MODULE 3

GENDER RESPONSIVE SELF-CONFIDENCE AND ASSERTIVENESS IN LAW ENFORCEMENT TEAMS

Facilitation Handbook

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UNODC
United Nations Office on Drugs and Crime

The United Nations Office on Drugs and Crime(UNODC) works with Member States across the globe to address the threat posed by drugs, crime, and terrorism. In Southeast Asia, our organization is uniquely placed to support ASEAN frameworks which address the challenge presented by transnational organized crime and promote justice and the rule of law. These multilateral efforts serve as the foundation for regional cooperation on economic, social, political, and security matters.

With its extensive experience working towards greater political-security cooperation in the region, UNODC is the natural choice to lead the implementation of the Joint Declaration on Comprehensive Partnership between ASEAN and the United Nations. UNODC has researched and developed a technical assistance framework designed to effectively support member states on the promotion of gender equality and women's empowerment within the three pillars of the ASEAN Community.

UNODC recognizes that gender equality and the empowerment of women and girls will make a crucial contribution to progress across all the Sustainable Development Goals. Through our capacity-building activities, we are working to increase participation and leadership of female officers within law enforcement agencies. Furthermore, these activities enable front-line officers to better meet the needs of women and girls in the context of cross-border crime and migrant smuggling.

UN WOMEN

The United Nations Entity for Gender Equality and the Empowerment of Women (UN Women) is the United Nations entity dedicated to achieving gender equality and the empowerment of women. UN Women supports UN Member States as they set global standards for achieving gender equality, and works with governments and civil society to design laws, policies, programmes and services needed to ensure that the standards are effectively implemented and truly benefit women and girls worldwide. It works globally to make the vision of the Sustainable Development Goals a reality for women and girls and stands behind women's equal participation in all aspects of life. It uses experiences in countries to inform agreement on new gender equality norms and, through its links across the United Nations, put gender equality at the centre of all three pillars of global progress: peace and security, human rights and sustainable development. UN Women also coordinates and promotes the UN system's work in advancing gender equality, and in all deliberations and agreements linked to the 2030 Agenda.

CONTENTS

OVERVIEW

The three modules in this training curricula support the actions of law enforcement agencies to enhance border control officers' overall capacity and effectiveness in responding to gender-based violence and trafficking of women and girls. The content in this curricula aims to mainstream gender across all officer training for knowledge and skills.

Aim

The aim of the three modules is to increase the capacity of law enforcement teams in two overarching ways:

- To support law enforcement teams to be gender-responsive and inclusive in the way they operate both internally and externally.
- To increase the capacity of law enforcement teams for carrying out gender-responsive investigations into the trafficking of human beings and other criminal activity.

Terminal objectives

The overarching terminal objectives of the modules are as follows:

1. To increase gender awareness among frontline officers and law enforcement teams.
2. To enable a gender-responsive approach to carrying out investigations with vulnerable people, including victims of trafficking in persons.
3. To foster a gender-responsive working environment. Specifically, supporting staff well-being and enabling all members of the team to have the confidence and ability to develop and thrive in their roles.

Modules

The three modules are as follows:

- Module 1: Gender Awareness for Frontline Officers and Law Enforcement Teams [1]

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[1] Module 1 should be delivered as a prerequisite for both Modules 2 and 3.

- Module 2: Gender-responsive Investigations with Victims of Trafficking in Persons and Other Vulnerable Individuals
- Module 3: Gender-responsive Self-confidence and Assertiveness in Law Enforcement Teams

Target audience

The curriculum is designed to be delivered to training groups of up to 20 participants of junior to mid-ranking law enforcement officers. In order to meet the transformative objectives set in these modules, it is recommended that each workshop includes both male and female participants, with a target representation of >35% females. The time and place of the workshops should be planned with consideration to making them accessible for women to attend in the cultural context.

CURRICULUM DESIGN

The curriculum has been designed in-line with meeting the needs of learners with all three main learning preferences: visual, auditory and kinaesthetic (tactile learning). A mixed methodological approach has been used, including:

- Visual presentations
- Case studies
- Reflection questioning
- Interactive group tasks developed around different skill sets, such as critical analysis, problem solving and peer learning/ sharing

Gender-responsive facilitation

The curriculum advocates a gender-responsive participatory approach, adapting the key 'Principles of Adult Learning' as defined by Malcolm Knowles, through a gender lens. In taking this approach it is recommended that the facilitator recognizes the following:

Adults are autonomous and self-directed: The trainer should take on the role of facilitator, supporting the participants (learners) to be proactive partners in the 'learning-journey' of the course. Activities have been designed to enable this through group problem solving, analysis and encouraging peer-learning through group presentations.

This approach requires the participants to feel empowered, in terms of feeling safe, secure and confident to share their opinions, ideas and ask questions. However, gender power dynamics at play within the cultural and professional context may mean that individuals do not feel confident, for example, if the majority of participants are male, females may be self-conscious about sharing their ideas. Another example could be in a patriarchal cultural and professional context, male participants may feel uncomfortable discussing topics that require a level of personal reflection on emotions.

The facilitator should give consideration to these dynamics prior to the training, through:

1. **Understanding the profile of participant group**
   a. Be culturally aware of the context in which the training is taking place and how this may impact on participant dynamics.
   b. Where possible, carry out a gender responsive training needs assessment to gather information on participants' goals and expectations of the training, as well as prior experience, qualifications, etc. The former can inform adaptations to content or how expectations can be managed. The latter can be used to manage dynamics in terms of encouraging participants with different experience to work with each other; and also by recognizing and drawing on participants' existing expertise – which supports confidence-building.

    c. At the beginning of every training course gather participant input on expectations for the course and any concerns participants may have so that they can be addressed from the outset.

2. Devising inclusive strategies

    a. The opening session of every training course should include the development of a set of 'ground rules' identified by the participants . The facilitator should emphasize the importance of women sharing their ideas and knowledge throughout the course.

    b. A facilitator should be constantly aware of the dynamics in a training room, especially the gender dynamics. Recognizing different personalities and how they are interacting with others will inform what strategies to employ to foster inclusion, e.g., the facilitator can gently encourage quieter participants to engage by asking them to respond to questions the facilitator is confident they will be able to answer or giving quieter participants a role, such as being the scribe in a group activity.

    c. The facilitator can use strategies for mixing up participants to form groups to provide opportunities for them to work with others throughout the course:

       i. Number everyone 1-4, then ask all of the '1s' to work together, '2s', etc.

      ii. Ask the participants line up based on a variable such as how far they have travelled to attend the training (from the longest distance travelled to the shortest) or the day and month when they were born (from January to December). After everyone has lined up, the facilitator can divide the line into groups, e.g., the first four people are group 1, the second four are group 2, etc.

Adults have an accumulation of life experiences and knowledge to bring to the training environment: The curriculum is designed to encourage participants to reflect and share their experiences and ideas, when / if they feel safe to.

Adults are goal-oriented: A course agenda is presented in the introductory session of the course as an overview. Session objectives should be explained at the beginning of each respective session. By keeping participants informed on

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[2] See notes on 'Guidance for delivery' below, including 'rules' to encourage inclusion.

what their learning outcomes should be it provides them with the scaffolding on which to build/ achieve the learning outcomes.

Adults are relevancy-oriented: The curriculum and facilitation notes encourage reflection on how the content relates to the participants both from a gender perspective and also in their professional roles. The facilitator should also find other opportunities to ask the participants how the content relates to their work and how it can be implemented.

Adults are practical: The curriculum encourages participants to think about how to implement their learning. This is done through reflective and group questions as well as action planning tasks. Encourage participants to also think about the challenges with implementing learning, including how gender may impact on challenges for members of their team and how this might be overcome.

Adult learners must be shown respect: This is reflected in the curriculum in terms of providing the opportunity for participants to share their knowledge and experience. However, this is mainly addressed by the approach taken by the facilitator to understand the participants needs in the training room and

Photo: UNODC/ UN Women /Pathuumporn Thongking

Photo: UNODC/ UN Women

the skills the facilitator employs to manage dynamics, for example: When a participant constantly interrupts to make a point they should be dealt with gently rather than chastised i.e. the facilitator can explain that their point is valid and will be returned to after the person whom they have interrupted has made their point.

CURRICULUM FORMAT

The following defines what is included in each section of the curriculum:

Module summary: This provides an overview of the module, including:
- Aim: the overarching goal of the module.
- Overall learning objectives: the overarching objectives through which to achieve the module aim (these are then dissected in the enabling objectives of each session, described below).
- Course agenda: a timetable overview of how each module will be delivered over the allocated days.
- Note to the facilitator.

Session briefs: **Each session brief is a break-down of how the session will be delivered. The elements of each session brief are as follows:**

- Aim: based on the module's terminal objectives.
- Learning objectives: a set of learning objectives to achieve the session aim.
- Time: the overall time for the session.
- Resources and preparation guidance: a table which explains the materials needed for the session and any notes that support the facilitator's preparation ahead of the session.
- Activities: each session is then broken down into activities which are further broken down into:
  - Purpose: explaining the purpose of this activity (basically how it relates to the session objectives).
  - Time: the overall time for the activity.
  - Facilitator instructions: step-by-step instructions to deliver the activity, including any respective timing of each component.

Numbering: All materials and resources in the appendix are numbered sequentially according to the day, session and activity in which they are used. For example, the number 2.3.4 indicates:

- Day 2
- Session 3
- Activity 4

The following defines what is included in each section of the curriculum.

GUIDANCE
FOR DELIVERY

The session briefs included in this facilitation handbook provide detailed guidance on delivering the sessions themselves, however there are elements of the programme that the facilitator is expected to develop at their discretion, including:

- Opening session for Module 3, carried out on the first morning
- Daily facilitation tasks
    - Morning review, carried out every morning (apart from the first), to review key learning from the previous day
    - Post-lunch energizers, recommended to boost energy levels and cognitive engagement for the afternoon sessions
    - Daily review sessions, carried out at the end of every day (apart from the last when participants may complete a course evaluation)

The following sections provide guidance and tips on developing these elements.

Opening session

The opening session of the training programme (the first day) is left to the facilitator's discretion to develop, however, it should include the following elements:

1. Icebreaker: A fun and engaging way for participants to introduce themselves

This should be done even if participants already know each other as it supports the creation of a safe and inclusive training environment. There are plenty of ideas available on the internet for icebreakers to use with groups of participants who both do not know each other or are existing colleagues, for example:

- Dominoes:
    - Give each participant a piece of A4 paper and a pen. Ask the participants to fold their paper in half and open it again. Each participant can draw a pen line down the fold, so the paper has two clear halves, like a domino.
    - Ask participants to draw a picture (no words) on one half to represent their job and a picture on the other to represent their personal life. Give the participants a few minutes to draw the two pictures and then invite everyone to stand in a circle with their domino.
    - The facilitator should take the first turn, introducing himself or herself using the drawings on his or her domino and then placing it face up on the floor.

○ Ask if any of the participants can relate to either the job or personal life as drawn on the domino. Invite one of them to join his or her domino accordingly and introduce himself or herself.

○ Continue until everyone has connected their domino and introduced themselves.

- Call my Bluff
  ○ Instruct the participants to write three statements about themselves on a piece of paper. Each person should choose statements that are unusual, hard to guess or humorous, keeping in mind that:
    - One statement must be untrue (the bluff)
    - Two statements must be true

CALL MY BLUFF

Name

_____

Write two true statements and one lie about yourself.

1 _____
  _____
2 _____
  _____
3 _____
  _____

CALL MY BLUFF

Name

_____

Write two true statements and one lie about yourself.

1 _____
  _____
2 _____
  _____
3 _____
  _____

CALL MY BLUFF

Name

_____

Write two true statements and one lie about yourself.

1 _____
  _____
2 _____
  _____
3 _____
  _____

CALL MY BLUFF

Name

_____

Write two true statements and one lie about yourself.

1 _____
  _____
2 _____
  _____
3 _____
  _____

- ○ Participants take it in turns to read their three statements aloud to the group and the other participants try to guess which one is untrue.
- ○ It is recommended that the facilitator should start with his or her own three statements.
- ○ After giving enough time for guessing, each participant should reveal which of their statements was the bluff.

- Desert Island Items
    - ○ Tell the participants that they have each been selected to go on a new reality show where they must spend three months on a desert island alone.
    - ○ They are allowed to take one 'luxury' item to the island, which can be anything except photographs of loved ones or a living being. Give the participants a few moments to consider their answer.
    - ○ The facilitator should begin with explaining what their luxury item is and why he or she chose it. Then the participants can take it in turn to say what they chose and explain why they chose that particular item.

2. Introduction to Module Three

Using the opening presentation slides the trainer should provide an overview of the module/ course and how the course agenda is mapped out. Explain that handbooks will be provided but ask participants to refrain from reading through the handbooks independently, as the learning journey is better if you work through the handbook together as the course progresses.

3. Expectations and Concerns

It is important that the trainer is aware of participant expectations so that they can be managed and also any concerns that participants have about the course, in terms of content and the methods of delivery. For example, are participants fearful that they will be asked to share personal information? If expectations and concerns are known in advance, the facilitator can deal with them accordingly by managing or affirming expectations verbally in the opening session; and reassuring participants about any concerns that were raised.

The feedback mechanism for participants' expectations and concerns must be gentle and anonymous so that participants feel safe in sharing. This information may be available to the facilitator prior to the course, through a needs assessment.

Another option is to use a participatory method during the opening session to reveal hopes and concerns. One example of this is given below.

Hopes and concerns
- Draw a vertical line down the centre of a flip chart page at the front of the room.
- At the top of one column write the word 'Hopes' and at the other write the word 'Concerns'.
- Hand participants adhesive-backed paper notes or alternatively just postcard sized pieces of paper and make adhesive available near the flip chart board so they are able to stick their paper to the flip chart.
- Give each participant 4–6 pieces of paper and ask them to write one idea per sheet.
- For 'hopes' they should write what they are hoping to learn from the course, e.g., to cover a specific topic, or a learning outcome such as a particular skill acquisition.
- For 'concerns' they should write what concerns they have about the course, in terms of course content or andragogy/methodology, e.g., they are concerned it will include role plays or that they will not learn anything new, etc.
- Reassure the participants that this is anonymous and encourage them to write whatever they personally think.
- Once all of the participants have finished sticking their paper to the flip chart board, the facilitator should read through them quietly and see if certain ones can be grouped together generically, e.g., if a few people have identified a particular type of delivery method as a concern, etc.
- The facilitator should work through the hopes and concerns, managing expectations, affirming hopes where relevant and addressing concerns.

4. Safeguarding

Every opening session should include an acknowledgement that different people have different 'triggers'. Assure participants that if they feel uncomfortable at any point during the course, then they are welcomed to leave the room and take a time-out. Also encourage them to request support from the facilitator should they need any. It is also good practice to pre-empt possible triggers for participants prior to the training and seek out information on supportive services that could be sign-posted for the participants. For example, local counselling services, if available, could be sign-posted.

5. Housekeeping

The facilitator should also cover things relevant for meeting basic needs, such as:

- Safety and security, i.e., fire exits and what to do in the case of an alarm
- Location of toilets and washroom facilities
- Lunch times and any relevant details

6. Ground rules

At the beginning of every course the facilitator should co-develop some ground rules with the participants so that there is an agreed way of working, this is the foundation for mitigating against negative dynamics and managing behaviour such as mobile phone use during training.

Write the ground rules on a flip chart paper at the front of the training room and ask participants to suggest what they should be. Ground rules can include things such as:

- Mobile phones should be kept in bags until break times
- No side conversations while someone is talking in group plenary
- Respect different points of views
- Any personal views or information shared in the training room should remain confidential
- Everyone should be punctual

7. Question park and resource sheet

Hang two pieces of flip chart paper to the wall of the training room. One should be labelled 'Question park' and one 'Resources'.

- Question park: this is a space for participants to post questions they feel have not been answered during the training. The facilitator can add questions that participants ask during the training that they feel can not be answered at that time. The facilitator can then review and address these questions at another convenient time.

- Resources: often either the facilitator or the participants will think of useful resources books, websites, etc.) during the course. To recommend those resources to the group, the participants or the facilitator may make a note of them on the resource board. At the end of the course, the facilitator may choose to circulate this as an additional resource list for participants.

Daily facilitation tasks

Morning review

Beginning on the second day of the training, the facilitator should open the course with a review of key learning points from the day before. This should be done using a fun activity lasting no more than 15 minutes. This may include:

- Team quiz
- Ball games requiring participants to throw the ball and ask/ answer questions based on the day before
- Pre-made questions written on pieces of paper and folded up in a hat Participants pick questions at random from the hat and answer them
- The facilitator should ensure that all participants (male and female) participate in the review activities.

Post-lunch energizers

It is widely recognized that participants energy and engagement levels dip after lunch, it is recommended that each afternoon should begin with an energizer, a fun activity to get participants physically moving. There are plenty of ideas available online or the facilitator may choose to creatively reinvent games he or she played in childhood – the secret is to get participants moving.

However, be mindful of not asking participants to do things that would make them feel uncomfortable either physically or emotionally.

Daily review (close)

At the end of every day, the facilitator should allocate 15 minutes for participants to ask questions and to also give anonymous feedback. Feedback can be used to inform how the facilitator delivers the training the following day.

One way of doing this is similar to the method explained in the 'hopes and concerns' method described above. Instead of using 'hopes and concerns', use the titles 'What Went Well?' and 'Even Better If' (what would you like done differently). Positioning the board so it faces a wall can provide some anonymity.

MODULE SUMMARY

Aim: To encourage law enforcement officers to take a more gender-responsive perspective to self-confidence and assertiveness.

Overall learning objectives

1. Define the knowledge, skills and abilities valued in law enforcement teams
2. Define self-confidence and assertiveness
3. Use cognitive applied psychology to explore the self-limiting beliefs we create as individuals, and how this is impacted by gender
4. Use tools and techniques for building self-confidence
5. Explore how to support assertiveness in ourselves and within law enforcement teams

Note to the facilitator

The key objective of this module is to catalyse gender-responsive change in the

way law enforcement officers function as individuals and as a team. Any type of transformative change takes time and consistency, and so it would be overly ambitious to expect this outcome to be met in entirety within a four- or five-day training programme. Therefore, this training programme provides a catalyst for change and strives to support participants to do the following:

- Recognize the need for gender-responsive change
- Reflect on how gender impacts on self-confidence and assertiveness
- Increase empathy towards colleagues, with the aim of motivating participants to strive towards change
- Develop knowledge, skills and techniques that can be applied and shared among law enforcement teams

Participants in this course should have a foundational understanding of the following:

- Gender concepts
- Gender norms and conditioning
- Patriarchy
- Gender discrimination

Before taking this course, it is strongly advised that participants should complete Module 1: 'Gender Awareness for Frontline Officers and Other Law Enforcement Teams' or the online course 'I Know Gender: An Introduction to Gender Equality for UN Staff".

This course aims to take a gender-responsive approach to self-confidence and assertiveness through using a combination of psychological theories and reflective activities to deconstruct the definition of 'self-confidence'. The course adopts an approach which moves away from many traditional approaches to self-confidence and assertiveness training, which focus on practising open body language and firm handshakes, as these are viewed as upholding a patriarchal 'brand' of self-confidence. The aim is to encourage an open and honest form of self-confidence, recognizing that all people are individuals and have different ways of expressing their feelings, thoughts and ideas. This course aims to catalyse reflection on a more authentic approach to self-confidence within law enforcement teams.

Course agenda

Day One	Day Two	Day Three	Day Four
Welcome and Introduction Session (30 minutes)	**Morning review** (15 minutes)	**Morning review** (15 minutes)	**Morning review** (15 minutes)
Session One: Mapping the Landscape (60 minutes)	**Session One:** How Gender-Conditioning Shapes Belief (90 minutes)	**Session One:** Techniques for Building Self-confidence from the Inside (145 minutes)	**Session One:** Assertiveness and Teamwork (180 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Session Two: Gender and Law Enforcement (90 minutes)	**Session Two:** How Self-Limiting Beliefs are Formed (90 minutes)	**Session One** (continued)	**Session One** (continued)
Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)	Lunch (60 minutes)
Session Three: What is Self-confidence? (90 minutes)	**Session Three:** Recognizing Unhelpful Thinking in Ourselves and Others (90 minutes)	**Session Two:** Communication (180 minutes)	**Session Two:** Making it Count (120 minutes)
Break (15 minutes)	Break (15 minutes)	Break (15 minutes)	Break (15 minutes)
Session Four: Vulnerability and the Comfort Zone (90 minutes)	**Session Four:** Creating Change (90 minutes)	**Session Two** (continued)	**Closing Ceremony**
Daily review (15 minutes)	Daily review (15 minutes)	Daily review (15 minutes)	

Photo: UNODC/ UN Women / Tuan

Session briefs

This facilitation handbook includes the session briefs for Module 3.

The facilitator should develop the content for the following sessions:

- Opening session
- Morning review
- Daily review

The section above, 'Guidance for delivery', provides useful resources for developing those sessions.

DAY ONE

Session One

Mapping the Landscape

Aim: To identify the knowledge, skills and attributes valued in a law enforcement team and reflect on them through a gender lens

Learning objectives:

By the end of this session participants will have…

- Mapped the different types of knowledge, skills and attributes that are valued in law enforcement teams
- Identified and prioritized the key knowledge, skills and attributes
- Reflected on the knowledge, skills and attributes through a gender lens

Time: 60 minutes

Resource description	Preparation guidance
Video Clips	Select short video clips online that show women working in law enforcement teams.
Flip chart paper and pens	

Session overview

Activity	Purpose	Time (minutes)
1. Mapping Roles and Knowledge, Skills and Attributes	To identify the different types of roles in a team and the knowledge, skills and attributes linked to them.	50

Activity	Purpose	Time (minutes)
2. Video Clips	To show examples of female law enforcement officers doing different non-desk roles at work.	10

Activity One: Mapping Roles and Knowledge, Skills and Attributes

Purpose: To identify the different types of roles in a team and the knowledge, skills and attributes linked to them.

Time: 50 minutes

Facilitation notes

The aim of this activity is to reflect that there is no biological reason that only one gender could have the knowledge, skills and attributes needed in law enforcement teams. This is part of the foundation for the other sessions which focus more on self-confidence and assertiveness from a definition and application perspective.

Facilitation instructions

1.1 Role and skills and attributes map

1. Divide the participants into small groups and hand out flip chart paper and a selection of coloured pens to each group.
2. On a flip chart paper at the front of the room the trainer should model a spider diagram.
3. Explain that the first thing they should do is map the different types of roles they have in their enforcement teams. They should do this by drawing a central circle with the title 'Job Roles'. They should then add lines which lead to circles around the page, a different circle for each different job role.
4. Once they have exhausted the different types of job roles, they are now

going to explore the technical skills and personal attributes needed for each role.

   a. Technical and physical skills: what technical or physical skills does someone need to do the role, e.g., weaponry, driving ability, physical fitness, etc.

   b. Personal attributes: what characteristics will help someone do this role, e.g., people skills, diplomacy, leadership, an eye for detail, etc.

Ask the participants to now look at each of the roles they have identified in their spider chart and add skills and attributes to them using lines that join to each of the 'role' circles.

5. Once participants have exhausted their ideas on skills and attributes they are now going to identify commonalities. To do this, the trainer will ask a series of questions or give instructions for them to apply to their spider diagram. The participants will have a few minutes in between each question/ instruction to reflect and apply. The questions are as follows:

   a. Are there any skill words that are written for more than one role? If so, write the skill word and how many times it appears on your spider chart. Do this for any skill word that appears more than once.

   b. Are there any attribute words that are written for more than one role? If so write the attribute word and how many times it appears on your spider chart. Do this for any attribute word that appears more than once.

   c. Do the words you identified as appearing more than once appear across all job roles or across certain types of roles, e.g., seniority?

6. Ask the participants to reflect on the skills and attribute words they identified and assign them to the following three categories:

   a. Men

   b. Women

   c. Both

7. Ask for group feedback. The trainer should:

   a. Challenge any stereotypes that arise, for example: men are better at physical agility tasks. When challenging these stereotypes the trainer should use a reflective approach, asking the participants reflection

questions to guide them to their own analysis. For example, "Is there a biological reason that men (or women) are more capable of a task?".

b. Remind the participants of the difference between sex and gender (they should remember this from Modules 1 and 2 but it is always good to keep reinforcing this point as it takes consistency to catalyse belief change with gender conditioning).

c. Wrap the session up by explaining that to reach a point where law enforcement teams are inclusive and support gender equality, members of the team need to start from a place of understanding that there is no biological reason why men and women cannot do the same tasks or have the same roles as each other. We are all products of gender conditioning (the trainer should recognize that he or she is as well). During the sessions of Module 3 we are going to explore how these constructs are made and how to challenge them so that teams can be more inclusive and cohesive, which will ultimately make law enforcement officers better at doing their job.

Notes on non-binary gender identification

When reflecting on whether gender should impact on one's ability to do a task or have the skills and abilities identified in the previous activity, the discussion may be expanded, to include lesbian, gay, bisexual, transgender, queer and intersex and other (LGBTI+) people. The facilitator should spend some time explaining and concept checking LGBTI+ definitions to ensure the participants are all familiar with and understand the difference between gender identification and sexual orientation.

The facilitator should focus on helping the participants to keep reflecting on whether there is a biological reason why a skill or attribute should be connected to a particular gender. Can the groups identify any skills or attributes that are encouraged or discouraged in society based on gender? The facilitator should encourage reflection gently and in a non-judgmental manner.

Photo: UNODC/ UN Women/ Ploy Phutpheng

Activity Two: Video Clips

Purpose: To show examples of female law enforcement officers doing different non-desk roles at work.

Time: 10 minutes

Facilitation instructions

Prior to the training, the facilitator should research online and select short video clips that show women working in law enforcement teams globally, featuring things such as weapon mastery, working in conflict zones, crowd control and defusing challenging behaviour. The clips should consolidate the message of this training programme: we assert women's capacity to work in law enforcement and challenge traditional patriarchal views of gender. Refer back to the list of skills and attributes the participants developed in earlier and raise any significant points with regards to the skills and abilities that may have been attributed to a certain gender and what is being showcased in the videos.

Some suggested examples might include:

- The female VIP security task force in Dubai
- Female law enforcement officers carrying out crowd control

Session Two

Gender and Law Enforcement

Aim: To explore the law enforcement profession in the country context through a gender lens

Learning objectives:

By the end of this session participants will have…

- Reflected on their own career path through a gender lens and how it may have differed if they were the opposite gender
- Identified key challenges for women seeking a career in law enforcement
- Recognized the benefits of a diverse team
- Defined the core components of equality and diversity in the workplace

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
Flip chart paper and pens	
1.2.1 Reflection Worksheet	Print one per participant.
Activity Two	Prepare a slide with statistics related to women in law enforcement and a list of related questions.

Session overview

Activity	Purpose	Time (minutes)
1. Reflection	Self-reflection and empathy for other genders.	30
2. Women and the Law Enforcement Profession in the Country Context	To identify the challenges and opportunities for women in the law enforcement profession in the country context.	40
3. Diversity, Substantive Equality and Equity Presentation	To define diversity, substantive equality and equity and discuss it from the perspective of the law enforcement profession within the country context and as a foundation for the rest of Module 3.	20

Activity One: Reflection

Purpose: Self-reflection and empathy for other genders.

Time: 30 minutes

Facilitation instructions

1.1 Reflection worksheets

1. Give participants handout 1.2.1 Reflection Worksheet and give them 20 minutes to answer.
2. Use the remaining 10 minutes to discuss the participants' reflections. Rather than asking for feedback on every question on the reflection sheets, just ask participants to share their thoughts on how things would be different if they were another gender. Use prompts such as:

- Are there any roles in law enforcement that women/ men are not allowed/ encouraged to do?
- Do women/ men have roles outside of their careers that have an impact on how far they can progress in their career or the type of roles they can do?
- Are there any obstacles that stop either gender from progressing to leadership/ decision-making roles in law enforcement? (What are they?)
- Ask participants to share their personal experiences, if appropriate.

Activity Two: Women and the Law Enforcement Profession in the Country Context

Purpose: To identify the challenges and opportunities for women in the law enforcement profession in the country context.

Time: 40 minutes

Facilitation instructions

2.1 Statistics (10 minutes)

1. Prior to the training, the facilitator should prepare a slide with up-to-date statistical data and indicators related to women in law enforcement. This could include the following:
   a. The number of women in law enforcement globally/ regionally/ locally.
   b. The number of women in particular roles within law enforcement, i.e., desk-based roles, field work and leadership.
   c. Any statistics which reflect the impact an approach to include/ support women in law enforcement, may have had.
2. The facilitator should prepare a slide with only the numbers and keep a written list of the statistical indicators and data for his or her own reference.
3. The facilitator should show the participants the statistics and explain that he or she will read out a series of statistical indicators relating to the numbers on the slide. After reading out a statistical indicator to

the participants, they may guess which number it relates to on the presentation slide.

2.2 Group discussion (40 minutes)

1. Put participants into groups to discuss the question on the slide.

2. After 20 minutes ask the groups for feedback and capture notes on a flip chart at the front of the training room.
   - As the groups feedback also ask the participants if men face similar obstacles or men from certain demographic or ethnic backgrounds?
   - Pin this up on the wall and explain that we will refer to this throughout the training course as a means of reflecting on the obstacles that face our colleagues and how we may help to overcome them together.

Notes on non-binary gender identification

Once the challenges for women entering and progressing in the law enforcement profession have been identified, the facilitator should encourage discussion around barriers for LGBTI+ individuals in law enforcement, using the following prompts for reflection:

- What do you think are the major obstacles for LGBTI+ individuals wishing to enter the law enforcement profession?
- What do you think are the major obstacles for LGBTI+ individuals wishing to progress in the law enforcement profession?
- Are these obstacles the same for all LGBTI+ individuals or are there other factors that affect opportunities?

This should be carried out as a facilitator-led discussion. The inclusion of this reflection will impact on the activity timings, so the facilitator should adapt the session brief timings accordingly. The existing timings of this session allow generous allocation for discussion time so there is opportunity to reallocate accordingly.

Facilitation notes

Wrap this activity up by explaining that the reason for exploring this is to build the foundations for the rest of the course in two ways:

1. To reflect on how gender affects our careers in law enforcement as individuals and therefore our self-confidence and assertiveness
2. To think about how gender affects our colleagues, in order for us to reflect on the importance of having empathy within the team and the art that plays for supporting confidence and assertiveness.

Activity Three: Diversity, Substantive Equality and Equity Presentation

Purpose: To define diversity, substantive equality and equity and discuss it from the perspective of the law enforcement profession within the country context and as a foundation for the rest of Module 3.

Time: 20 minutes

Facilitation instructions

Discuss...

What is meant by 'equality and diversity in the workplace'?

Facilitation notes

Show the participants the slide and ask them to share their ideas.

Equality

"Equality is about ensuring everyone has an equal opportunity and is not treated differently or discriminated against because of their characteristics."

(Union Learn, 2019. See www.unionlearn.org.uk/equality-and-diversity-whats-difference)

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Gender Equality

Equality between women and men (gender equality) refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

(UN Women, 2019. See www.un.org/womenwatch/osagi/conceptsandefinitions.htm)

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Diversity

"Diversity is about celebrating and valuing how different we all are. This is strongly linked with promoting human rights and freedoms, based on principles such as dignity and respect. Diversity is about recognizing, valuing and taking account of people's different backgrounds, knowledge, skills, and experiences, and encouraging and using those differences to create a productive and effective workforce"

(Union Learn, 2019. See www.unionlearn.org.uk/equality-and-diversity-whats-difference)

Substantive Equality/ Equity

Recognizes that not all have the same advantages to reach the same results given the same opportunities, i.e., we start off on uneven playing fields, for example coming from a marginalized community or having a physical disability.

Substantive equality recognizes that specific measures may be needed to rectify an imbalance in a system so that all individuals offered the same opportunity will also have equal chance of achieving the same results/ outcomes.

Facilitation notes

Explain that equality focuses on providing individuals with the same opportunities, treatment and support, whereas substantive equality/ equity recognizes that individuals have different barriers to accessing those opportunities, etc. Substantive equality focuses on the outcome, not just the opportunity.

For example: Equal opportunity might offer the same job to both men and women, but substantive equality might take into consideration that to make that same role equally accessible to both genders they might need to offer a supportive employment package that considers child care or flexible working hours, etc.

Substantive equality takes into consideration the gender, culture and socioeconomic factors that might cause barriers for individuals and looks at ways to support them for overcoming barriers so that they may also be able to access the opportunities that have been established with the aim of achieving equality.

Ask the participants if they can think of any examples where they have seen/ experienced barriers which negatively impacted their capacity or a colleague's capacity to access an opportunities.

It is recommended that the facilitator researches the policies, practices and realities around equality, substantive equality and diversity in the country context prior to the training so that they may lead a discussion of the legal requirements within the country.

1. The participants would have discussed formal versus substantive equality and equity in Module 1 as a prerequisite to this course, therefore this should be a refresher with a focus on how it applies to the workplace.

2. Generate a discussion about the benefits of advocating for equality and diversity within the workplace, even if it is outside of the country context legal remit. Draw the participants' attention back to the diverse skill set they identified as being required in law enforcement teams in session one. Also remind the participants of the reflection activity they completed earlier in session two. Some participants may not feel unfairly treated by equality and diversity legislation/ policy, but if they were another gender, would they feel the same?

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Top-down and Bottom-up

Achieving equality and diversity in law enforcement requires a top-down and bottom up approach:

Top-down: systemic change reflected in policies and practices, made at an institutional level, and practised operationally through to individual team level.

Bottom-up: we as individuals need to recognise our roles and responsibilities to ourselves and each other to make positive change.

Facilitation notes

Wrap up this session by explaining that to achieve equality and diversity in the workplace there needs to be both a top-down and bottom-up approach.

A top-down approach refers to the need for institutional level change that recognizes and challenges the obstacles that stand in the way for equality and diversity, for example:

- The impact that child care has on the ability of men and women to enter and to progress in the law enforcement workplace.
- The needs of members of the LGBTI+ community in the law enforcement workplace.
- The institutional bias towards allocating positions of power towards males/ often males of a particular ethnicity.
- Bias towards women mainly doing desk-based roles in law enforcement.
- The impact of fair maternity/paternity policies and benefits that recognize the role of men in child care.

A bottom-up approach refers to the accountability of individuals to play an active role in making a positive change, for example:

- Taking the time to reflect and build empathy for colleagues of a different gender identity, sexual orientation, and ethnicity and how these aspects impact on their experience of working in law enforcement.
- To be aware of the small actions that can support one's colleagues.
- To be aware of the things that hold individuals back. What obstacles and barriers to progressing in the law enforcement workplace have the participants encountered? Why do these barriers and obstacles exist? Moreover, is there anything the participants can do to contribute towards making positive changes?

Explain to the participants that the rest of the course will predominantly focus on the 'bottom-up' approach by encouraging participants to reflect on different aspects that impact on individual and group behaviour in the law enforcement workplace. The hope is that by being aware of these aspects, the participants can reflect on how their behaviour impacts on others and how other's behaviour impacts on them as individuals. Through reflection the participants will be able to find more positive strategies for change.

Session Three

What is Self-confidence?

Aim: To explore what self-confidence looks like and how it is developed

Learning objectives:

By the end of this session participants will be able to…

- Compare authentic self-confidence and socially constructed self-confidence

Time: 90 minutes

Resource description	Preparation guidance
Presentation, flip chart paper and pens	
Three photograph slides for Activity 2	To be prepared in advance by the facilitator, see details in the activity description.

Session overview

Activity	Purpose	Time (minutes)
1. Identifying self-confidence	To reflect on what self-confidence looks and feels like.	60
2. A Different 'Brand' of self-confidence	To explore different versions of self-confidence outside of the masculine traits often associated with self-confidence in patriarchal culture.	30

Activity One: Identifying Self-confidence

Purpose: To reflect on what self-confidence looks and feels like.

Time: 60 minutes

Facilitation instructions

1.1 Identifying self-confidence (20 minutes)

In this session, participants explore themselves as individuals to develop the ability to communicate in an honest and self-confident way.

- Divide participants into at least two groups (a larger (equal) number of groups may work better if there are many participants in the session).
- Assign half the groups to work on what self-confidence looks and feels like and the other half to work on what a lack of self-confidence looks and feels like.
- Give each group a flip chart paper and pens and ask them to draw two columns, they should write 'Looks like' and 'Feels like' at the top of each, meaning:
  o Looks like: behaviours and characteristics demonstrated by someone.
  o Feels like: the psychological and emotional feeling the individual experiences.
- Each group should complete the columns for their assigned task.

1.2 Plenary (30 minutes)

Ask for feedback from the groups:

- Look at the words used to describe behaviours and characteristics in a self-confident person (pick out a few key words to illustrate the point). How would people perceive a woman presenting this behaviour? How would they perceive a man?
- Would the words to describe this kind of behaviour change between men and women? For example, if the word 'decisive' has been used, would this change to 'bossy' for a woman being self-confident?
- Now do the same with the behaviours and characteristics of a person with a lack of self-confidence.

Photo: UNODC/ UN Women/ Ngoc Le

- Is it more acceptable for men or women to show a lack of self-confidence in our society and in the law enforcement workplace?
- Ask participants to look through all of the characteristics of a 'self-confident' person and think about whether they would comfortably and naturally be able to present these characteristics.

Facilitation notes

Key learning points in this activity:

1. People perceive self-confidence as a set of characteristics, e.g., the way someone expresses themselves through behaviour and action.
2. The way these behaviours are perceived by others differs between genders.
3. Patriarchal societies subscribe to a masculine definition of gender which puts pressure on all genders, e.g., strong handshakes, open body language, etc.
4. Self-confidence is related to socially conditioned perceptions, which is embedded by the mechanisms of reinforcement and punishment. For example, a female who presents certain characteristics of self-confidence may not be seen in the same way as a male who presents the same characteristics: assertive (male) versus bossy (female).
5. The following activities will explore an 'authentic' approach to self-confidence – and the authentic approach should be encouraged.

1.3 Presentation (10 minutes)

But What is Self-confidence?

"The stuff that turns thoughts into action"

But is this enough???
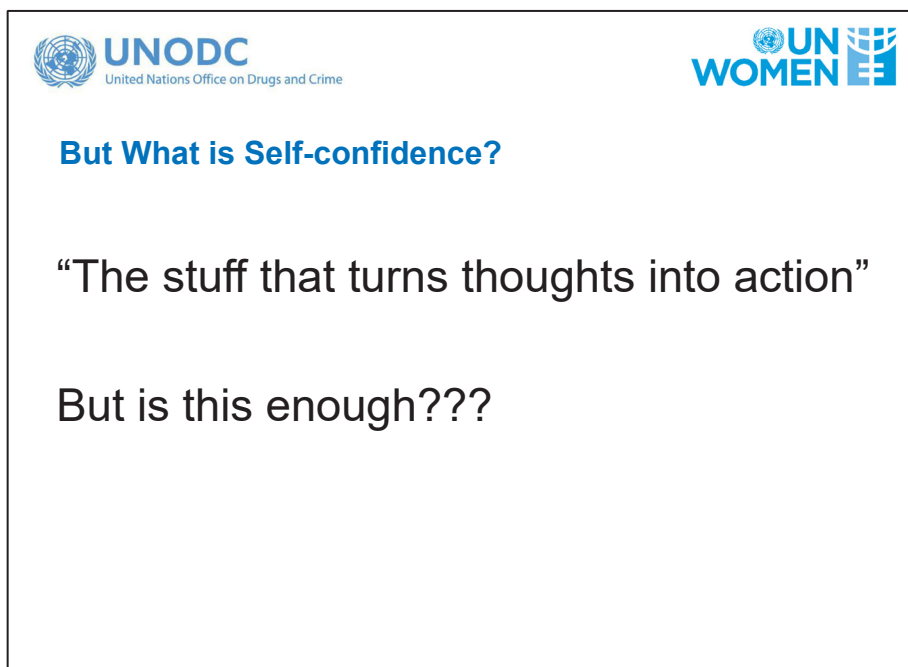
Facilitation notes

We often view self-confidence as a presentation of behavioural characteristics, such as expressing a concise opinion, taking decisive action and presenting a particular body language. This view of self-confidence is often perceived as very male as per the patriarchal definition of male, being characterized by firm handshakes and open body postures, etc. This also often contradicts the patriarchal definition of female.

By taking this view of self-confidence, people expect themselves and others to present a version of self-confidence that conforms to patriarchal norms.

The facilitator could ask the participants if they have ever 'faked' self-confidence. Drawing on the characteristics of self-confidence that were identified in the previous activity, the facilitator could ask if the participants have ever consciously and purposefully displayed these traits, for example, in a job interview. Ask how that felt. Did it feel natural and comfortable or did it feel like they were putting on an act? Acknowledge that it is common to do this, as we all do it at different times, but there is also a more comfortable and natural way to develop self-confidence, and that way is to be authentically self-confident.

Photo: UNODC/ UN Women/ Tuan

A gender-responsive approach to self-confidence recognizes that self-confidence is different for everyone. Stripping it back to "the stuff that turns thoughts into action" enables an approach to self-confidence from a perspective that recognizes this. However, this definition alone is not enough to catalyse a shift to more authentic expressions of self-confidence. The patriarchal versions of self-confidence also turn thoughts into action.

If the definition of self-confidence is limited to the patriarchal norms of confidence, e.g., firm handshakes and open body language, etc., then this in turn upholds inauthentic behaviour and negative power dynamics. If self-confidence must be demonstrated through big, bold gestures, firm handshakes and open body language, then individuals who do not feel comfortable expressing themselves in that way may feel unable to share their opinions or voice their ideas. Viewed through a gender lens, in a culture where girls are socialized to be demure there are gender-based barriers that make the normative patriarchal approach to self-confidence less available to women, and men are equally pressured to express themselves in this manner.

In brief, an open and honest form of self-confidence must be encouraged, recognizing that all people are individuals with different ways of expressing their feelings, thoughts and ideas. This requires a cultural shift. It can mean a slow process and ultimately it takes courage and we will revisit the word 'courage' shortly.

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Self-confidence versus Assertiveness

Question: What is the difference between
self-confidence and assertiveness?

Facilitation notes

Show the slide and ask the participants for their thoughts. Then consolidate with the following slide.

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Self-confidence versus Assertiveness

Self-confidence: Your belief in yourself and your abilities

Assertiveness: Your ability to communicate your self-confidence, position or opinion

Facilitation notes

The first part of Module 3 focuses on helping individuals to develop authentic self-confidence in themselves before focusing on assertiveness later on.

Activity Two: A Different 'Brand' of Self-confidence

Purpose: To explore different versions of self-confidence outside of the masculine traits often associated with self-confidence in patriarchal culture.

Time: 30 minutes

Facilitation instructions

2.1 Guided reflection

Before leading this activity, the facilitator should select pictures of three famous/ well-known people (regarded as culturally appropriate) who do not display the masculine traits often associated with self-confidence in patriarchal cultures. For example: the Dalai Lama.

The facilitator should prepare one presentation slide for each picture, and include the following questions on each slide:
- What do you like about this person?
- What characteristics do you admire about this person?
- What does this person do that gives the perception that they are self-confident?
    1. In this activity the participants will reflect on different traits of self-confidence through analysing four different people. A series of reflection questions are provided for each person. Participants do not need to write the questions. Instead they should just write the words that come into their mind on a piece of paper.
    2. The first person the facilitator should ask them to think about is a woman who is a mother figure in their life, but not necessarily a mother figure to themselves. She could be a mother to someone else, however, it is important that they respect her and view her as a very good mother.
    3. Once they have someone in mind they should reflect on the following questions:

    a.   What do you like about this person?

    b.   What characteristics do you admire about this person?

    c.   What does this person do that gives the perception that they are self-confident?

Participants should write the words that come to mind on a piece of paper.

4. Next, the participants will do the same exercise using the slides the facilitator prepared for three well-known people.

5. After the participants have viewed and responded to the three slides, ask the participants to reflect on the words they wrote and compare them to the ones that were written on the flip chart paper earlier on in the session when they were thinking about what self-confidence looks like. Ask them to identify:

    a.   Similarities between their responses to the three slides and their responses to the activity they did earlier

    b.   Differences between their responses to the three slides and their responses to the activity they did earlier

6. Facilitate conversations around some key similarities and also highlight their alternatives to the patriarchal norms of self-confidence. Often when the mother figure and other well-known people are analysed, themes that emerge will centre around the ability to show emotion, warmth, friendliness, etc. Highlight that these traits are often missing from the patriarchal concept of self-confidence.

7. Finish the session by explaining that when striving for self-confidence, people should not be striving to become someone they are not. Authentic self-confidence comes from self-acceptance and having the courage to be that person. This course aims to support participants to recognize the self-limiting belief systems that can impede individuals from being authentically confident in themselves.

Session Four

Self-Confidence and the Comfort Zone

Aim: To explore the relationship between self-confidence and the comfort zone

Learning objectives:

By the end of this session participants will have…

- Explored the nature of the 'comfort zone'
- Discussed how feeling vulnerable is an essential part of developing self-confidence

Time: 90 minutes

Resource description	Preparation guidance
1.4.1 Exploring the Comfort Zone	Print one copy for each group.

Session overview

| Activity	Purpose	Time (minutes)
1. Our Friend, the Comfort Zone	To reflect on the comfort zone and what keeps us there.	45
2. The Power of Vulnerability	To start transforming perceptions around self-confidence.	45

Activity One: Our Friend, the Comfort Zone

Purpose: To reflect on the comfort zone and what keeps us there.

Time: 45 minutes

Facilitation instructions

1.1 Discussion (5 minutes)
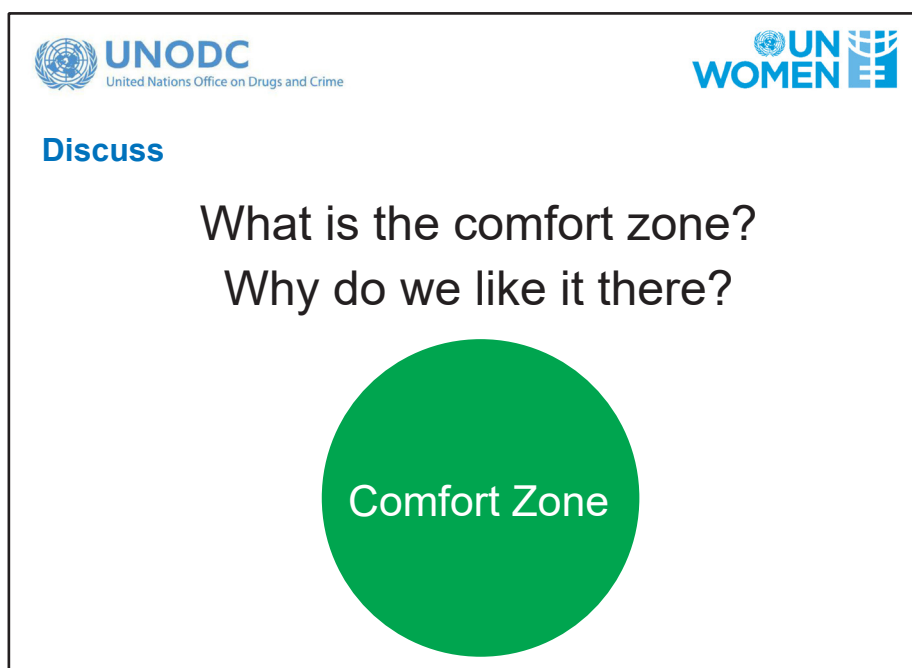
Facilitation notes

The key learning point is to encourage participants to reflect on what they see as the comfort zone and how it feels to be there. The comfort zone is revisited later in the session.

1.2 What keeps us in the comfort zone (20 minutes)

- Divide participants into small groups and hand out Activity Pack 1.4.1 Exploring the Comfort Zone. Provide the participants with flip chart paper and pens.
- Ask participants to read through the examples in their groups and respond to the questions on the slide.

Discuss

Read the examples on 1.4.1 Exploring the Comfort Zone and answer the following questions:

- Why may this action feel outside of someone's comfort zone?
- What kind of emotions they may feel about being made to do it?
- What may stop them from doing it?
- How does gender affect our comfort zone?
  - Think about how you feel you should behave because of cultural perceptions of gender, e.g., a man feeling self-conscious about expressing fear due to gender norms or a woman not feeling confident about socialising in a predominantly male environment.

Facilitation notes

There may be some overlap in the answers to the questions, which is fine, as the questions are supposed to help the participants begin to reflect on what keeps them in their comfort zone and recognize (without the facilitator explicitly saying so at this point) that it is linked to feeling vulnerable.

1.3 Plenary (20 minutes)

1. Ask for feedback from the participants and capture key words at the front on a flip chart, for example:
   - Fear of failure
   - Scared of looking foolish
   - Worried about saying the wrong thing
   - Scared of the reaction from family
2. Once the feedback is complete highlight the emotional words by underlining them. Ask the participants if these key words have anything in common.
3. Generally, the word will be associated with types of fear. At this point the facilitator should just acknowledge this and explain that the discussion will return to it shortly.

Barriers to Leaving the Comfort Zone

Shame: Caused by feeling inadequate or unworthy

Fear: Caused by the potential for rejection or failure

Facilitation notes

The focus now is on what stops people from leaving their comfort zone to access opportunities that are both desirable and accessible to them, such as speaking up and sharing an opinion in a team meeting or applying for a more senior job, etc. When people both desire an opportunity and it is accessible, generally fear and shame are the two emotions that stop them from leaving their comfort zone to strive for the opportunity.

Shame is useful when it leads to remorseful for an action that had a negative impact on someone else because shame may teach people to avoid such actions in the future. However, people often feel a sense of unwarranted shame, e.g., that they are not good enough or that their opinions do not matter as much as others'. This kind of shame is often a product of cultural and social factors, such as some of the gender conditioning/ messaging that consistently bombards people about how they should look, behave and perceive the world depending on their gender. In this context, shame is usually unhelpful and even destructive.

Fear is useful when it protects someone from real danger, like a bear attack. However, fear can be destructive when people pass up the opportunity to grow and fulfil their potential because of the risk of rejection or failure.

Discuss

"It's not fear that gets in the way … it's **armour**. When things get tough, do we lean into **vulnerability** and get curious, or do we self-protect in ways that move us away from our values?" (Brene Brown)[5]

Facilitation notes

This quote is from Brene Brown, an internationally renowned professor. This quote is taken from her on courageous leadership in the workplace. The 'armour' referred to here are the strategies we put into place to protect ourselves from fear.

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[5] https://daretolead.brenebrown.com/.

Facilitation notes

When people experience fear or stress, they leave the intellectual part of the brain, known as the frontal lobe. They move into the limbic brain, which is sometimes known as the primitive brain as it was the first part of the human brain to evolve. This part of the brain controls the response to danger. If you imagine when early humans all lived in caves and hunted for survival, the limbic brain would protect them from bears in the wild. It would do this by helping them to act on of three strategies:

Fight – to respond by fighting off the danger

Flight – to run away from the danger

Freeze – to hide from the danger and effectively shut down until the danger has disappeared.

Unfortunately, the limbic brain has not evolved to recognize the difference between dangers such as the wild bears that chased early humans and modern-day stresses such as a heavy workload or being asked to do something outside of our comfort zone.

When we experience this fear our instinct is to protect ourselves and figuratively put on some armour.

Examples of Types of 'Armour Strategies'

Cynicism towards opportunities, situations and people

Criticizing ourselves and/ or others

Avoidance

Emotional numbing (often through excessive exercise, food, alcohol or drugs)

Facilitation notes

The list on the slide is not exhaustive as there are many types of armour strategies that we can apply as individuals. The facilitator is encouraged to provide further examples.

Facilitation notes

Conclude the activity by explaining that it is common human behaviour to express shame and fear and want to reach for armour strategies. Even the most seemingly confident leaders will do this. When people practise authentic self-confidence, they may still feel some fear, but it can be a conscious decision whether to put on 'armour' or to lean into the vulnerability. The next activity explores vulnerability in this context.
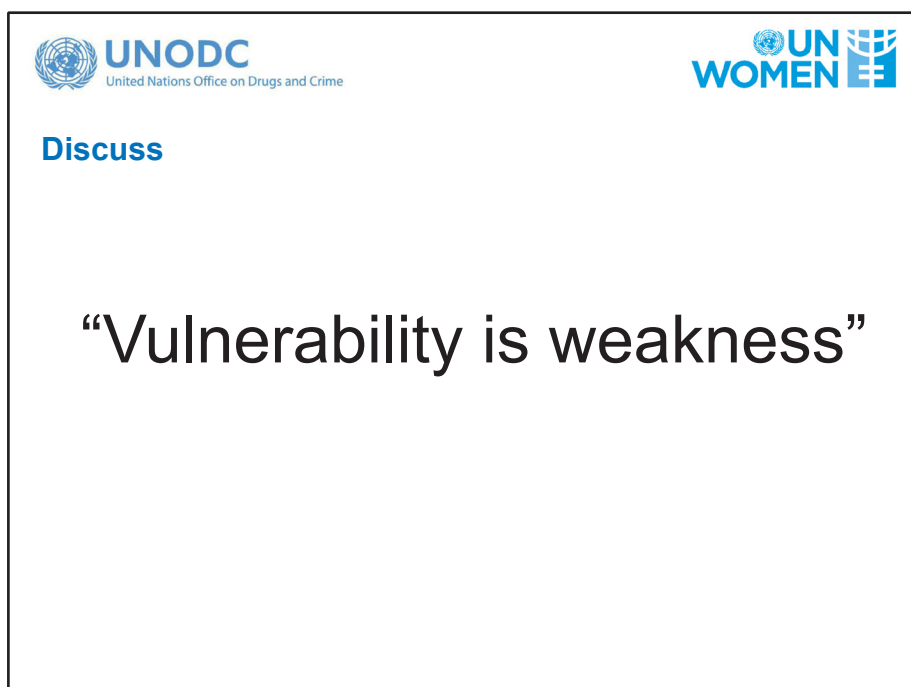
Activity Two: The Power of Vulnerability

Purpose: To start transforming perceptions around self-confidence.

Time: 45 minutes

Facilitation instructions

2.1 Defining vulnerability (10 minutes)

Show participants the slide and ask them to discuss among themselves.

Facilitation notes

- After a few minutes ask the participants to share their ideas/ thoughts with the plenary.
- Explain that generally vulnerability is considered as a weakness or a risk of being exposed to a threat.
- Explain that vulnerability can also be subjective to personal perception and differing contexts. One individual can be perceived as vulnerable or indeed he or she may feel vulnerable in one context (such as a professional meeting) but not in another (such as in home life).

- Explain that although people use the term 'vulnerability' in different contexts, this session explores it as a necessity for growing self-confidence.

2.2 Guided visualization (30 minutes)

1. Ask the participants to think of a happy memory they have about a time they achieved something that they had found challenging. Offer the following as suggestions:
   - Passing an exam
   - Completing a sporting challenge
   - Giving a presentation at work
2. At this stage the facilitator may take a seat at the front of the training room and sit in a relaxed and open position.
3. Tell participants to take a deep breath in and out and relax. Explain that they can close their eyes if it helps.
4. The facilitator reads the following questions in a slow and calm way, with space between each of the questions to let participants process their memories.
5. Ask them to remember the memory they chose. The participants will spend some time focusing on the time before their achievement, thinking about the following:
   - When was the achievement?
   - What was it and why did you want to achieve it?
   - How did you feel about doing the challenge, in the weeks, days and moments before?
6. Encourage the participants to paint as rich a picture as they can. Just before their achievement:
   - What things can you see?
   - Where are you and who is with you?
   - What colours and shapes are around you?
   - What noises can you hear? People? Nature? Music?
   - Are there any distinctive smells or tastes?
   - How did you feel?
7. Once the last question has been asked the facilitator will bring the participants' attention back into the room and ask them how it felt.

8. If people feel comfortable to do so, ask them to share their memories and feelings with the group.
   ○ Ask the group if they noticed an emotional shift when they remembered how they felt before the thing they accomplished compared to how they felt afterwards.
   ○ Did they feel vulnerable before the achievement? How? And was that vulnerability necessary?
   ○ Do we often feel vulnerable just before we achieve something challenging? If we did not, would the achievement mean so much?
9. Ask participants to now reflect on what it was they did achieve and whether it was worth the feelings of anxiety/ vulnerability they had before doing it.

Facilitation notes

This can be an immensely powerful exercise and needs to be dealt with sensitively and gently. Conclude by explaining that vulnerability is an essential part of leaving the comfort zone and growing authentic self-confidence. When people practise authentic self-confidence, they are not using armour strategies, such as bravado or any other strategy. Authenticity often instinctively comes a sense of fear of rejection, embarrassment or failure. However, when people feel this fear and proceed with the action regardless they allow themselves to move into the 'learning zone' and it is in the learning zone that people develop and grow authentic self-confidence.

2.3 Presentation

Show the comfort zone slide.
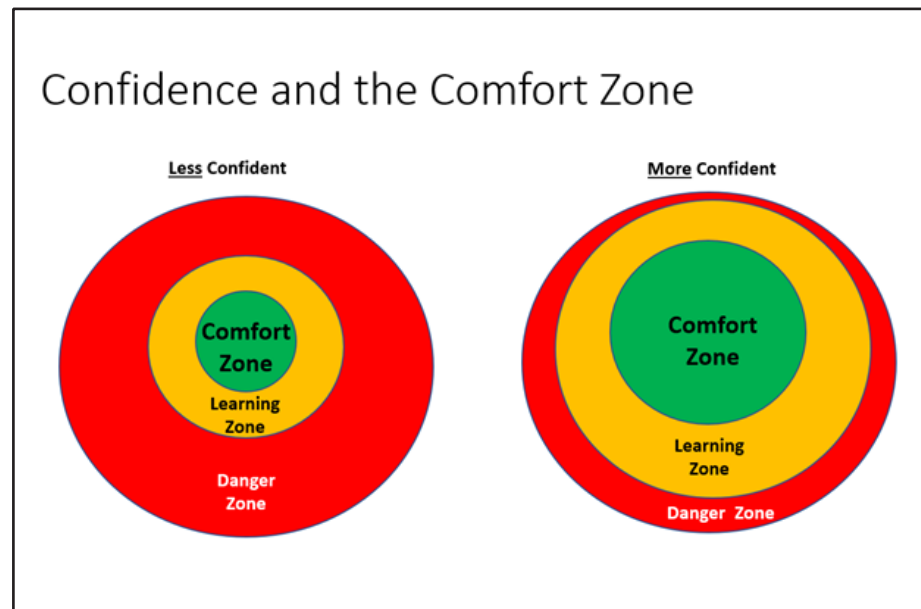
Facilitation instructions

The slide shows a comparison of feeling less self-confident and more self-confident. This example does not mean that someone is self-confident every day and in every situation. Self-confidence ebbs and flows. Rather, this example shows how the comfort zone can be stretched with practice and illustrates the power in individuals allowing themselves to feel vulnerable and grow.

The comfort zone is a comfortable place, but no learning or growing happens there. If people remain there all of the time then they will start to feel stagnant, and it will impact on their well-being and ability to move forward in life. All people need to feel a sense of striving and achievement as part of their well-being.

Outside of the comfort zone is the learning zone, where people push themselves and do all of their growing.

The danger zone is the next realm, a place where people are pushed too far, and going there feels dangerous.

The more we venture outside of the comfort zone into the learning zone, the larger the comfort zone and the learning zone will grow and the smaller the danger zone will become.

For example, your boss asks you to give a presentation at work and you are scared. You could use armour strategies and perhaps think of an excuse to decline the opportunity. But instead, you choose to step into the vulnerability, feel the fear and do the presentation. When you do the presentation, you are in the learning zone. Why? Because you have stepped outside of the comfort zone to do this activity. Afterwards, you might be less apprehensive about giving another presentation when asked. The more you do it the more you feel comfortable, until eventually you can give presentations at work without leaving the comfort zone.

Return to the discussion prompt, "Vulnerability is weakness" and reaffirm that vulnerability is absolutely essential to growth because everyone feels a little vulnerable the first time they step out of their comfort zone. Once people recognize and accept vulnerability as a key step in the 'self-confidence-process' it becomes more manageable as people strive to develop their own brand of authentic self-confidence.

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Courage

Courage comes from the Latin word 'Cour' = Heart

It literally means to live with heart, which means to allow yourself to be seen as you really are, this is courage and this is authentic self-confidence.

Authentic self-confidence is not a 'patriarchally-manufactured' 'brand' the type we see promoted by body language coaches who teach people how to use good eye contact and strong handshakes.

Self-confidence should be about having the courage to be authentically you!

Photo: UNODC/ UN Women/ Ploy Phutpheng

Facilitation notes

The next sessions will explore some psychology that supports people to understand themselves and others, with the aim of supporting the journey to authentic self-confidence and building teams in which colleagues encourage each other to be authentically self-confident.

DAY TWO

How Gender Conditioning Shapes Self-Belief

Aim: For participants to explore how gender socialization shapes our belief system

Learning objectives:

By the end of this session participants will be able to…

- Recognize how social conditioning shapes the way we see ourselves

Time: 90 minutes

Resource description	Preparation guidance
Magazine and media clips to demonstrate messages about gender norms in cultural context	Guidance provided in facilitation instructions.
2.1.1 Gender Conditioning Reflection Questions	Print one per group.

* Participants who have taken the 'Gender Awareness for Law Enforcement Officers Course' will have already been introduced to the concept of gender socialization.

Session overview

Activity	Purpose	Time (minutes)
1. Gender Socialization	To explore how gender socialization works.	60
2. Gender Conditioning in Context: Speed-talk	To reflect on social conditioning in the context of the law enforcement team.	30

Facilitation instructions

Open this session by expanding on the final comments from the previous session. Explain that the next few sessions explore psychology for the following reasons:

- To enable us to understand who we are as individuals and why we feel and behave in a certain way, which in turn will help us to approach self-confidence from an authentic perspective.
- Understanding ourselves as individuals increases our capacity for understanding our friends and colleagues, which in turn helps us to create positive working environments through positive communication and team dynamics.

The session begins by looking at 'gender socialization'.

Activity One: Gender Socialization

Purpose: To explore how gender socialization works.

Time: 60 minutes

Facilitation instructions

Before the training, the facilitator is required to develop presentation slides that include a mixture of:

- Newspaper/ magazine articles
- Print based advertisements
- Clips of television advertisements/ shows that can be played through a multimedia station

Make a separate slide for each clip/ article, etc., so that participants are clear on what they should be focusing on during the activity.

Create a series of clips and images that reflect how gender socialization happens from the beginning of our lives through every stage. For example:

1. YouTube clips of adverts selling toys that clearly target things like dolls and kitchen toys at girls and superheroes and building toys at boys.
2. Magazine images for make-up showing flawless images of female bodies.
3. Advertisements portraying the family man who is good at DIY and has a successful career to support his family

Aim for approximately 6 slides and try to collect examples that demonstrate examples of gender socialization from different perspectives and across different age ranges/ stages in life.

1.1 Gender socialization reflection presentation (60 minutes)

1. Divide participants into small groups and hand out reflection sheet 2.1.1 Gender Conditioning Reflection Questions (one per group).
2. Explain that they are going to be shown a series of slides and that they should use the questions on the reflection sheets to discuss each of them.
3. Take the participants through each of the slides and video clips and after each, give them 5 minutes to discuss before asking for wider group feedback.
4. As feedback is given, encourage participants to share their thoughts and experiences of this messaging and its impact on their lives.
5. The facilitator should take notes of main messages on a flip chart at the front of the room and pin to wall as an aid d'memoire and mechanism for reflection throughout the course.

6. Consolidate by showing the slide and defining gender socialization:

UNODC
United Nations Office on Drugs and Crime

UN WOMEN

Gender Socialization

"The process by which individuals develop, refine and learn to 'do' gender through internalizing gender norms and roles as they interact with key agents of socialization, such as their family, social networks and other social institutions".

(UNICEF, 2019. See https://blogs.unicef.org/evidence-for-action/what-is-gender-socialization-and-why-does-it-matter/)

UNODC
United Nations Office on Drugs and Crime

UN WOMEN

Social Conditioning Theory

Social Conditioning is the process of influencing individuals in society to have certain beliefs, desires, behaviours, emotional and physical reactions, which are approved by the society in general or by certain groups within it.

Explain that social conditioning affects all aspects of life and behaviour. For example, we are influenced by messages on:

a. How to behave

b. What success and failure look like

c. What milestones we should reach/ by which age

d. What to wear

e. What to eat

f. What to buy

Activity Two: Gender Conditioning in Context: Speed-talk

Purpose: To reflect on social conditioning in the context of the law enforcement team.

Time: 30 minutes

Facilitation instructions

1. Ask the participants to stand up and clear a space in the room. Divide the participants into two groups of equal number: 'Group A' and 'Group B'.
2. Ask the groups to arrange themselves in two parallel lines, with the participants in Group A facing participants in Group B.
3. This task is called 'Speed-talk', and the people standing opposite each will be speed-talk partners for one conversation. For each subsequent conversation in the task, members of Group B will move one space to the next member of Group A. This means that everyone will have a new partner each time there is a new conversation topic.
4. Explain that the conversation topics all relate to elements of social conditioning and how it may impact people and law enforcement team members. They will have a strict 2 minutes for each discussion before the facilitator stops the conversation and asks for group feedback.
5. The conversation topics are on the slides (see the slide presentation files for further facilitation notes to support the feedback part of this activity).
6. The facilitator should show each topic slide in turn. There will be 2 minutes for the conversation followed by a 5-minute plenary for group feedback.
7. Capture key points from the group feedback on a flip chart.

Facilitation notes

- Ask the participants for their ideas. Some usual things are motherhood, no sex before marriage, looking a certain way.
- As the participants share their ideas, capture them on a flip chart and then ask Group B to move to the next person in Group A so partners are changed. Then lead into the next question.

Facilitation notes

After 2 minutes ask the participants for feedback and capture it on the flip chart. Ask the women in the group if they feel pressured by any of these messages to demonstrate these characteristics. Then ask group B to move along so partners are changed, and lead into the next question.

Topic 3

- Look at the characteristics that are valued. Do they make it difficult for women to pursue a law enforcement career? Consider this question in terms of:
  o The other roles and responsibilities women might have.
  o How women are expected to look or behave.
- How might that impact on women in certain law enforcement situations?

Facilitation notes

After 2 minutes ask the participants for feedback and capture their ideas on the flip chart. Then ask group B to move along so partners are changed, and lead into the next question.

Facilitation notes

- Ask the participants for their ideas. Some usual things are fatherhood, being a provider and supportive husband.
- As the participants share their ideas, capture them on a flip chart. Then ask group B to move along so partners are changed, and lead into the next question.

Facilitation notes

After 2 minutes ask the participants for feedback and capture it on the flip chart. Ask the men in the group if they feel pressured by any of these messages to demonstrate these characteristics. Then ask group B to move along so partners are changed, and lead into the next question.

Topic 6

- Look at the characteristics that are valued. Do they make it difficult for men to pursue a law enforcement career? Consider this question in terms of:
  o The other roles and responsibilities men might have.
  o How men are expected to look or behave.
- How that might impact on men in certain law enforcement situations?

Facilitation notes

After 2 minutes ask for feedback.

Explain that we are **ALL** constantly affected by gender-socialization in a patriarchal society. People may, in fact, enjoy aspects of their roles and characteristics which uphold patriarchal norms. For example, women may enjoy being good mothers or men may enjoy being a physically strong and capable financial providers. It is not 'wrong' to enjoy these aspects. However, problems can arise when people feel obliged to uphold certain gender norms, or when people are valued for conforming to gender norms that are not a true reflection of their feelings or aspirations. Gender norms can impede people by limiting their opportunities to make authentic choices or thrive.

Ask the participants to share any examples they have of this impacting them personally.

Understanding social conditioning also helps people to understand their colleagues and what they might be experiencing and, therefore, it can enable feelings of empathy with them. Through greater understanding, each person can better support colleagues to overcome obstacles and reach their potential.

The participants discussed fear and shame in the previous session, and gender socialization can be linked to fear and shame. In turn, this impacts the ability to express authentic self-confidence. Use the following slides to support this further.

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How Gender Socialization Might Impact Authentic Self-confidence (1)

A female colleague has just joined a predominantly male team where other team members have worked together for a significant amount of time and have developed a sense of camaraderie, which they express through sharing jokes and making fun of each other. The female colleague feels a sense of pressure to behave in a demurer way because of the gender norms in her culture, she feels uncomfortable with the jokes being shared as they are not something that women normally do in her culture.

Facilitation notes

- Ask the participants to think about how the female colleague might feel in this situation. (Shame about not being able to interact, fear of rejection if she did, etc.)
- Is it likely that she would feel confident to express herself and interact with the team?

- What 'armour strategies' might she use? For example, she may avoid team situations, not speak up at meetings, internally or verbally criticize her colleagues, etc.
- Ask the participants to suggest things that her colleagues could do to make her feel more included, e.g., talk to her about her interests, include her in sharing the humour in an appropriate way, praise her for her work and make her feel a valued part of the team, etc.

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UN WOMEN

How Gender Socialization Might Impact Authentic Self-confidence (2)

A male colleague was recently involved in investigating a trafficking crime in which innocent victims had been brutally treated and one murdered. In the months that follow the investigation he starts having nightmares and flashbacks about the situation, he also starts experiencing intense feelings of anxiety about going to work and finds it difficult to concentrate on his workload. He wants to reach out for support, but he is from a culture where men are not encouraged to share their feelings.

Facilitation notes

- Ask the participants to think about how the male colleague might feel in this situation? (Shame about feeling anxiety, etc., fear of the reaction of colleagues if he shared his feelings.)
- Is it likely that he would feel confident to express himself and interact with the team?
- What 'armour strategies' might he use? For example, he may avoid work, internally or verbally criticize work colleagues, etc.

Photo: UNODC/ UN Women/ Ploy Phutpheng

- Ask the participants to suggest ways to reduce the impact that social conditioning has on speaking out about our feelings (e.g., educate teams about stress and well-being, invite open conversations about mental health).
- Ask the participants if the aspect of social conditioning which discourages males to express their feelings is something they see in their culture and professional workplace.

Conclude the session by explaining that people are constantly exposed to gender socialization throughout their lives. It is deeply embedded in society. In terms of developing authentic self-confidence, people can be more aware of how gender socialization impacts them as individuals. Then they can start to think about how it impacts colleagues and law enforcement officers can consciously try to support their colleagues so that gender socialization becomes less of a barrier.

Session Two

How Self-Limiting Beliefs are Shaped

Aim: For participants to explore how Pygmalion Theory shapes belief systems

Learning objectives:

By the end of this session participants will be able to…

- Use the concept of the Pygmalion Effect to describe how people are shaped by the relationship between how others see them and how they see themselves

Time: 90 minutes

Resource description	Preparation guidance
Activity 2.2.1 Pygmalion Case Studies	One copy per group.

Session overview

Activity	Purpose	Time (minutes)
1. Presentation on the Pygmalion Effect	To introduce the concept of the Pygmalion Effect.	30
2. Group Work on the Pygmalion Effect	To explore the Pygmalion Effect in a professional law enforcement team context.	60

Activity One: Presentation on the Pygmalion Effect

Purpose: To introduce the concept of the Pygmalion Effect.

Time: 30 minutes

Facilitation instructions

1.1 Reflection (15 minutes)

1. Show the participants the slide and give them a few minutes to reflect.

Reflect

Think of someone in your life who has encouraged and supported you to reach your potential and accomplish things (maybe a teacher, a manager, a family member or friend).
- What did they do/ say that made you feel supported and encouraged?
- How did it make you feel? And how did it make you behave/ what action did you take consequently?

2. After a few minutes, bring the group back together and ask for volunteers to share their experiences. Use the flip chart paper as the front of the room to record positive words they use in describing the language and actions of the person that supported them. At the end of the feedback, ask the group if the words on the flip chart paper resonate with them in terms of the support they were given in the examples they reflected on personally. Ask for a show of hands from all who agree.

1.2 Presentation (15 minutes)

Facilitation instructions

Use the slides to introduce the session.

Facilitation notes

Pygmalion is a figure from Greek mythology. The 'Pygmalion Effect' was coined by the psychologist, Robert Rosenthal, in the 1970s relative to a study he carried out. The following points summarize the study:

1. Children at a school were given a test and the test scores were tallied by the team of researchers.
2. The real results were kept secret from the children and the teachers. Instead, the teachers were given results which were untrue. For example, the teacher was told that one child had a very high score, but in reality the child's score was low. The teacher was also told that a child that had a low score, but in reality the child had a performed well on the test.
3. In the following months the team of researchers monitored the teacher-child interactions in class and made notes.
4. After a few months, the researchers tested the children again, and they compared the original (first) test results with the second test results.

5. Interestingly, the researchers found that the most influential predictor of how well each child did on the second test was not the child's score on the first test. Instead, it was what the teacher had been told about that child. A child might have had a high score the first test, but if the teacher had been told that the child had a low score, the child's score on the second test either stayed the same (indicating no growth) or it actually went down. Conversely, if a child had a low score on the first test but the teacher had been told that the child's score was high, then the child's score on the second test generally increased.

6. What the researchers deduced from this and other observations was that if the teacher believed the child was going to do well, then the teacher would ask the child more challenging questions and provide more opportunities to grow and learn, in addition to more subtle cues, such as eye contact and body language.

7. The ways the teachers behaved influenced the way the children felt about themselves, which in turn influenced their performance. This is an example of a self-fulfilling prophecy.

Facilitation notes

Show this slide and discuss the Pygmalion Effect in the context of the cycle.
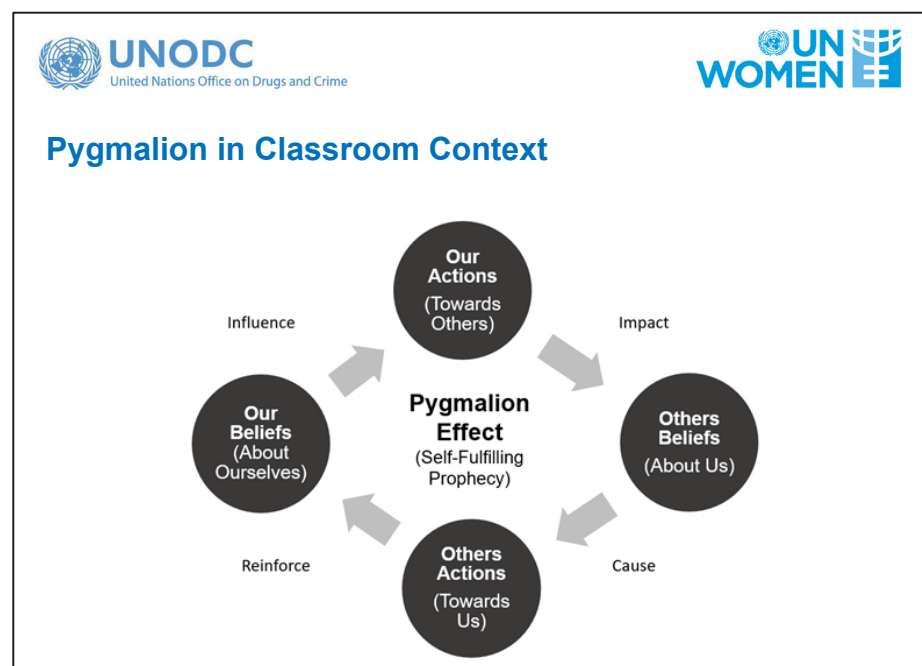
Facilitation notes

If the facilitator is unfamiliar with the work of the psychologist Rosenthal and the Pygmalion Effect, he or she can refer the source in the footnotes.

This takes the Pygmalion Effect concept out of the classroom and into a more general context, but with the same message.

The objective of this slide is to apply the Pygmalion Effect and the self-fulfilling prophecy to authentic self-confidence. It models how other people influence our self-belief through a cyclical interaction of the following:

- Other's beliefs about us – perhaps based on our behaviour (past or present) or on a preconceived idea about us that might be influenced by our gender or socio-cultural background, etc.
- Other's behaviour towards us – which is influenced by their beliefs about us.
- Our beliefs about ourselves can be influenced by the way others behave towards us.
- Our actions are determined by how we perceive ourselves.
- Our outcomes are a product of our actions.

This interaction can be a positive experience when people are surrounded by those who believe in their abilities and encourage them, but it can have a negative impact if they are surrounded by those who do not believe in their abilities.

People must recognize their role in this cycle. Anyone can enter a situation with low self-belief, lacking confidence in his or her abilities. This in turn will impact their actions and therefore how people see them and behave towards them.

This complex interaction can turn into a constant feedback loop reinforcing a person's belief that he or she is incapable or not good at certain things. He or she will behave accordingly and then it will be reaffirmed by the beliefs of others and therefore their actions.

An earlier activity about leaving the comfort zone included the example of a colleague who was asked to give a presentation and was nervous to do it. Imagine that instead of pushing themselves out of the comfort zone, they told their manager that they hated giving presentations and they were not willing to do it. This could cause the manager to believe that the colleague was not good at giving presentations, and this may have influenced the manager's behaviour. Perhaps the manager would avoid asking the colleague to give presentations in the future.

If the manager never invites the colleague to give a presentation, it could reinforce the colleague's original discomfort about giving presentations. There are many opportunities that the colleague might miss out on to grow and develop as a direct consequence of refusing this opportunity.

The next activity explores this more.

Activity Two: Group Work on the Pygmalion Effect

Purpose: To explore the Pygmalion Effect in a professional law enforcement team context.

Time: 60 minutes

Facilitation instructions

2.1 Pair group work: (30 minutes)

Split participants into groups of four.

Hand each group one Activity Pack 2.2.1 Pygmalion Case Studies, which includes:

- Case studies on Pygmalion in the workplace
- Discussion questions

Tell participants that they have 30 minutes to read through the case studies and discuss the questions with their group.

2.2 Plenary and presentation (30 minutes)

- Bring the group back together and discuss their responses to the questions.

Scenario One

Linn is a female law enforcement officer who is new to a team where she is one of only two females. Linn does not say much in the weekly team meetings and her manager can tell that this is because she is underconfident. Because he does not want to make her feel uncomfortable he does not ask for her input during meetings.

Facilitation notes

Low expectations are being placed as no one is asking for Linn's input. This in turn might reinforce her fear of speaking in the meetings and reinforce negative self-belief. To encourage a more positive outcome, the manager could find ways to encourage Linn to interact in meetings by identifying methods that would not make her feel singled out, i.e., asking everyone in the meeting to provide input, or perhaps allocating different roles to team members in each meeting, e.g., notetaker, chairperson, etc. This should help to build her self-confidence in a structured and safe way.

Scenario Two

Phon is a female law enforcement officer who has been in her role for more than two years. Phon sometimes lacks confidence in her abilities even though her manager thinks she is doing really well. The team is understaffed at the moment and Phon's manager asks her to lead a community relationship-building activity. Phon is nervous but her manager insists she will be fine.
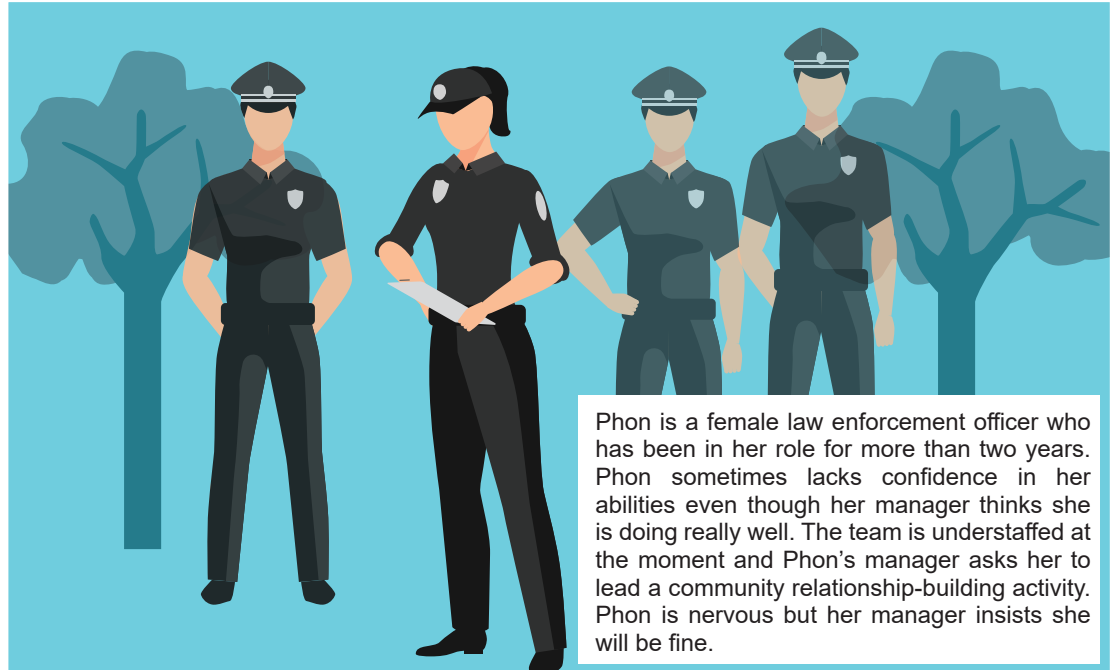
Facilitation notes

The manager is expressing a high expectation; the manager is being a 'positive Pygmalion' here by encouraging Phon to develop and grow. The manager should also ensure that Phon has training and support to succeed in this opportunity, which will in turn bolster her self-confidence.

Ask the participants to share ideas about applying the Pygmalion Effect in the workplace. This activity builds upon the learning from the previous sessions about being conscious of beliefs and how they are developed and, most importantly, how beliefs shape the choices we make about how we see ourselves.

Rather than allowing others' perceptions and actions to shape the way one thinks about oneself, and thus behaves, one should try to be aware of external stimuli and be proactive in changing it into a positive. We may be powerless to change what another person thinks about us, but we can change the way we think about ourselves, which in turn will impact on our behaviour and how others view us.

Photo: UNODC/ UN Women/ Ploy Phutpheng

Another key point is that understanding the Pygmalion Effect can help people to be conscious of how their behaviour towards others affects them. People should aim to encourage their colleagues to overcome challenges and thrive. Understanding this theory helps people to grasp the role they play in this.

Session Three

Recognizing Unhelpful Thinking in Ourselves and Others

Aim: For participants to recognize self-limiting beliefs, how they impact on us as individuals and within our teams

Learning objectives:

By the end of this session participants will be able to…

- Recognize cognitive distortions and their implications
- Understand "Lock On – Lock Out"
- Describe how beliefs are formed and reinforced in the mind

Time: 90 minutes

Resource description	Preparation guidance
Presentation	
2.3.1 Self-reflection Exercise – Cognitive Distortions	Print one for each participant.
2.3.2 Cognitive Distortion Statements Task	Print one for each participant.
2.3.3 New Planet Exercise A and B	Print one set for each group.

Session overview

Activity	Purpose	Time (minutes)
1. Cognitive Distortions	To identify the 14 major types of Cognitive Distortions that we can all be susceptible to and discuss their negative impact on ourselves and others.	40
2. Lock On – Lock Out	To reinforce that everyone is susceptible to thinking in stereotypes.	50

Activity One: Cognitive Distortions

Purpose: To identify the 14 major types of Cognitive Distortions that we can all be susceptible to and discuss their negative impact on ourselves and others.

Time: 40 minutes

Facilitation instructions

1.1 Self-reflection (15 minutes)

1. Use the slide to introduce the interaction between thoughts, feelings and behaviours.
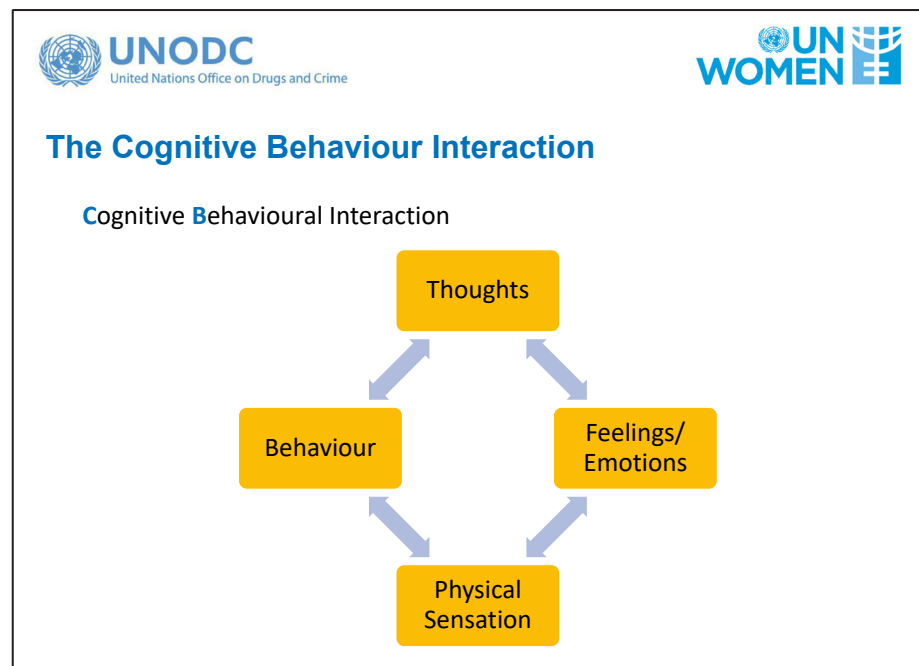
2. This activity explores a psychological concept called cognitive distortions. They are different thinking patterns that neurotypical humans experience, but they are a distorted way of viewing the self and others that have a negative bias. Cognitive distortions are common and people can experience them daily, but they are also more prevalent when someone is stressed.

3. Hand out 2.3.1 Self-reflection Exercise: Cognitive Distortions, and invite the participants to read through the explanations of the different cognitive distortions and circle the statement that refers most closely to them. Explain that they will not be asked to share their answers with the wider group. The objective of the task is to reflect on the different types of cognitive distortions and take time to process them. Explain that there are 15 cognitive distortions that are seen as the most common. This activity, however, focuses on seven of them as an introduction. Encourage participants to research the other cognitive distortions on their own time. Give participants 10 minutes to complete the self-reflection. Reassure them that they should not be alarmed, even if they find that they recognize every one of the listed cognitive distortions. It is

quite common to experience all of them at different times. By becoming aware of them in ourselves we are less likely to become overwhelmed by them.

4. Do not ask for personal feedback on this, as it is too sensitive, although if the participants offer it then the facilitator should encourage discussion. Ask the participants what is the use of understanding cognitive distortions?

5. The aim is to make participants more aware of their cognitive distortions so that they can be more conscious of their thinking patterns and therefore more in control. It should also help them to be more aware of others and able to strategize more positively rather than just reacting. For example, a colleague may seem to always catastrophize things and that may be irritating, but recognizing this unhelpful thinking pattern may make it easier to find causes for it. For example, the colleague may be stressed or experiencing self-doubt, etc., and recognizing this should encourage their team members to support them. The next activity focuses on recognizing cognitive distortions in others.

1.2 Examples of cognitive distortions (30 minutes)

1. Divide participants into pairs or small groups and give them handout 2.3.2 Cognitive Distortion Statements Task.

2. Explain that they should:
   a. Read the examples in the left-hand column and decide what type of cognitive distortion it is, they should write the name of the distortion next to the "Type:".
   b. Develop another example of this type of distortion in practice.

3. After 15 minutes ask the participants for feedback and to share examples. The table below gives the answer to the distortion types.

Lee's boss has come into work in a really bad mood this morning. He did not reply to Lee when she asked him how he is feeling. Lee thinks she has done something to offend him.

Type: Personalization

Bo has lost confidence in his ability to manage a crime scene. Crucial evidence went missing from the last crime scene he managed. Every time he has to manage a crime scene at work now, he gets extremely stressed as he is convinced this will happen again.

Type: Overgeneralization

Lin just had a job interview, she answered all the questions correctly, but on the way out of the interview room she trips and then calls the interviewer by the wrong name. All she can think about is how silly she must have looked, she is very embarrassed and disappointed in her performance.

Type: Filtering

Jon has just been part of a high-profile investigation in which a dangerous gang were sentenced to imprisonment. Jon is convinced the gang will take revenge. Every time Jon's wife is late home from work he fears that she has been abducted.

Type: Catastrophizing

Nok is angry with her colleague, she stays late every night to do extra work. She makes Nok look bad and feel guilty because she cannot stay late as has a family to look after at home.

Type: Blaming

Jo did her self-defence exam today in work. she had 70%. She missed marks because of three mistakes she made. Jo is feeling really disappointed, she studied hard but is still "terrible" at self-defence.

Type: Polarized

Gary was late to work today, he is tardy.

Type: Global Labelling

Activity Two: Lock On – Lock Out

Purpose: To reinforce that everyone is susceptible to thinking in stereotypes.

Time: 50 minutes

Facilitation instructions

This task shows that when people lock on a belief about someone else or themselves they can lock out alternative perspectives. This can limit a person's potential and their understanding of the potential of others.

2.1 New planet task (45 minutes)

1. Split participants into groups of 4–6 people.
2. Explain that they need to imagine that they have been tasked with colonizing a new planet for humankind.
3. The profiles of 10 people are provided on 2.3.3 New Planet Activity Pack handout A, and they may choose only 5 people to colonize the new planet.
4. They have only 15 minutes to make their selection and they must be able to justify why.
5. The facilitator should give each group a copy of handout A from 2.1.3 New Planet Activity Pack. As they are being given out, the facilitator should casually invite any questions, but not over encourage.
6. Handout A has very little information about the 10 people. For example, one of the characters is described as a '21-year-old male high-dependency drug user'.
7. If groups ask any further questions during the task, the trainer should share information from 3.1.3 handout B, but participants typically ask surprisingly few questions during this stage.
8. After 15 minutes bring the group back together and ask them to share their choices and ask them to justify their choices.
9. As groups share their choices, keep a tally on the flip chart at the front of the room.

10. The facilitator should not pass any judgement on any of the choices, but should probe to ask why choices were made. Explanations generally include things such as: "We chose the Doctor because he can help sick people", or "We chose the single parent because she …". It is interesting to see stereotypes and gender stereotypes emerge, even with groups who are used to being gender-aware.

11. After groups have finished sharing their choices the facilitator should explain that at the beginning of the task they were invited questions but no one had asked.

12. Now give the groups handout 2.1.2 New Planet Activity B and explain that they may like to see some further information about the characters. Hand out B contains information such as: The high-dependency drug user is a diabetic, who is also a highly experienced astrophysicist. It is always interesting to see participants' reactions.

13. Explain that this task was used to model a concept called 'Lock-On, Lock-Out'. This is when people cling (lock-on) to a belief about something or someone and dismiss (lock-out) alternatives. The task models some of the preconceptions we make all the time. For example the drug-user being a burden with no other talents, the gender assumptions made by titles such as 'doctor' or a role such as 'single parent'. This is because these assumptions have been shaped inside us by social conditioning, as we explored in the earlier activities. However, if we lock-on to beliefs and lock-out other possibilities in this way we are limiting the way we see others. We can be stopping them from fulfilling their potential, and similarly if we lock onto negative beliefs about ourselves we are denying our full potential.

Facilitation notes

Lock-On, Lock-Out

Once we "lock-on" to a belief, opinion or behaviour it becomes difficult to see alternative information that may change this. We "lock-out" other information. Over the past few sessions, the participants have explored thinking patterns and belief systems that limit potential and impede self-confidence, for example:

- Gender conditioning: how we see ourselves and others through a gender-lens
- Pygmalion Effect: how the words and actions of others impacts on our self-belief and behaviour and how that in turn our self-belief and behaviour impacts on how others see us and behave towards us.
- Cognitive distortions: how unhelpful thinking patterns impact on how we see ourselves, feel and behave.

Lock-On and Lock-Out works with all of these in terms of conceptualizing that if we lock-on to a belief about ourselves such as "I'm not good enough", "I'm useless", etc., we may lock-out potential for a more positive alternative.

2.2 Presentation (5 minutes)

Lock-On Lock-Out

- Be conscious of the beliefs that we lock-on about ourselves
- Notice how they make us feel – do they build or destroy self-confidence?
- Try to lock-on only those beliefs that increase self-confidence
- Work on ways to change beliefs that have a negative impact on self-confidence
- It takes practice

Facilitation notes

Use the slide to consolidate the session. The next session will look at forming positive beliefs.

Session Four
Preparing for Change

Aim: For participants to recognize self-limiting beliefs, how they impact on individuals and within teams

Learning objectives:

By the end of this session participants will be able to...

- Identify goals for change
- Recognize cognitive dissonance

Time: 90 minutes

Resource description	Preparation guidance
2.4.1 Cognitive Dissonance Questionnaire (A and B)	Print one for every two participants, and cut apart where indicated.

Session overview

Activity	Purpose	Time (minutes)
1. Peer-training Exercise on Recognizing Self-Limiting Beliefs	To consolidate all of the psychological theory in the context of self-confidence and assertiveness.	90

Activity One: Peer-training Exercise on Recognizing Self-Limiting Beliefs

Purpose: To consolidate all of the psychological theory in the context of self-confidence and assertiveness.

Time: 90 minutes

Facilitation instructions

1.1 Group poster presentation (90 minutes)

1. Divide the participants into groups and explain that in this activity they are going to reflect on the things that have been covered over the past few days on self-limiting beliefs. Show them the slide and establish the task.

Group Task

In your groups, imagine that you have been tasked to train your teams about self-limited beliefs and how they can impact on law enforcement officers in the workplace.

Develop a presentation either using flip chart paper or a slide show, which summarizes how the following might impact on self-confidence for law enforcement officers:

- Social conditioning
- Pygmalion Effect
- Cognitive distortions/ unhelpful thinking patterns
- Lock-On Lock-Out

You have 45 minutes to develop your presentations before doing a 5-minute presentation back to the wider group.

2. Give the groups 45 minutes to develop their posters/ presentations
3. After 45 minutes groups should take turns to present their ideas back to the plenary and the facilitator can probe with further questions.

Facilitation notes

Many of the participants will be new to this psychological theory, this activity will allow time to process the theory and think about its application in a law enforcement setting.

DAY THREE

Session One

Techniques for Building Self-confidence from the Inside

Aim: To introduce participants to tools and techniques for building self-confidence

Learning objectives:

By the end of this session participants will be able to…

- Describe elements of the conscious and subconscious in relation to self-confidence
- List four rules for developing self-confidence internally
- Explain how people are motivated by pleasure

Time: 160 minutes (including a 15-minute coffee break)

Resource description	Preparation guidance
Cotton string cut into 25 cm lengths, 1 per participant; 1 paper clip per participant; 1 piece of paper (10 cm x 10 cm) per participant.	

Session overview

Activity	Purpose	Time (minutes)
1. Setting Goals and How the Mind Works	Explain how the conscious and subconscious work to programme and reinforce beliefs and how we have the capacity to reprogramme this to developing self-confidence.	20
2. People are Motivated by Pleasure	To explore the concept that people are motivated by pleasure.	40
3. Visualization	To model visualization as a technique.	40
4. Positive Self-Talk	To explore using positive 'words' / self-talk.	45

Activity One: Setting Goals and How the Mind Works

Purpose: Explain how the conscious and subconscious work to programme and reinforce beliefs and how we have the capacity to reprogramme this to develop self-confidence.

Time: 20 minutes

Facilitation instructions

1.1 Presentation (20 minutes)

The previous sessions showed how people lock-on to negative thinking patterns and lock-out positive ways of thinking that can support the development of authentic self-confidence. This session looks at locking on to a more positive self-belief and supporting individuals to increase self-efficacy and positive outcomes.
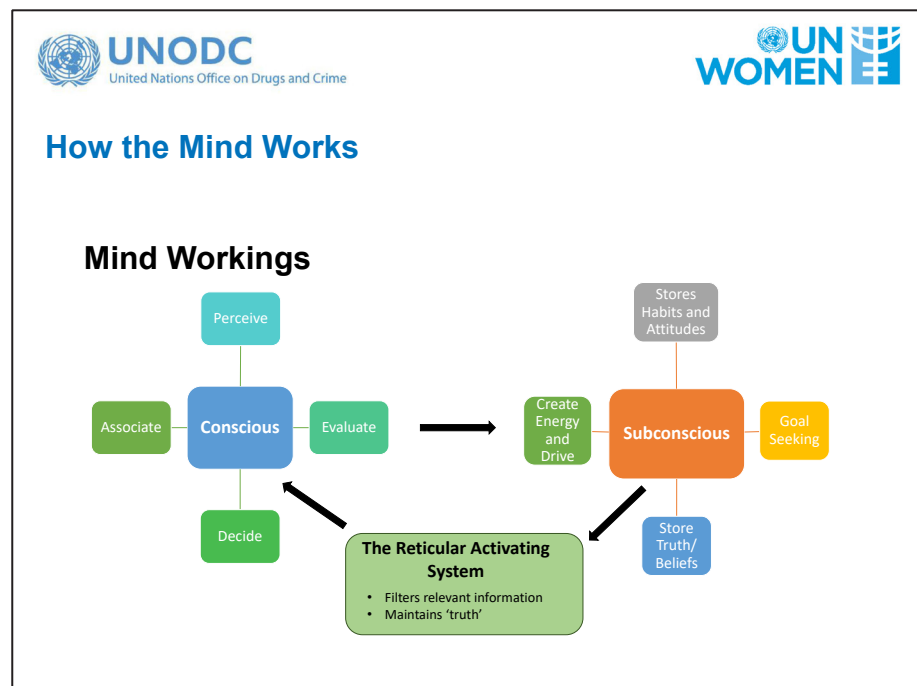
Show the slide. Explain that this is simplified version of how the mind actually works. It was developed to serve the purpose of this course, in terms of how people can reprogramme themselves. Explain the following aspects:

The conscious

This is the part of the mind that does all conscious processing: evaluating, problem solving, analysing, etc. The mind can be compared to a warehouse. The conscious part of the mind is the reception area. It takes in all new deliveries (information and experiences) and sends them to the subconscious for storage.

The subconscious

The subconscious stores all of the beliefs and 'truths' a person has about who he or she is – the self-image. People might not often consciously think about how their self-image was formed, but it is formed through stimuli that are processed through the conscious and then stored in the subconscious.

The Reticular Activating System (RAS)

People are constantly bombarded by millions of pieces of stimuli. If they were to try to focus on it all then it would overwhelm them; instead the RAS helps people to notice what is important to them.

The RAS is a formation at the base of the brain which acts as a gateway to the subconscious. It can be seen as a kind of switch that ignites the connection to relevant data. For example, you may sleep through a thunderstorm, but if you are a parent then the slightest whimper from your sleeping child can wake you up. Have you ever decided to buy a new refrigerator, and then you notice home appliance sales everywhere? In these examples the RAS is mapping the territory and drawing your attention to information that matters to you.

The RAS responds to information stored in the subconscious as being important and true, including the self-image. If you have stored a belief about yourself in your subconscious, then your RAS will help you to find evidence to support it. This can be debilitating if the subconscious has stored a supposed 'truth' that is negative, because the RAS may find evidence to support cognitive distortions. Therefore people should focus on building their positive 'truths'/ beliefs about themselves so that the RAS will support those positive beliefs that contribute to achieving goals and growing self-confidence.

People can learn to programme their subconscious positive beliefs, and then the RAS will find evidence to support the positive beliefs, which will help them to achieve positive results. How is this done? The next activities provide some inspiration.

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Four Lessons for Programming the Mind for Self-confidence

1. People act in accordance with how they see themselves
2. People are motivated by pleasure
3. The mind works in words and pictures
4. Repetition embeds positive self-image and its related outcomes

Facilitation notes

1. Psychologists used to believe that the brain was fully developed in a fixed way by the age of 21 years. However, neuroscience has revealed that neuroplasticity, which is the ability of neural networks in the brain to change, continues in adulthood. If one pictures the brain like a big ball of modelling clay with pathways rooted through it, the most deeply rooted pathways are the ones used the most. This is true of positive and negative pathways. However, through neuroplasticity each person has the power to carve new paths in the mind and erase old paths that are negative. Think of it like a path through the woods. If it is used regularly then it will be well worn and accessible, however, if it is not used for a long period, eventually nature will take it back.

2. The techniques described in this session can help individuals to carve new paths and develop a more positive belief system about themselves, one that will help increase self-confidence.

3. Participants should use the following four rules to work through the techniques:

a. People act in accordance to how they see themselves. This belief is stored in the subconscious and the RAS will look for evidence to validate this belief. If the self-image is reprogrammed to a more self-confident and assertive one, then the RAS will also help to validate this belief.

b. People are motivated by pleasure: achieving goals, even if those goals are being able to speak to a certain person or to get out of bed in the morning, is an intrinsic part of developing self-confidence.

c. The mind works in words and pictures. This session uses these as a tool to reprogramme belief systems.

d. Repetition and consistency help to reprogramme self-image and its related outcomes: the more often a certain neural pathway is reinforced, the deeper and more entrenched the pathway becomes.

The following activities explore these principles in more depth.

Activity Two: People are motivated by pleasure

Purpose: To explore the concept that people are motivated by pleasure.

Time: 40 minutes

Facilitation instructions

2.1 Reflection part 1 (10 minutes)

1. Ask participants to identify three activities that they had to do lately, but did not want to do. Provide examples such as writing a report or giving a presentation. Ask them to write the activities on a piece of paper and describe how those activities made them feel.

2.2 Push and pull (5 minutes)

1. Ask participants to find a partner. Each partner should choose a label of either A or B.

2. A and B should stand side by side with a gap of approximately 30 cm between them.

3. Using the arm/hand closest to their partner, A and B should raise their

hand, while keeping their elbow lowered and bent. They should each place their palm against their partner's palm.

4. First A should push B's palm, firmly but not too firmly as to cause discomfort (do not give any other instruction).

5. Then reverse roles and ask B to push A's palm.

6. Once done, ask the participants to explain how they felt while their palm was pushed by their partner.

7. Usually participants express the desire to push back or feel a negative and powerless emotion.

2.3 Presentation (5 minutes)
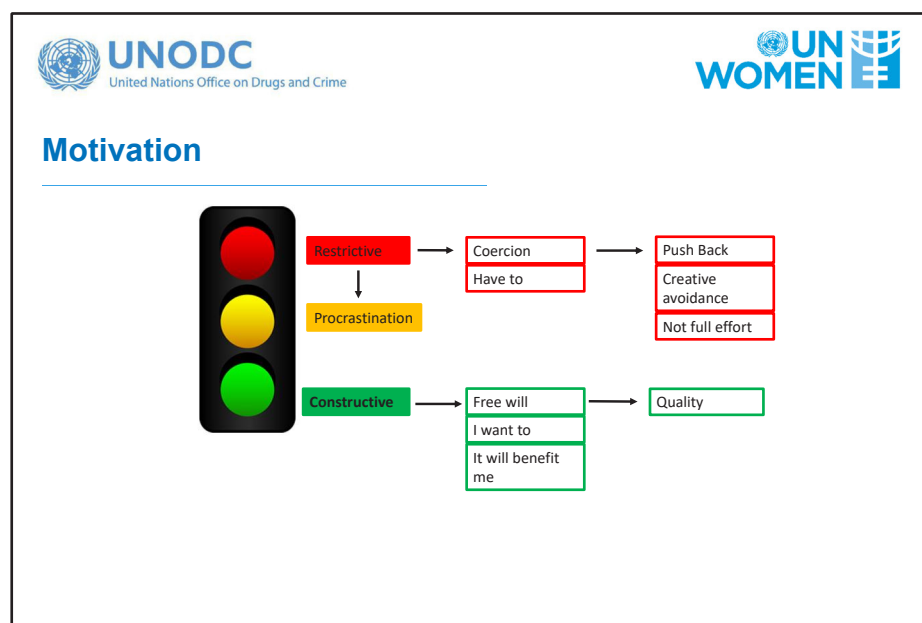
Facilitation notes

1. Show the slide and explain the different types of motivation, coerced versus voluntary, and how feeling coerced/ pushed into an activity leads people to be demotivated or repelled by the activity, which in turns leads to avoidance/ procrastination, etc.

2. When an activity is seen as being pleasurable, people are motivated and 'pulled' towards completing it. Therefore, when people want to motivate themselves to move outside of their comfort zone and increase their self-confidence, they can do so by identifying the benefits of doing it.

2.4 Reflection part 2 (20 minutes)

1. Now ask participants to revisit the activities they identified in the previous reflection activity as things they had to do but did not want to do. Ask them if they could identify any benefits of doing these activities. For example, a report they have to write for work but do not want to write can be seen as an opportunity to enhance their writing skills, which will, in turn, increase their chance of promotion.

2. Ask the participants to reword activities they do not want to do in terms of the benefits they provide and notice how the reworded version makes them feel.

3. Once participants have done this, ask them if they noticed a shift in how they feel about the task. Does the task feel more appealing?

4. Explain that people often focus on the negative attributes of activities outside of their comfort zone. People sit with cognitive distortions and negative story telling about how something will be and it makes them feel terrible. Cognitive distortion could include the fear that others may think they sound foolish if they speak up in a meeting, etc. Repetition of that cognitive distortion can surround the activity in a negative veil that demotivates people from venturing outside of their comfort zone to try it. To overcome this limitation, people can spend time consciously thinking of their goal as something that will bring pleasure, and that will motivate them towards doing it. The next session will explore techniques for doing this.

Activity Three: Visualization

Purpose: To model visualization as a technique.

Time: 40 minutes

Facilitation instructions

3.1 Thumb turn (10 minutes)

1. Explain to the participants that they are going to try two activities which will demonstrate how powerful 'visualisation' can be in achieving outcomes. Visualisation is a technique used by people from all walks of life including athletes, celebrities and business people and affirms that the brain works in pictures as well as words. Explain that they will discuss this in a little more depth after the activities.

2. Ask everyone to find a place in the room where they can stand with their legs hip-width apart, outstretch their arms and swing around in a full circle without hitting another person.

3. Each participant should face the front and raise their right arm out in front of them so that it is parallel to the floor and extended straight out.

4. Ask them to stick their thumb out and then read the following commands:
   - Concentrate on your thumb, notice its colour and shape and all the different lines on it, see it in as much detail as possible.
   - Gently notice the colours and shapes of people or things beyond your thumb but do not take your focus off the thumb itself.
   - Now keep your arm outstretched and your focus on your thumb and start turning your torso towards your right.
   - As you turn, keep your feet planted firmly on the floor, you are only turning from your hips with your arm still extended and your focus still on your thumb.
   - Twist as far as you can physically twist then stop and hold your position.
   - While in position notice what you can see beyond your thumb so that you are aware of how far you have twisted.

- Now twist back around so that you are facing the front and drop your arms to your side.
- Now close your eyes, you are going to repeat the exercise just as we did it but this time you are not going to move, instead you are going to imagine it all happening in your mind's eye.
- In your imagination do the following…
  - Concentrate on your thumb, notice its colour and shape and all the different lines on it, see it in as much detail as possible.
  - Gently notice the colours and shapes of the people and things beyond your thumb but do not take your focus off the thumb itself.
  - Now keep your arm outstretched and your focus on your thumb and start turning your torso towards your right.
  - As you turn, keep your feet planted firmly on the floor, you are only turning from your hips with your arm still extended and your focus still on your thumb.
  - Twist as far as you can physically twist then stop and hold your position.
  - While in position notice what you can see beyond your thumb so that you are aware of how far you have twisted.
  - Now you are here. I want you to imagine that you are able to twist a further 10 cm than you did before, it feels easy on your body, hold it there and notice what you can see?
  - Now you are here. I want you to imagine that you are able to twist a further 20 cm than you did before, it feels easy on your body, hold it there and notice what you can see?
  - Now you are here. I want you to imagine that you are able to twist a further 30 cm than you did before, it feels easy on your body, hold it there and notice what you can see?
  - Now imagine yourself twist back around so that you are facing the front.
- Now we are going to do it one last time, but this time we are going to physically move just like the first time.

- Raise your right arm out in front so that it is parallel to the floor and extended straight out.
- Stick your thumb up, concentrate on your thumb, notice its colour and shape and all the different lines on it, see it in as much detail as possible.
- Gently notice the colours and shapes of the people and things beyond your thumb but do not take your focus off the thumb itself.

5. Now keep your arm outstretched and your focus on your thumb and start turning towards your right.
   - As you turn, keep your feet planted firmly on the floor, you are only turning from your hips with your arm still extended and your focus still on your thumb.
   - Twist as far as you can physically twist then stop and hold your position.
   - While in position notice what you can see beyond your thumb so that you are aware of how far you have twisted.

6. Ask participants to raise their hand if they managed to twist further the second time. The exercise is usually met with real surprise from the participants as most/ if not all will have turned further the second time.

7. Tell the participants that you will explain why shortly, but first they will do another exercise.

*** 15-minute coffee break ***

3.2 Paperclip exercise (15 minutes)

This is a powerful exercise for modelling the power of visualization.

Each participant will need:

- A piece of 10 cm x 10 cm plain paper
- Pen
- A piece of cotton string about 25 cm long, tied at one end to a paper clip, so that the paperclip can swing like a pendulum.

Facilitation instructions

1. Hand out pieces of plain paper about 10 cm x 10 cm and tell participants to draw a vertical line a through the exact middle of the paper and a horizontal line through the exact middle of the paper so that the paper is now divided into quarters.

2. Instruct each participant to mark a N (north) on the top of the vertical line, a S (south) on the bottom, an E (east) on the furthest right tip of the horizontal line a W (west) on the other end, to represent compass points.

3. Ask everyone to place their paper compass on the table in front of them.

4. They should hold the string between their thumb and forefinger and rest their elbow on the table so that the paper clip hangs about 3–5 cm above the centre of the paper/ compass.

5. Now read the following instructions:

    *   Keep the arm holding the string locked in position and motionless throughout this activity.
    *   (Gently repeat the following as you walk around the room). Without moving your arm, visualize the paperclip swinging from north to south, picture it with your mind. You need to believe that it is going to happen.
    *   (Once you see the paperclips start to move, give the following instruction) Now try changing the direction. Without moving your arm, visualize the paperclip swinging from east to west, picture it with your mind. You need to believe that it is going to happen.

6. You will slowly be able to see the paperclips start to move and you may hear a reaction from people in the room as they also observe the movement. Tell the participants that you will explain why it happened in a moment.

3.3 Discussion (15 minutes)

1. Explain that the two activities modelled how powerful visualization is as a tool. Athletes and businesspeople use it frequently, in fact, if you enter the power of visualization or sports visualization into a search

engine there are plenty of examples of celebrities using it to achieve their sporting and other professional goals. The facilitator may want to research this beforehand and select some examples that the participants will recognize.

2. In our minds an imagined event can be just as real as an experienced event. If you have ever had a panic attack or a dream which left you feeling scared or with other physical symptoms, then you have experienced this.

3. Athletes may use visualization to train for a race, for example. If an athlete is wired up to an electrocardiogram machine and visualizes a race, it will show electrical pulses firing to the same muscles as if the athlete was physically running the race. Visualization is that powerful.

4. Visualization helps people to play out events in their minds so that they can gain self-confidence through building familiarity. It can help people to develop a kind of muscle memory for doing something. So if we have an interview and we rehearse it positively in our mind ten times before we actually have the interview, then when we go to the interview its almost like our brain thinks that we have been to the interview ten times before. This helps us to remain calm and more confident when we are in the interview.

5. Through visualizing ourselves doing something well and enjoying it we are embedding the self-image in our mind that we are good at something/self-confident. Then the RAS will help us find evidence to support that and also opportunities to do something/achieve a goal.

6. The key message from this activity is that when you have an area of your life that you want to build self-confidence, then allow yourself time and space to imagine it. Use all of your senses to picture the scenario:
   - Visual
   - Audio
   - Kinaesthetic (touch, movement and emotion)
   - Olfactory (any relevant smell)
   - Gustatory (any relevant taste)

Activity Four: Positive Self-Talk

Purpose: To explore using positive 'words' / self-talk.

Time: 45 minutes

Facilitation instructions

4.1 Presentation (15 minutes)

Remind the participants about the Pygmalion Effect and how self-limiting beliefs can be created and upheld if people give sanction to others' beliefs about them. This translates into an individual's self-talk too, if the negative dialogue is repeated in the individual's mind.
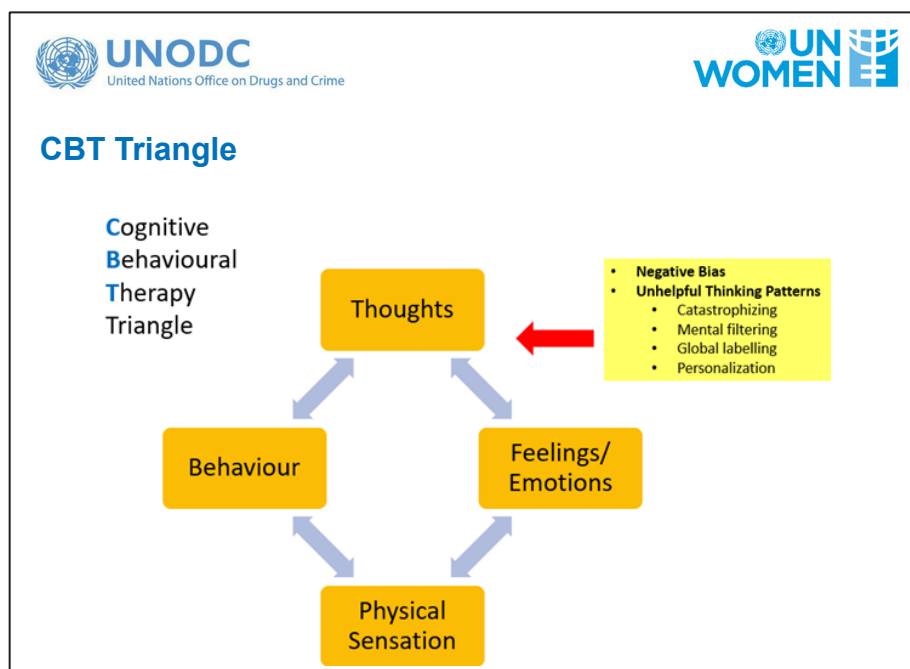
Facilitation notes

Use the slide to introduce the concept of CBT (Click this link for further reading). Explain that the CBT Triangle usually only has the three components of thoughts emotions and behaviours. However, the example in the slide includes physical sensations because these can often be both an indicator of anxiety and also impact on thoughts, therefore the cycle as a whole. For example, someone may

feel anxious and have a tightness in their chest. This tightness may then impact on the thought process as the person thinks, "I can not do this". This thought will then increase the anxious emotion, and so on.

CBT is a specialist area and one should not attempt to practise it on another person without professional training. However, there are some gentle techniques that can be adapted from the CBT approach and used with internally shifting your self-talk towards building self-confidence.

CBT uses techniques to challenge thoughts and behaviours to influence them. To change our emotion about something we can either change our behaviour or our thinking pattern. One approach is to 'feel the fear and do it anyway'. For example, you may be scared to speak up at a meeting and you may be unable to shift that fear, but if you push yourself out of your comfort zone and speak it is very likely that nothing bad or catastrophic will happen and this experience could should shift your thought pattern and emotional reaction slightly to be more positive. If you keep practising this type of approach then it should get easier over time.

However, often the easiest way to approach this change cycle is to start with working on 'thoughts'. Remind participants about the negative bias and cognitive distortions that we explored in the previous sessions and how these limit self-confidence.

Refer participants to their workbooks and walk them through exercise 3.1.1 Cognitive Reframing, providing examples to add context, before giving the participants time to complete the activity.

4.2 Workbook activity walk through (3.1.1 Cognitive Reframing) (15 minutes)

Work through the following steps to reframe a thought and behaviour which limits your self-confidence.

1. Think about a situation you would like to be more self-confident in. Identify the thoughts you have when you think about the situation and write them down.

2. Now think about how those thoughts make you feel and write down the emotion. Be kind to yourself and do not judge yourself for feeling this way, remember we are all human and have fears and doubts.

3. Now think about how the emotion makes you want to behave and write that down.

4. Now think about reframing the original thought. Is there a more positive way to reword it? Write that down.

5. Now reflect on the reframed statement, close your eyes and say it to yourself internally several times. Try and visualize how that statement would look and feel in practice.

6. As you do this, internally notice how your emotions change. Do you observe a shift in how you feel? Do you feel lighter and easier in yourself?

7. How does the new emotion make you feel? Do you feel more able or motivated to behave more positively?

Facilitation notes

Explain that when using this approach the trick is to use it gradually and realistically. For example if the change you want to create seems too large to work with at first then start with smaller changes and gradually work up.

4.3 Workbook activity (3.1.1 Cognitive Reframing) (15 minutes)

Give participants 15 minutes to carry out the workbook activity themselves.

4.4 Plenary (15 minutes)

Ask the participants for feedback and address any questions.

Close the session by explaining that through neuroscience we know that repetition is key to embedding positive thinking patterns as this helps to embed new ways of thinking and create positive neural pathways.

Session Two
Communication

Aim: To identify negative and positive communication within a team dynamic

Learning objectives:

By the end of this session participants will be able to...

- Identify negative and positive communication within a team dynamic
- Generate reflection on power dynamics in the context of team communication

Time: 195 minutes (including a 15-minute coffee break)

Resource description	Preparation guidance
Blindfolds, obstacles and tasks for the Trust Course	See detailed notes in the session brief.

Session overview

Activity	Purpose	Time (minutes)
1. Trust Course	To explore the components needed for effective communication in teamwork.	90
2. Reflection	To explore the components needed for effective communication in teamwork and how this relates to self-confidence and assertiveness.	45
3. 'Communication Styles'	To identify the components needed for effective communication in a law enforcement teamwork.	45

Activity One: Trust Course

Purpose: To explore the components needed for effective communication in teamwork.

Time: 90 minutes

Facilitation instructions

1.1 Trust course (90 minutes)

Setting up the activity

This activity requires quite a lot of preparation and resources beforehand, but it is very effective at helping participants to think about team communication and empathy, and it is also a great team-building exercise.

There are several different options for how the facilitator sets the activity up, but there must be enough 'Trust Courses' set up for all participants to do the courses simultaneously in groups of three.

The Trust Courses could include the following:

- An obstacle course, comprising a series of physical obstacles that the participants need to pass through, e.g., a set of cones they weave in and out of, a hoop they need to walk through, a ball they need to bounce.
- A set of tasks they need to complete, e.g., folding a paper aeroplane, arranging items in order of size.
- A mixture of physical obstacles and tasks.

The courses must be set up identically so that each team has the same set of tasks to complete. The courses should also be set up alongside each other as the teams will be in competition with each other to see which team will finish the course fastest.

Teams must have three participants, and each participant will have a turn to go through the course while the other two team members take on other specified roles. Thus, there will be three rounds. After the first and second round, the facilitator should ask all participants to leave the room while he or she makes a slight adjustment to the order of the obstacles or tasks in each course.

Facilitation instructions

1. Divide participants into groups of three and explain that they are going to be doing an activity called a 'Trust Course'. The activity will be carried out three times so that each person in the group has the opportunity to play each of the following three roles:
   - The worker will wear a blindfold and will be led through the Trust Course by the leader.
   - The leader will guide the worker through the Trust Course. The leader is not allowed to have any physical contact with the worker. The leader may only guide the worker with their voice.
   - The observer will watch the interaction between the leader and the worker and write notes on what they do well and what could be improved.
2. Explain that it is a group race, and there will be three races so that each member of the group can play each role one. There will be a short break between each race, during which all groups will leave the room so that the facilitator can change the Trust Course.
3. Explain that as the leader is giving instructions to the worker, the facilitator will intermittently give instructions to the leader about how to deliver the verbal instructions to the worker, such as whispering the instructions.
   - The facilitator will try to give these instructions to the leaders without letting the worker hear, as it adds to the dynamic. There are two options for doing this.

    i. Print out three versions of the instructions with numbers along each (they can be the same instructions but in a different order so each of the three times the course is run the instructions are delivered differently). When the facilitator wants the leader to deliver in a different way they simply call out, "Leader give your instructions using method number (insert number)".

    ii. Develop a series of slides with the instructions on what the facilitator can use to draw the leader's attention, i.e., perhaps blow a whistle to stop the activity then draw attention to a slide with a command, such as, "Shout the instructions".

- The following variety of instructions are recommended (the facilitator is encouraged to add more at their discretion):

    i. Speak really fast

    ii. Shout the instructions

    iii. Whisper the instructions

    iv. Tell the worker they are not allowed to ask questions and they will only hear instructions once

- As well as the above instructions it is also recommended that at some point during every course, the facilitator stops the activity and instructs the leaders of different teams to swap places. This means the worker is left alone (while blindfolded) and will be unsure of who the new leader is.

4. Explain that this activity is supposed to be fun, but if at any point during the exercise anyone does not feel comfortable they can give a sign to stop (the facilitator should identify an appropriate cue for the participants to use).

5. Run the course activity three times. It should take 20 minutes each time with 10 minutes in between each round to change the course.

*** Recommended 15-minute coffee break***

Activity Two: Reflection

Purpose: To explore the components needed for effective communication in team work and how this relates to self-confidence and assertiveness.

Time: 45 minutes

Facilitation instructions

2.1 Individual reflection (5 minutes)

Show participants the slide and ask them to reflect on the questions and make notes in their workbooks.

2.2 Group reflection (20 minutes)

Ask the participants to return to the groups they were in for the Trust Course task and ask them to discuss the reflection points on the slide.

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Reflection

Discuss the following:

- What was challenging about communication during the task?
- What went well?
- Were any ways in which this activity reflects communication in a law enforcement team?
- Do you think that gender impacts on the way law enforcement officers communicate with each other? What are the challenges of communication in the workplace?

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Reflection

- Have you ever experienced communication in the workplace that has negatively impacted your self-confidence?
- Has anyone made you or a colleague feel empowered or helped your self-confidence in the workplace through the way they communicated?
- Has anyone made you or a colleague feel disempowered or uncomfortable in the workplace through the way they communicated?

2.3 Plenary (20 minutes)

Ask the groups for feedback and make notes of key points that can be referred back to throughout the week.

Facilitation notes

Some key points/ questions:

- The competition element raises the pressure, and law enforcement teams often work in high-pressure environments. When we are under stress our cognitive function also comes under pressure. In order to be efficient in a high-pressure environment it is important that team members are mindful of the way they communicate with each other.

- What style of communication did people find the easiest/ hardest to follow? And why?

- How did the workers feel when they were left on their own and the leaders were swapped? How does this reflect team dynamics?

- We need to be mindful that we all have different communication needs. Power dynamics can be diffused or exacerbated by communication, e.g., a professional relationship in which an individual feels a lack of power will be polarized by a manager who speaks in a raised tone or aggressive manner.

- What did the observers find uncomfortable to watch/ hear? Poor communication ripples across the whole team and affects team culture, which in turn will impact on the efficiency and effectiveness of the team. Use the perspective of the observer to highlight that everyone has a responsibility to support good communication in the workplace either through modelling it through their own actions or holding people to account when they communicate in a way that is inappropriate. Acknowledge that the latter is not always easy in a hierarchical institution such as law enforcement, when lower-ranking officers might feel intimidated by more senior colleagues. However, even individuals not feel able to challenge poor communication in others, they can still reach out to support their colleagues and model best practice.

- Communication needs to be a two-way relationship with both parties feeling heard and understood.

- Do men and women communicate differently in this culture? If so what different ways? For example:

- Are women expected to communicate in a softer tone than men?
- Does gender affect the type of language used, i.e., cursing?
- Do we communicate differently when speaking to a different gender than the same as our own?
- Are there any types of humour used in the workplace that might differ between genders?
- Is camaraderie impacted by gender in the workplace?
- Does gender impact on the way we communicate to our superiors or subordinates in the workplace?

Activity Three: 'Communication Styles'

Purpose: To identify the components needed for effective communication in a law enforcement teamwork.

Time: 45 minutes

Facilitation instructions

3.1 Group discussion part 1 (10 minutes)

1. Show the groups the slide below and allow them 5 minutes to discuss.
2. After 5 minutes bring the groups back together and encourage them to share their ideas in plenary. Use the notes below to consolidate.

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Discuss

In your groups define what the following communication styles mean and how they differ:

1. Passive
2. Passive aggressive
3. Aggressive
4. Assertive

Facilitation notes

1. Passive communication:
   - Is when individuals prioritize the needs of others and minimizes their own.
   - Is disempowering for individuals and can make them vulnerable to more dominant members of the team.
   - Is often displayed when individuals lack self-confidence in a situation or have been conditioned to believe that passive communication is 'polite'.
   - Can be unfair to other team members. Passive communication can unfairly portray others as domineering when, in fact, the passive communicator could have a more equal communication dynamic if he or she used a direct and assertive approach.

2. Passive aggressive communication:
   - Is dishonest about real emotions or real needs. An individual might say one thing, but their body language and tone indicate the opposite. To give an example, an individual might verbally support an idea proposed by a team member but simultaneously the tone or their body language indicates an inauthenticity, i.e., they do not genuinely support the idea.
   - Is often used when an individual does not feel self-confident or willing to share their honest feelings/ opinions and instead feigns cooperation.
   - Passive aggressive communication undermines a team as the communicator is not being honest about their own needs and often the team members feel uncomfortable as they are aware of this inauthenticity, but it is not always appropriate to highlight or challenge it.

3. Aggressive communication:
   - Is when someone uses a forceful tone or language or even body language to get their needs met.

- Can be intimidating for less self-confident team members or triggering for other aggressive communicators in the team. It drives disconnection in a team.

4. Assertive communication:
   - Is when the individual is clear about their own needs and communicates them openly, honestly and clearly.
   - If practised by all team members it can drive connection and a positive dynamic. However, assertive communication can often be misrepresented as overbearing or aggressive, thus some people may respond with passive or passive aggressive behaviour for the fear of seeming impolite.

While leading the discussion of the definitions, the facilitator should provide examples or ask the group for examples.

3.2 Group discussion part 2 (35 minutes)

1. Show the slide below and give the groups 10 minutes to discuss.

Reasons We are NOT Assertive in the Workplace

What stops people from being assertive in the workplace? Think about…

- Does gender impact on our ability to be assertive in this society?

2. After 10 minutes bring the groups back together to discuss and their ideas. Some examples might include:

- Concerns that a superior might be angry or not favour you
- Concerns that you might be seen as not being committed to your work
- Self-doubt in your decisions
- Not feeling confident to express yourself
- Feeling that assertiveness is not a polite way to communicate because of gender or other socio-cultural reasons

3. Consolidate using the following slides.
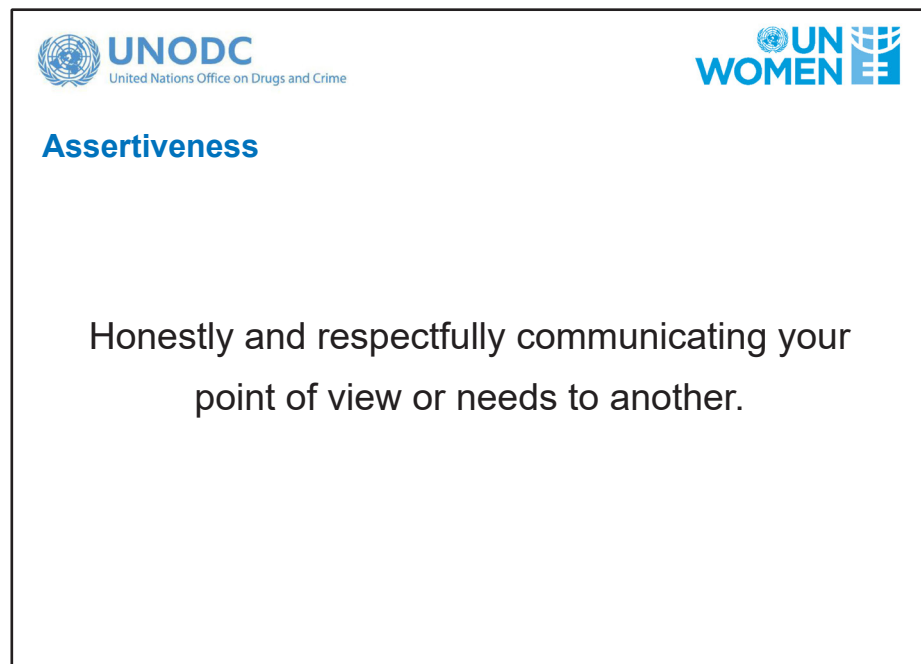
Reasons We are NOT Assertive in the Workplace

- Fear of rejection or disapproval

- Overcome with the needs and rights of others

- Unalterable personality characteristics: "This is just the way I am"

- Perfectionist standards (fear of failure)

Assertiveness = 3 Cs

Confidence: Be confident in your opinion/ need

Clarity: Express it clearly and concisely to ensure your opinion and need are clearly understood.

Controlled: Keep calm in your communication

Facilitation notes

The following slides explore each of the 3 Cs in a little more depth.

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Confidence

1. Know that your opinion or need is valid and should be valued
2. Spend time thinking about and articulating internally what you want so you are familiar and confident with each aspect
3. Know your desired outcome but also appreciate that the other person will also have needs that you need to respect – but know your limits for negotiation/ flexibility
4. Recognize any unhelpful thinking patterns or self-limiting beliefs that you have and implement positive strategies like cognitively reframing the thought

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Reframing for Assertiveness

Example: The boss asks you to cover a last-minute shift this weekend.

Which **thought** process is the most assertive thinking?…

• "I don't want to work this Saturday, but they really need me to, and I feel bad saying no."

• "I really don't want to work this Saturday as I have plans. It's my right to say no and I'm not responsible to always be the solution to these problems."

Clarity

1. For your needs/ opinions to be heard they need to be expressed clearly:
   - Deconstruct your need/ opinion into relevant points
   - Use evidence or examples where relevant/ appropriate
   - Speak slowly and calmly

Control

1. If we stay calm and composed others are more able to listen to our point of view.
2. When we become anxious or angry we leave the intellectual part of the brain (prefrontal lobe) and go into the stress part of the brain (limbic brain) otherwise known as fight, flight and freeze centre of the brain, this limits us by:
   - Not having the intellectual capacity to articulate ourselves effectively
   - Being emotionally reactive to the other party
   - Not being able to negotiate
3. Taking a deep, slow breath (diaphragmic breathing) can help us to calm down and stay in the intellectual part of the brain. Positive thinking can also help us to keep calm and stay in this part of the brain.

4. Show participants the slide and give them 10 minutes to discuss ideas. Then ask them to share feedback with the plenary.

Discuss

In groups discuss and list some lessons of best practice for communication in the workplace.

5. After 10 minutes bring the groups back together and consolidate with the slides.

Good Communication Practice in the Workplace (1)

- Understand that everyone has different communication needs so do not assume that others have the same needs you have. Some people like direct communication whereas others prefer a indirect approach.

- Give clear instructions and concept check that the other person understands what you are asking.

Good Communication Practice in the Workplace (2)

- Do not use technical jargon and acronyms when communicating with a person new to the team. Remember that they might not understand, and they might not feel comfortable to tell you that.

- Encourage people to be assertive and be honest about their needs and opinions, if we encourage and value assertiveness in others then we create a culture in which we can be assertive also.

Good Communication Practice in the Workplace (3)

- Recognize emotional and physical cues in people, only a small proportion of our communication happens through words. We can learn a lot about our colleagues by looking out for other cues.

- Listen to language that reflects cognitive distortions such as catastrophizing or mental filtering, to recognize when colleagues are not feeling confident and support them.

Facilitation notes

End the session and explain that the participants will return to supporting confidence and assertiveness within teams in tomorrow's session.

Day Four

Session One

Assertiveness and Teamwork

Aim: To explore assertiveness in a teamwork setting

Learning objectives:

By the end of this session participants will be able to...

- Reflect on assertiveness in a team setting
- Identify the different stages of team dynamics

Time: 195 minutes (including a 15-minute coffee break)

Resource description	Preparation guidance
Tower Building Kits as described in Activity 2: one tape measure, an few fresh eggs, a clock or stopwatch for timekeeping	See details in the session brief.
4.1.1 Tower Building Task Role Cards	Print and cut apart. Prepare enough cards for each participant to have one.

Session overview

Activity	Purpose	Time (minutes)
1. Tower Building Challenge	To explore assertiveness in a team building setting.	75
2. Team Reflection	To explore the components needed for effective teamwork.	45
3. Tuckman's 5 Stages of Team Development Model	To explore Tuckman's 5 Stages of Team Development Model.	60

Activity One: Tower Building Challenge

Purpose: To explore assertiveness in a team building setting.

Time: 75 minutes

Facilitation instructions

1.1 Build a tower (60 minutes)

1. Divide the participants into small groups of five or six and explain that the aim of this task is to build the tallest tower that can support the weight of an egg on top of it.
2. Hand each group identical kits of materials they may use to compete the task. It is up to the facilitator's discretion what those materials are, for example:
   - One pair of scissors
   - One role of sticky tape
   - 50 drinking straws
   - 10 sheets of paper
   - 30 paper clips

- A small ball of modelling clay
- An uncooked egg – all eggs should be of similar size/weight

3. The height of each tower shall be measured from the surface on which it sits, therefore no table or chair will be included in its height. Explain to the participants that the following rules apply as they build their towers, and teams will be disqualified if any rule is broken:
   - No cell phones should be used at all during the exercise.
   - The teams may use only materials provided for this task. They may not use additional scissors or sticky tape.
   - Each tower must be freestanding, and teams must be able to pick up and moved their tower around. It may not be supported by an external object.
   - Each tower must hold the weight of a raw egg for a specified period of time, such as 10 seconds.

4. It is recommended, where possible, that groups are separated so they cannot see each other's towers, although this is not always possible. Encourage groups to shield their work as much as they can.

Before the groups commence with the activity explain that there is one last component to the task that they need to be aware of – they will be doing the task in role play. Explain that they will each be given a role card that they need to take the character on, but they should keep their card and character secret from the rest of their group until the end of the task. Give each members of the group one of the role cards from 4.1.1 Tower Building Task Role Cards.

5. Allow the groups 40 minutes to finish building their towers, they must all stop at exactly the same time, regardless of if they have finished or not.

1.2 Tower strength testing (15 minutes)

Bring the groups back together and one by one test the towers by placing an egg on top to see if the tower can hold it for the required time. Be sure to designate a time-keeper. Make it fun and perhaps present the winning team with a trophy or prize.

*** 15-minute coffee break ***

Activity Two: Team Reflection

Purpose: To explore the components needed for effective teamwork.

Time: 45 minutes

Facilitation instructions

2.1 Reflection and plenary (20 minutes)

1. Allow the participants to now show their team members their role play card.
2. Participants should stay in their groups and discuss the reflection questions on the slide. Allow 15 minutes for the groups to discuss.
3. After 20 minutes bring the groups back together for feedback.

Reflection

In your teams reflect on the following questions:

- Describe the different stages of how your team broached the task.
- Did you discuss roles and responsibilities?
- How well did you communicate throughout the task?
- What were the challenges and successes in encouraging a good team dynamic?
- Did the individuals in the team feel that their needs were being catered for by the other team members? Why/ why not?
- Did the team feel like any of the characters in particular presented challenges to team dynamics? How?

Facilitation notes

Encourage the participants to discuss their experience of the activity and what they found challenging about dynamics. Ask the participants who had role cards with less self-confident characters if they felt safe to be assertive or encouraged to be assertive by their team members?

Ask the participants that had more self-confident roles if they felt frustrated by the lack of assertiveness from certain characters.

Explain that this activity was a little bit of light-hearted fun to get the participants to start thinking about how they might encourage each other in their teams to be assertive. The participants will use Tuckman's 5 Stages of Team Development Model to discuss possible strategies for supporting assertiveness at different stages in a team dynamic.

Activity Three: Tuckman's 5 Stages of Team Development Model

Purpose: To explore communication at each stage of Tuckman's 5 Stages of Team Development Model.

Time: 60 minutes

Facilitation instructions

3.1 Stages of team dynamics (20minutes)

Facilitation notes

Use the slide to introduce Tuckman's 5 Stages of Team Development Model. It suggests five stages that teams progress through – forming, storming, norming,

Photo: UNODC/ UN Women/ Ploy Phutpheng

performing and adjourning. Explain that it can be applied when teams come together for a short time, for example, a special investigation team brought together for a specific case. Or for longer-term team development, the 5 Stages can be applied when new people join an existing law enforcement team.

Facilitation instructions

Go through each of the following slides and ask the participants to discuss the following for each:

- What challenges can you foresee at each of the 5 stages in terms of team dynamics and people practising assertiveness themselves and encouraging assertiveness from others?
- What strategies could we implement to support all team members with getting the best out of this stage?

Forming

- Getting to know each other
- Agreeing to aims tasks and methods
- Leader provides direction and structure
- Getting to know one's job role and responsibilities

Facilitation notes

Individuals are often more self-conscious at this stage of team dynamics, especially less confident people in the group. This is a good time to implement strategies that encourage all members to actively participate. Some approaches that can support this include:

- Encouraging the team to introduce themselves in a way that involves being open about their skills, experience and areas that they are interested in developing further.
- Encouraging the team to share their ideas openly about how to move forward with a project. Sometimes this requires an approach that exceeds the limitations of a standard team meeting, in which less confident members of the team might not feel comfortable participating fully. Examples include the following:
  - o Assign team members into smaller groups to creatively develop ideas and then bring them back to the wider group
  - o Deconstruct a project into smaller components that can be allocated to different members of the team to lead.

Project management systems should also be established and clarified at this stage, including:

- Tasks and responsibilities
- Team management and support systems and processes
- Monitoring and evaluation systems

Teams should also identify any needs that members of the team have, for example:

- Extra training or support needed
- Any additional accessibility needs, e.g., wheelchair access, communication support, etc.

If inclusive and supportive strategies are applied at this stage, it can mitigate challenging dynamics during later stages and support a more cohesive and resilient team.

Facilitation notes

Strong inclusive leadership is important during this stage to support positive team dynamics.

Storming can be a protracted or ongoing process in team dynamics.

Remember that other people have struggles with self-confidence and assertiveness and this can present itself in different ways. People should practise empathy and compassion and find ways to communicate with colleagues in a way that suits their needs as well as their colleagues' needs.

The team should review progress and check in with each other to see if everyone's needs are being met and everyone feels supported.

- Ask the participants if they have any strategies for dealing with some of the difficult dynamics they experienced in the tower building activity.
- Ask participants to share how they would maintain their own self-confidence and assertiveness during this stage of team development, based on what they learned during the course.

Norming

- Cohesiveness and sense of belonging
- Exchange of ideas and feedback
- Leader gives encouragement and builds consensus

Facilitation notes

If care has been taken to nurture positive communication in the earlier stages of team development then this stage can be a good place to reinforce self-confidence and assertiveness through acknowledging good practice from team members/ colleagues.

Ask participants for ideas for ideas on how they could foster a sense of cohesiveness among their colleagues during this stage, perhaps by providing positive feedback, encouraging team bonding activities and peer-learning activities, etc.

Performing

- Commitment to the task and loyalty to the team
- Shared responsibility and flexible roles
- Leader oversees work and facilitates team

Facilitation notes

If care has been taken to nurture positive communication in the earlier stages of team development then this stage can encourage colleagues to further develop and grow. Self-confidence should be strong at this level and colleagues can be encouraged to try new skills or push themselves out of their comfort zone and grow in different ways.

Ask participants for ideas on how they might push themselves out of their comfort zones at this stage. For example, they may volunteer for some public speaking, ask for a secondment to a different team to learn new skills, take part in further training, or take on extra roles and responsibilities.

Adjourning

- Assumes that teams only exist for a period of time
- When the team comes to an end or a team member leaves team members go through a period of 'mourning'
- There can be a feeling of loss when the team disbands.

Facilitation notes

It can be positive to reflect on what one has achieved as a member of the team and also commit to staying in contact with team members to extend ones professional/ social network, which has a positive impact on self-confidence.

3.2 Self reflection (40 minutes)

1. Show participants the task slide and give them 15 minutes to reflect.

Pair Reflection

In pairs, discuss:
How will you apply the things covered during the course to help you be more self-confident and assertive in the workplace?

How will you apply the things covered during the course to help you support colleagues to be more self-confident and assertive in the workplace?

What questions do you still have about the topics covered?

Photo: UNODC/ UN Women/ Ploy Phutpheng

2. After 15 minutes, bring the participants back together for a final plenary and question session.

Session Two

Making it Count

Aim: To review the course and develop an action plan for implementing learning

Learning objectives:

By the end of this session participants will have...

- Recalled key learning points from the course and completed a course evaluation
- Developed an action plan for implementing learning

Time: 120 minutes

Resource description	Preparation guidance
4.2.1 Action Plan Reflection Questions	Print one per participant.
Participant Evaluation of Module 3	

Session overview

Activity	Purpose	Time (minutes)
1. Review	To review key learning points from the course.	20
2. Ball-throw Quiz	To review and concept check key learning from the course.	45
3. Action Planning	To develop an action plan for implementing learning.	55

Activity One: Review

Purpose: To review key learning points from the course.

Time: 20 minutes

Facilitation instructions

1.1 Speed speaking

Split the participants into two groups and ask them to stand in two lines facing each other, call one group A and one group B.

Explain:

- Participants will be given topics to talk on for one minute, which will be timed.
- The rows will take it in turns to either be listeners or speakers.
- Listeners are also allowed to ask questions if speakers run out of ideas.
- After one minute the command 'move' will be called and all members of group A should move along a partner (group B will always stay in position).

For example

Ask group A to be the speakers for the first topic and group B to be listeners.

After a minute call 'stop' and 'move'.

Group A should move along one place and group B should stay where they are.

Now group B takes a turn to speak and group A takes a turn listening.

And so on until all topics are covered.

Activity Two: Ball-throw Quiz

Purpose: To review and concept check key learning from the course .

Time: 45 minutes

Facilitation instructions

2.1 Ball-throw quiz

Prior to the session the facilitator should prepare enough questions for one per participant on small pieces of paper.

Roll the pieces of paper up into small balls and place in a bowl or hat.

Ask the participants to stand in a large circle and pass the bowl around the circle. Each person may take a paper from the bowl.

The facilitator should stand in the centre of the circle and throw the ball to different participants, when a participant catches the ball it is their turn to read their quiz question out and answer it. If they do not know the answer the facilitator should ask for support from the rest of the group.

2.2 Review skill set

Ask participants to reflect on the skill sets for law enforcement officers/ teams that they developed at the beginning of the week (they should still be on the training room wall). Ask them if they would like to add or change anything on the posters now that they have done the course.

Ask them if the course has changed anything they thought about their skill set with regards to gender.

Photo: UNODC/ UN Women/ Ploy Phutpheng

Activity Three: Action Planning

Purpose: To develop an action plan for implementing learning.

Time: 55 minutes

Facilitation instructions

3.1 Action planning (20 minutes)

Give participants 4.2.1 Action Plan Reflection Questions and explain that it includes a series of reflection questions and an action plan template. Tell them they have 20 minutes to self-reflect and complete the form.

3.2 Plenary (35 minutes)

Invite participants to share their action plans if they feel comfortable to answer any final questions.

Ask them what challenges they foresee in implementing learning and use this opportunity to discuss alternative strategies within the group.

3.3 End of course evaluation

The facilitator should solicit participant feedback at the end of Module 3, through the evaluation methodology and format recommended by their institution.

APPENDIX
Training Materials

1.2.1 Reflection Worksheet

1. What do you see as your key achievements in your career?

2. What are some of the obstacles you have overcome to progress in your career?

3. What career goals do you have for the future?

   What obstacles do you foresee/ are concerned about for achieving those goals?

4. How do you think your career would have been different so far if you were a different gender (why?)?

5. How do you think it would affect you in achieving your career goals for the future if you were a different gender (why?)?

1.4.1 Exploring the Comfort Zone

Expressing one's opinion in a team meeting	Investigating a violent crime
Investigating an emotionally challenging crime involving the sexual exploitation of children	Expressing stress-related symptoms to a manager
Taking a course at university	Joining a new team and bonding with colleagues
Giving a presentation at work	Networking with higher ranking professionals
Doing a parachute jump	Traveling to another country for a holiday alone

2.1.1 Gender Conditioning Reflection Questions

For each of the clips shown, discuss the following questions with your group.

1. Who is the advert/ clip/ article aimed at?
2. What message is being conveyed?
3. What images, words, sounds are used to deliver this message?
4. How do you think it makes the target audience feel?

2.2.1 Pygmalion Case Studies

Read the following case-studies and discuss the following questions with your group.

1. Are low or high expectations being communicated?
2. What impact do you foresee on the staff in question?
3. Is there any way the situation could be broached to encourage a more positive outcome?

Scenario One

Linn is a female Law Enforcement Officer who is new to a team, where she is one of only two female members. Linn doesn't say much in the weekly team meetings and her manager can tell that this is because she is underconfident. Because he doesn't want to make her feel uncomfortable he doesn't ask for her input during the meetings.

Scenario Two

Phon is a female Law Enforcement Officer who has been in her role for more than two years. Phone sometimes lacks confidence in her abilities even though her manager thinks she is doing really well. The team is under-staffed at the moment and Phon's manager asks her to lead a community relationship-building activity. Phone is nervous but her manager insists she will be fine.

2.3.1 Self-reflection Exercise – Cognitive Distortions

The following are seven of the most common cognitive distortions

Read through them and circle the option that relates to you in terms of how often you feel each type of cognitive distortion happens in your life. (You will not be asked to share your answers. This exercise is an opportunity for self-reflection).

Always   Often   Sometimes   Hardly ever   Never

1. Filtering
We take the negative details and magnify them while filtering out all positive aspects of a situation. For instance, a person may pick out a single, unpleasant detail and dwell on it exclusively so that their vision of reality becomes darkened or distorted. For example you have just left a job interview and everything went well apart from one question that you feel you didn't do a good job of. Instead of focusing on everything that went well, all you can think of is the question you didn't get right.

Always   Often   Sometimes   Hardly ever   Never

2. Polarized Thinking (or "Black and White" Thinking)

In polarized thinking, things are either "black-or-white." We have to be perfect or we believe we are a failure — there is no middle ground. For example your boss gave you feedback on a report you wrote, the majority of the report was well received. Apart from a couple of notes for improvement. From this feedback you decide that the report was awful and you failed.

Always   Often   Sometimes   Hardly ever   Never

3. Overgeneralization

In this cognitive distortion, we come to a general conclusion based on a single incident or a single piece of evidence. If something bad happens only once, we expect it to happen over and over again. A person may see a single, unpleasant event as part of a never-ending pattern. For example you apply for a promotion and don't get it so you decide that you have no luck with you career and there is never any point in you applying for a promotion in the future as you will not get it.

Always   Often   Sometimes   Hardly ever   Never

4. Catastrophizing

We expect disaster to strike, no matter what. For example you are late for an important meeting and you decide that this will certainly mean you'll get dismissed from your job.

Always   Often   Sometimes   Hardly ever   Never

5. Personalization

Personalization is a distortion where a person believes that others actions are a direct reaction to us. For example, your boss comes into the office in a bad mood one morning and you automatically think its because of you. Personalisation can also impact on us believing everything is our responsibility. For example, when we constantly take care of others needs over our own.

Always   Often   Sometimes   Hardly ever   Never

6. Blaming

We hold other people responsible for our pain, or take the other track and blame ourselves for every problem. For example, when we say that other people are making us feel bad about ourselves, when in fact nobody can "make" us feel any particular way — only we have control over our own emotions and emotional reactions.

Always   Often   Sometimes   Hardly ever   Never

7. Global Labelling

When we take an action or outcome and overgeneralise it and call ourselves negative names/ labels. For example you make a mistake and then start telling yourself that you are "rubbish"

2.3.2 Cognitive Distortion Statements Task

Complete the table below:

1. Write the type of cognitive distortion that each statement exemplifies.

2. Provide an example of that kind of cognitive distortion in a workplace setting.

Our Example	Your Example
Lee's boss has come into work in a really bad mood this morning. He did not reply to Lee when she asked him how he is feeling. Lee thinks she has done something to offend him. **Type:**	
Bo has lost confidence in his ability to manage a crime scene. Crucial evidence went missing from the last crime scene he managed. Every time he has to manage a crime scene at work now, he gets extremely stressed as he is convinced this will happen again. **Type:**	

Our Example	Your Example
Lin just had a job interview, she answered all the questions correctly, but on the way out of the interview room she trips and then calls the interviewer by the wrong name. All she can think about is how silly she must have looked, she is very embarrassed and disappointed in her performance. **Type:**	
Jon has just been part of a high profile investigation in which a dangerous gang were sentenced to imprisonment. Jon is convinced the gang will take revenge. Every time Jon's wife is late home from work he fears that she has been abducted. **Type:**	

Our Example	Your Example
Nok is angry with her colleague, she stays late every night to do extra work. She makes Nok look bad and feel guilty because she cannot stay late as has a family to look after at home. **Type:**	
Jo did her self-defence exam today in work. She had 70%. She missed marks because of three mistakes she made. Jo is feeling really disappointed, she studied hard but is still "terrible" at self-defence. **Type:**	
Gary was late to work today. He is tardy. **Type:**	

2.3.3 The New Planet

Sheet A

The end of the world is nigh, a large meteor is heading towards earth. You have been selected as the leading crew member for a space mission to start a new civilization on another planet; as part of your remit you must select a team of five to join you, please select from the following, justifying your answer.

1. An astrophysicist

2. A lone parent and their child (count as one)

3. A builder

4. A gardener

5. A 21-year-old male (high dependency drug user)

6. A doctor

7. A 70-year-old man

8. A teacher

9. The ex-president of an African country

10. The winner of a reality TV show

1. An astrophysicist – who now has Dementia

2. A lone parent and their child (count as one) – the father in this duo was also the head of the reconnaissance space mission to this planet.

3. A builder – a 35 year old woman (also able to have children)

4. A gardener – 75 year old woman who is the head of her local farmers union

5. A 21 year old male (high dependency drug user) – An otherwise fit and healthy male who has Type 1 diabetes therefore dependent on pharmaceutical drugs

6. A doctor –a recently qualified female doctor

7. A 70-year-old man –A fit and health veteran Astronaut

8. A teacher –A male maths teacher with an alcohol problem

9. The ex-president of an African country – A female leader who was instrumental in bringing peace to East Africa

10. The winner of a reality TV show – a famous scientist, known for his expertise in growing vegetables using a hybrid hydroponics system, suitable for the new planet.

2.4.1 Cognitive Dissonance Questionnaire

Survey A

1. Texting while driving is dangerous.

   a. Yes　　　　　　b. No

2. It is important to stay informed on political legislation that affects our lives.

   a. Yes　　　　　　b. No

3. Sugar is bad for our health.

   a. Yes　　　　　　b. No

4. Taking care of the environment is a responsibility for all of us.

   a. Yes　　　　　　b. No

---------------------cut apart here----------------------

Survey A

1. Texting while driving is dangerous.

   a. Yes　　　　　　b. No

2. It is important to stay informed on political legislation that affects our lives.

   a. Yes　　　　　　b. No

3. Sugar is bad for our health.

   a. Yes　　　　　　b. No

4. Taking care of the environment is a responsibility for all of us.

   a. Yes　　　　　　b. No

Survey B

1. I text while I am driving.

   a. Yes   b. No

2. I can name at least three pieces of legislation that have been passed in the past 12 months that directly affect my life.

   a. Yes   b. No

3. I eat sugary snacks

   a. Yes   b. No

4. I never buy single-use plastic (such as water bottles or plastic bags)

   a. Yes   b. No

---------------------cut apart here---------------------

Survey B

1. I text while I am driving.

   a. Yes   b. No

2. I can name at least three pieces of legislation that have been passed in the past 12 months that directly affect my life.

   a. Yes   b. No

3. I eat sugary snacks

   a. Yes   b. No

4. I never buy single-use plastic (such as water bottles or plastic bags)

   a. Yes   b. No

4.1.1 Tower Building Task Role Cards

<table>
<tr>
<td>

- You are shy and don't like to say your opinion
- Only do tasks when someone tells you to
- You don't like doing activities that involve cutting or taping – if anyone asks you to do this, give a passive aggressive response

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- You like to be the leader
- Try and take charge of the situation and tell people what to do
- If anyone tells you what to do then ignore them or tell them that you have a different idea

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- You want to get involved and you don't mind doing any activity, but you are scared of making mistakes
- Do not do anything unless instructed from another person in the team

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- You do not like team work you would rather work alone
- Carry out tasks on your own
- If anyone challenges you make a passive aggressive comment

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- You like to be the leader
- Try and take charge of the situation and tell people what to do
- You don't like it when other people like to be the leader, when others give their ideas you must try and come up with a better idea

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- You like to have fun and make jokes

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</table>

4.2.1 Action Planning Reflection Questions

1. What three key learning points are you going to take away from this training and try and implement in your work?

   a.

   b.

   c.

2. How do you intend to implement the key learning points you identified in the question above (provide time frame/ when you will do it)?

   a.

   b.

   c.

3. What areas (if any) would you like to learn more about?

4. How do you plan to learn more about areas you identified in question 3?