

Case Friendship and Professionalism

PO21 Learning Resources



Financed by:



Credits

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Case – Friendship and Professionalism

This case was developed within the PO21 project¹, based on the critical incidents approach and the experience of the Prison Officers involved in the project. It can be dynamised using several strategies², according to the training and trainers' objectives.

Case Script:

Summary

Main situation

Multiple colleagues complain about Hugo, a PO, who has been your Joe's friend since childhood. Joe, the deputy director of security, has to balance friendship and professionalism.

Why is it complicated/difficult/challenging:

- Joe has to be the supervisor to ensure safety in prison and simultaneously be a good friend for Hugo (mix the work and the personal field successfully)
- Maintain a professional relationship with friends at the workplace
- Follow procedures despite personal relationships
- At the same time, the need to act as a friend and to preserve the friendship
- Friendship should not be placed above professional values and duties.
- An immediate reaction is required to find a solution and make Hugo understand the consequences of his behaviour

¹For more information: <http://www.prison-officers21.org/>

²Detailed information on cases dynamisation and development can be found in the Guide for developing cases, produced under the PO21 project

Main Characters

Character 1: Joe

Name - Joe

Professional description – Deputy director security

Personal/psychological description – 45 years, Calm and secure, likes to avoid conflicts, 15 years experience working in prison, was a PO for 10 years, knows his team very well.

Main function/hierarchy – Deputy director security

Character 2: Hugo

Name - Hugo

Professional description – Wing manager

Personal/psychological description – 44 years, tardiness, inappropriate behaviour, not pulling his fair share of work.

Main function/hierarchy – Wing manager, directly subordinated by Joe.

Secondary characters or witnesses

Character 3: Colleen

Name - Colleen

Professional description – PO in the wing for 6 years.

Personal/psychological description – 36 years, well known as somebody who likes people to be on time; she is professional and acts according to rules and procedures. She is calm, married, and has two children (11 and 15 years).

Main function/hierarchy – PO in the wing, directly subordinated to Hugo.

Character 4: Victor

Name - Victor

Professional description – PO in the wing for 15 years.

Personal/psychological description – 45 years, likes to gossip about people, tries only the easiest ways to solve problems, a sound professional, slow mover (doing things in his slow way), divorced, two kids.

Main function/hierarchy – PO in the wing, directly subordinated to Hugo.

Character 5: Michael

Name - Michael

Professional description – Chief of intervention unit

Personal/psychological description – 43 years, married, 2 kids (11 and 13 years), sportsman, good fighter, ex-military instructor, likes to do things strictly according to procedures, Hugo's colleague.

Main function/hierarchy – Same hierarchical level as Hugo.

Character 6: Group of Friends

Name - Group of Friends

Professional description – NA

Personal/psychological description – Worried about Hugo.

Main function/hierarchy – NA

Description of the situation

Time

10 A.M.

Duration

30 minutes

Location

Various locations

Description of the situation

Joe, a Deputy Director in prison, works in the same prison as **Hugo**, the wing manager. **Hugo** and **Joe** grew up in the same neighbourhood and are part of a group of 8 friends who meet regularly.

Last week, **Joe** received 2 complaints about **Hugo's** work from PO's who work under his coordination. On Friday, PO **Colleen** called **Joe** and said her boss **Hugo** arrived two hours later on the wing.

She checked at the access point and was informed that **Hugo** got into the prison at 10 o'clock and not at 8 o'clock as he should be. **Colleen** complained that between 8 and 10, there was nobody to resolve problems in the wing.

This same Friday, **Joe** received an email from **Victor** saying he noticed every day during the last week that **Hugo** showed inappropriate behaviour toward inmates.

Instead of trying to resolve their problems, he screamed at the inmates and closed the door without solving their problems.

Friday afternoon, **Joe** tried to talk to **Hugo** about those two complaints, but his shift ended, and he was in a hurry and said he was having some difficulties at home.

At the weekend, **Joe** went to a wedding with his and **Hugo's** friends. Strangely, everybody was present except **Hugo**.

Friends tell **Joe** that **Hugo** has a breakup with his wife and is not in good condition, but he doesn't want to talk about it.

Joe's friends ask to keep an eye on him at work and that **Joe** should try to help him.

On Monday morning, **Michael** came to **Joe's** desk and complained about **Hugo's** behaviour from last week by not pulling his fair share of work.

In three cases of intervention, **Hugo** didn't participate during the intervention. However, it is evident in procedures that **Hugo's** presence is mandatory.

Michael insists on solving the problem quickly because he fears safety in his wing is no longer guaranteed.

Hugo is present in prison today, so what does **Joe** do?

Reaction of each character

Colleen and Victor

Colleen and Victor tell their story.

Michael

Michael complains and insists that the problem should be resolved.

Joe

Joe attempted to talk to Hugo because he heard and noticed that Hugo was too late at work on Monday.

Hugo

Hugo told you he has some problems at home and will try to be on time.

Result of each action

Ask **Hugo** and the 3 complainers to write down their reports (CHECKING FACTS).

Immediately inform your superior (ask your superior to name another deputy to do the investigation).

Start procedure.

Recommend **Hugo** take some days off.

Recommend/plan psychologist.

Talk with common friends.

Inform involved inmates that an investigation will be conducted

How to apply this case?

This case can be used in several ways, there is no prescriptive, specific strategy, and the trainer shall choose the specific themes to highlight by applying the case. However, making the best of this resource in terms of promoting debate and stimulating reflection among trainees, common strategies can be:

Brainstorming:

Create a question about the case and promote group discussion. Remember that in brainstorming is particularly important to register all contributions and to make a summary of all contributions. It is suited to initiate a new theme.

Role-play:

In the training room, arrange the scenario according to the case description. The trainees should perform the characters as close to the description possible to create a real-life situation. After the presentation, group discussion can be promoted. It is suited to deepen a situation or theme.

Problem-Solving:

Present the case without providing information on how it was handled and ask the trainees, individually or in groups, to describe how the situation should be handled. Then, dynamise a debate around each new ending for the situation. It is suited to applying theory to practice.

Dilemma:

Create a dilemma by designing a new development of the situation. Organise a debate around which was the best solution and why. It is suited to explore complex situations.

Pros and Cons:

A debate can be used in any strategy. If used as the main strategy, one idea may be to organise the group in two sectors: one, arguing in favour of the resolution and the other, arguing against it. This can be improved by providing other learning resources that support the arguments of each sector. It is suited to deepen a situation or theme.

To learn more about the creation and application of Critical Incidents, you can consult the Critical Incidents Technique Application Guide.