking. People could easily recognize any actions that do not reflect ourselves.

3. **Offer help**
   If we are working with other people, we should always offer assistance. This action should be a habit. We should always observe and listen so that we know what to do without asking. “What should I do to help?”

4. **Implement an objective attitude based on merit**
   Interaction with people with a positive mind who are always giving opinions about our job that we have done may leave a different impression. A good collaborator is the one who remembers the impression of our job because, in a competitive environment, kindness may come and go easily.

5. **Actively looking for opportunities**
   Courage is a character that should be cultivated to build networking because an opportunity will not come if you are not looking for it. Do not let the word "fear" deters you from keeping trying. People who are willing to discuss and share knowledge are the most sought of figures in a collaboration.
Module IX | Counselling

Overview

This module will assist the facilitator with steps to help the participants understand the essence of counselling: Things that will help clients overcome social reintegration difficulties

Learning Objective

To help participants understand the essence of counseling and the actions to support the process.

Learning Method

1. Brainstorming
2. Case studies
3. Lecture
4. Role-play

Learning Media

1. Powerpoint presentation
2. Flipchart

Learning Duration

60 Minutes

Preparation

1. A script called "Tantangan si Ucup" (Ucup’s Challenges)
2. A presentation about attitude and tips to be a counselor
Facilitation process

1. The facilitator starts with writing the word "counseling" on a flipchart and then asks the participants about counseling.

2. Let the participants answer.

3. The facilitator explains what is counseling; a helping hand to reveal and communicate problems within ourselves and thereby find the cause and solutions for the problems.

4. Ask participants: Have any of them done counseling sessions? Is anyone want to share the experience with counseling? Ask one or two participants to share their stories.

5. Ask the participants what the most difficult matter is in counseling? How did they overcome the difficulty?

6. Following the answers, the facilitator shall explain the purpose and techniques to be a counselor, which are:
   - To make the clients feel comfortable (through rapport-building)
   - To actively listen
   - To ask critically without judging
   - Take notes of the client's answers
   - To make a complete list of the problems
   - Collect the information, and analyze the context of the client's situation (the story, culture, track record, behavior, and so on)
   - Find the roots of the problems, and provide solutions by guiding them through questions and offers.

7. The participants' experience will be elaborated later after the role-play. In the meantime, the facilitator asks the participants to create groups of clients and counselors.

8. Give the script (see appendix) to the group of clients, in which the group of counselors are not allowed to find out the script's content. The counselor will be given a different script about the role of a counselor (see appendix)

9. The facilitator then instructs the counselor to perform as a counselor.

10. Role-play will be started with the participants demonstrating how to be a counselor in front of the class one person at a time consecutively.

11. The facilitator and other participants should observe and take notes of the counseling process. See if the counselor has already practiced the 7 necessary skills of counseling.

12. When the role-play is finished, the facilitator asks the participants to give feedback according to the 7 necessary skills.
Based on the simulation, asks the participants: does the counselor had already used the right moment to build familiarity? /melt the situation / dig up clients’ problems? The facilitator then elaborates the assessment of the counselor further.

The facilitator summarizes the discussion and shares it with the participants as a reference knowledge, skills, and attitude for a counselor.

Landing Point

In essence, counseling is a job for a parole and probation officer to help clients find out the causes of their issues after the release from the correctional facility. Counseling can also function to stimulate clients to act to find solutions. The biggest challenge of counseling is the initial steps to build familiarity and comfortable feeling to build constructive communication. Therefore, counseling cannot work out in only one meeting. A client might refuse or limits the conversation in the first meeting. In this case, the counselor must create a strategy to make the client comfortable and more open in the next meeting. To help the smoothness of the counseling process, from rapport-building, trust-building to communicate, and to find the cause of the problems; a counselor must practice the following skills:

1. To make the clients comfortable to speak and to tell their stories.

2. To be an active and delightful listener.

3. Able to build good communication, sensitive to emotions, and to read the situations, when to defuse the standings, the right moment to probe to dig up the clients' personal problems.

4. To gain the trust of the clients is the key to progress in the counseling process.

5. A counselor has to be able to make a complete list of the client's problems, analyze the situation and the context to cope with, and then discuss the findings with the client to find the cause and solutions to the problems.

6. Ask the right questions that could unravel the cause of the client's problems. The key to formulating the right questions is active listening.

7. A counselor has to make a database of information consisting of monitoring the client's counseling progress from the beginning. The purpose is to make it easier for the counselor to read the client's behavior, interests and plan the counseling steps necessary for the client's.

8. Do pass judgment, or express a strong opinion/advice directly and one-sidedly.

9. Solutions and answers should come from the clients themselves (client-based orientation). Thus, a counselor or parole and probation officer may suggest solutions regarding the client's problems and, at the same time, give them the flexibility to choose the best for themselves.
If you can implement these nine skills, then it is not impossible for you to be a good counselor. Remember, some experience is necessary to implement these nine basic skills of counseling successfully.

Appendix

Ucup's Challenge (Tantangan Ucup) Scenario

- **Ucup's Challenge (Tantangan Ucup) Scenario**
  You are a parole and probation officer who was just joining in in the correctional center of "Tentram" city for almost the last year. You were just handed over a counseling job for a client named Yusuf or familiarly known as Ucup, who is you never met before. In the counseling for this client, you are provided with a corrective profiling recommendation by the previous counselor, which stated that "Ucup needs support regarding self-confidence through a self-improvement and personality training including the decision-making skill." Ucup is a widower who was just left by his wife and children, causing him trauma and desperation. The latest news from him was he want to open a business for a living. As a parole and probation officer, your job is to help Ucup overcome his challenges and find solutions together for the upcoming problems after he is released.

- **As Ucup**
  Ucup is an inmate of a correctional center who has got parole. Prior to his release, he told his custodian that he intended to build a catfish farm on his future dwelling. However, at the moment, Ucup will live in Tentrem city, the city where he once lived, because his brother, as his sponsor, lives there. This is a new environment, which is not easy for Ucup. Ucup is a widower. His wife and children abandon him as they could not stand the neighbors ridiculing his status as an inmate. Unfortunately, Ucup faces another difficulty because the money promised to start the business never comes into realization.

Meanwhile, he got a message from his hometown that he is invited by his old friends to do business. A business with the people that caused him a four years confinement in the correctional center. Ucup is in a dilemma. On the one hand, he still has the will and determination to not to repeat the deeds that caused him to be locked up. On the other hand, he ran out of an idea, and the past household’s trauma is bothering him. He wanted to go back to his hometown as the potential livelihood lies there, even though there is a chance that he would come across his old network of the dark business. Concurrently, this is the time for him to report to the correctional center. On the flip side, he is not yet comfortable with his rookie new parole and probation officer.
The purposes and techniques of a counselor are including.

- Make the clients feel comfortable
- Listen actively
- Ask critically without judging
- Make a complete list of problems
- Collect the information, and analyze the context of the client's situation (the story, culture, track record, behavior, and so on)
- Find the roots of the problems, and provide solutions by guiding them through questions and offers.

Tips to be a counselor

1. Have empathy not only to listen actively but also to feel the problem from the clients’ perspective. You can train your empathy by understanding a person’s intonation and facial expressions and digging their feelings deeper.

2. Always curious about other people’s stories. Remember, counseling is not about you telling something but about listening to people telling you their stories.

3. Have the skill to build rapport. Practice the skill to create interesting and open interactions through humor, exciting things like hobbies, passion, foods, etc.

4. Be flexible when judging any clients' actions and behavior.

5. Communicative. Able to formulate the key questions and have strong determination and big energy to advocate the causes of the client's problems. Flexible toward personality and the change of a client's psychological, social, and economic conditions, whether it is an adult, women, or children clients.

6. To have a multicultural knowledge to deal with clients from various cultures, tribes, ethnicities, social, and criminal backgrounds.

Sources:
6 critical skills every counselor should cultivate (https://lesley.edu/article/6-critical-skills-every-counselor-should-cultivate)
Lynne Shallcross "The Recipe for Truly Great Counselling." (https://ct.counseling.org/2012/the-recipe-for-truly-great-counseling/)
Module X | Resilience

Overview

In this module, the facilitator will guide prison officers to learn about resilience as a piece of knowledge to help them act positively when responding to internal (psychological, social-economical) and external (institutions, natural disaster) difficulties. This knowledge is useful to maintain professionalism. The absence of resilience may cause stress, frustration, involvement in bribery and extortion, drug addiction, and even acceptance of extreme ideologies among officers.

Learning Objectives

This module provides the knowledge and skills to the prison officers to understand the risks caused by the absence of resilience, such as involvement in extortion, drug addiction, and even the spread of religion-based extreme ideologies by the high-risk clients. Therefore, this module will give an understanding of how to train a strong, professional, and accountable prison officer through cultivating resilience ethos.

Learning Methods

1. Brainstorming
2. Case studies and discussion

Learning Media

1. Powerpoint presentation
2. Flip chart
3. Metaplan
4. Marker

Learning Duration

60 Minutes
Preparation

1. "Resilience" presentation slides.
2. Prepare the markers, flip charts, and meta plan.

Facilitation Process

1. The facilitator starts the session by asking the participants, what came across their mind when they hear the word "resilience"?

2. Write down the answer on the flip chart to be discussed later. Choose the 2 – 3 answers that the facilitator considers the best or different from the rest of the participants.

3. The facilitator then explains the meaning of resilience briefly through PPT (see appendix). The facilitator can ask a participant to read the definition loudly.

4. Afterward, the facilitator asks the participants again about resilience toward various issues. You can write examples from the resilience toward drugs, natural disaster, corruption, and violent and extreme ideologies (see the slide). Throw the question to the forum to be discussed.

5. The facilitator can provide case studies (can be retrieved from online sources). Show examples that officers without resilience are prone to stress, frustration, involvement in bribery, drug addiction, and even accepting extreme ideologies. The participants can take part in reading the presentation.

6. The facilitator divides the participants into a group of four. Next, the facilitator gives questions for each group to discuss. Why do officers involved in corruption, drug business, and extreme ideologies? What are the factors that drag them to such mistakes? (15 minutes)

7. The participants then can present the result in front of the forum. Each group can do a presentation for five minutes, including a question-and-answer session.

8. The facilitator reassigns each group to write down a reflection of their experience with the theme: “Why do I disagree and cannot accept such thought and behavior?” Then what should I do to anticipate and keep myself from stress, corruption, and radicalism? (10 minutes). To answer the second question, ensure the participants to create the following matrix:
<table>
<thead>
<tr>
<th>Threat</th>
<th>The anticipation to build resilience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job-related stress &amp; frustration</td>
<td></td>
</tr>
<tr>
<td>Extortion and corruption</td>
<td></td>
</tr>
<tr>
<td>Drug abuse</td>
<td></td>
</tr>
<tr>
<td>Radicalism and terrorism</td>
<td></td>
</tr>
</tbody>
</table>

1. Ask each group to share their experience briefly and to present the result. Ask the other groups to give feedback. Afterward, the facilitator can review the participants’ answers and discuss them with case-studies from other officers’ experiences. (See the Nasi Bungkus and Budi’s Professionalism case in the appendix).

2. The facilitator can then show a PowerPoint about certain things to measure resilience through the CORE concept (Control, Ownership, Reach, Endurance) and compare those points with the participants’ experience.

3. The facilitator compiles the result of the discussion and shares it with the participants as a standard reference of knowledge, skills, and attitude.

**Landing Point**

Extreme and violent ideologies can spread through religious texts or presented by a charismatic figure. The narratives and stories are presented in such an intriguing way to the audience. Sometimes the ideas may touch us, and we unconsciously sympathize with them and support their ideology. Radicalization can happen without us noticing, and it goes through the social condition and human psychology. Prison officers can get involved with such groups and activities. Therefore, it is crucial for the Head of the Correctional center to build a control mechanism between personnel and provide knowledge of human rights, law-abiding attitude, and anti-violence to protect the staff and fight the violence narrative to find an alternative understanding of religious teaching. Thus, the risk of recruitment of prison officers by extremists and terrorist groups can be reduced.
Appendix

The definition of resilience

(Reivich & Shatte 2002:1) Resilience is the capacity to respond healthily and productively when facing adversity or trauma (problems), which is needed in everyday life.

Nurinayanti & Atiudina: The capacity to stay firm and to adapt positively in an unfavorable, difficult, and risky situation.

Resources of information


Example of resilience

- Not easily be stressed or frustrated in any condition and when the workload is heavy.
- Stay active and productive when working from home amic coronavirus.
- Refuse to cooperate with certain parties that could potentially break your professionalism and ethics despite being persuaded with certain offers.
- To have a critical mind to distinguish between religious narrative and the discourse of terrorist groups.
Example of an act of resilience 1
Budi’s professionalism and anticipation toward the threat of radicalism

Budi is a prison officer in the ABC correction center in Jakarta. He is known as an officer who is responsible for dealing with violent extremist prisoners directly. Some violent extremist prisoners are charismatic, possess a broad knowledge of religion, eloquent, and can give their listeners a solution. Budi is aware that this situation made him interact further with the prisoners and that the jihad narrative might influence him.

Budi is doing three things to anticipate this threat and maintain his professionalism and integrity as a prison officer. First, Budi always makes a to-do-list whenever he has to meet the prisoners. Second, Budi only visited the prisoners when necessary and went away when the task is finished without any further conversation. Lastly, Budi has a critical way of thinking. Whenever the prisoners try to share their jihad arguments, Budi always finds another perspective and compares the prisoners’ argument.

Example of an act of resilience 2
A lunchbox for a prisoner

Mardi is a prison officer in the XYZ prison. One day, a prisoner asked him to grab his lunch from a visitor. The prisoner gave him money in the amount of 1,000,000 to do the favor. Suspicious of the deed, Mardi, together with the security officer, opened the lunchbox. It turns out that there are some drugs inside the package that will be circulated in prison. Consequently, Mardi reported it to his superior, gave the drugs to the authority as evidence of bribery, and returned the money to the said prisoner. The prisoner then got more sanctions.
### The CORE analysis concept

Use the CORE concept to measure the resilience of a person when facing adversaries. The concept is as follows:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Demands</th>
<th>Interests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>A situation in which a person can affect the next occurrence</td>
<td>Tenacity, health, and persistence</td>
</tr>
<tr>
<td>Ownership</td>
<td>A tendency in which a person will do something to change the situation regardless of socio/formal responsibilities</td>
<td>Accountability, responsibility, action, and engagement</td>
</tr>
<tr>
<td>Reach</td>
<td>A situation in which a person viewed that adversary will affect his/her and other people’s life.</td>
<td>Pressure, stress, energy, the tendency of a cumulative effect</td>
</tr>
<tr>
<td>Endurance</td>
<td>Prediction of a period of when the problem will be over by a person</td>
<td>Expectation, optimism, and a will to survive</td>
</tr>
</tbody>
</table>

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### Landing Point

To understand that the factors of the existence of resilience in an officer may vary, from the individual factors such as social-economy (poverty, inequality, lack of resources) and psychological (anxiety, worry about current condition). External factors such as the absence of a system in an institution that can control and complement its personnel. However, the most important factor is the absence of risk assessment for the staff. Risk assessment requires help from psychologists or counselors, including the CORE concept explained previously.