

The UK and Middle East's leading supplier of compliance, work-based learning and apprenticeship training materials.

TUTOR:

Enter tutor name here

Enter tutor number here

CENTRE:

Enter centre name here

Enter centre number here

17 March 2021

quality, value, service & integrity

Highfield
Products

© 2021 Highfield Products Limited

- All rights reserved. No part of this product may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including electronic, photocopying, recording or otherwise, without the prior permission of Highfield Products Ltd. The commission of any unauthorised act may result in civil or criminal actions.
- The publisher of this product has made every effort to ensure the accuracy of the information contained in this product. However, neither the author, nor Highfield Products Ltd nor anyone involved in the creation of this publication accepts any responsibility for any inaccuracies or failure to implement correctly, however caused.

Disclaimer of Endorsement

- Reference to or any image of any specific commercial or non-commercial product, process or service by company name, trade name, trade mark, manufacturer or otherwise does not constitute or imply endorsement or recommendation by Highfield Products Ltd. This should be the year in which the document was created. It can be a period of years if the document has been created and then amended.

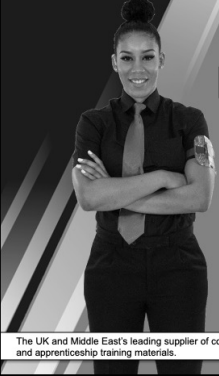
Tutor guidance and general advice

- Carefully study the training pack and ensure that you are familiar with its contents.
- On this first slide, enter your name in the space provided. The date will update automatically.
- Ensure you have a full set of training aids to enhance your lecture.
- Include any additional aids you intend to use with the list provided.
- Add the visual aids and examples of group exercises, handouts, newspaper articles, anecdotal stories and jokes you intend to use at the relevant page of each of these notes. Any omissions or new information you wish to include in the lecture should also be added.
- Group work and interactive sessions are an essential feature of any successful

course. Several examples are included with the pack.

- Ensure that there are adequate strategically timed breaks and always finish on time.
- Lecturers should arrive at least 30 minutes prior to the lecture to check:
 - All equipment is working satisfactorily, that they know how to operate it and participants can clearly see and read the information projected
 - The projector is properly focused and the screen is clearly visible from all parts of the room; ensure it is safe and there are no trip hazards caused by wires. It is also useful to have a spare bulb and to know how to change it.
 - The lecture room is arranged to suit the style of lecture and the visual aids being used.
- The PowerPoint™ slides in this pack will enhance your lecture.
- Always face the audience when speaking and do not address your comments to the screen, with your back to the participants.
- If you have any suggestions for improving this training pack or would like any specific amendments, please do not hesitate to contact Highfield on 01302 363277.

Good luck with your course.




Working as a Door Supervisor

Highfield Place, Shaw Wood Business Park,
Shaw Wood Way, Wheatley Hills, Doncaster, DN2 5TB, UK
Tel: 01502 263 277
www.highfield.co.uk

© 2021 Highfield Products Limited

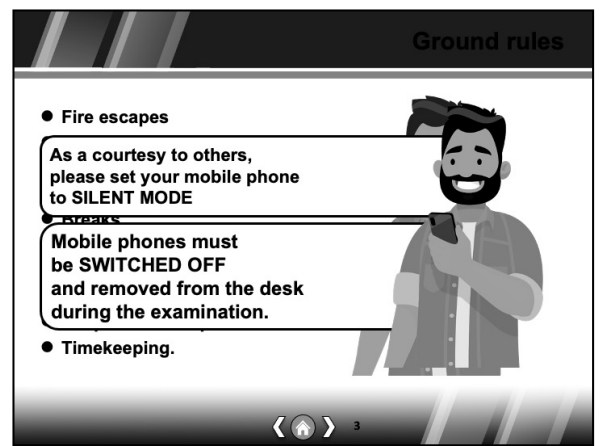
All rights reserved. No part of this product may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, including electronic, photocopying, recording or otherwise, without the prior permission of Highfield Products Ltd. The commissioning of any unauthorised act may result in civil or criminal actions. The publisher of this product has made every effort to ensure the accuracy of the information contained in this product. However, neither the publisher nor Highfield Products Ltd nor anyone involved in the creation of this publication accepts any responsibility for any inaccuracies or failure to implement correctly, however caused.

The UK and Middle East's leading supplier of compliance, work-based learning and apprenticeship training materials.



Module 3: Application of Conflict Management in the Private Security Industry

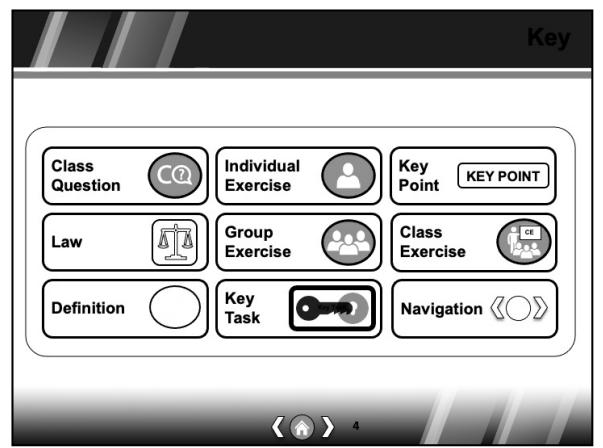
This training presentation covers the learning outcomes and assessment criteria for unit 3: Application of Conflict Management in the Private Security Industry (level 2 Award for Door Supervisors in the Private Security Industry qualification).



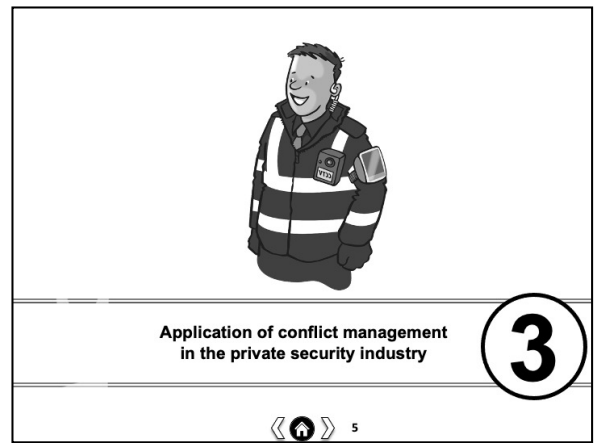
This can be made interactive by encouraging delegates to suggest ground rules.

Examples may include:

- confidentiality/anonymity or at least not mentioning names
- being open
- participating



The above symbols are primarily for tutors so that you know when a class question or exercise may be appropriate.



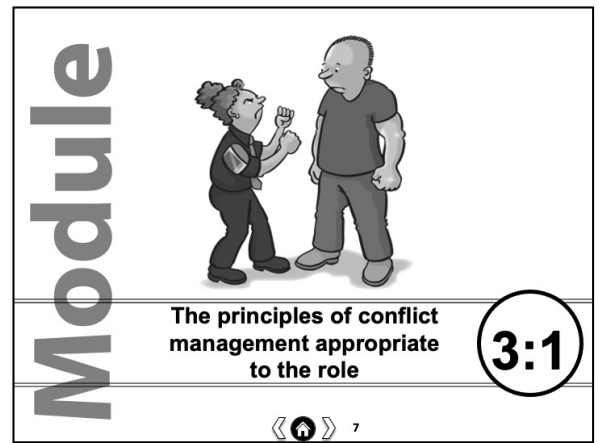
This module covers:

- the principles of conflict management to the role
- recognising, assessing and reducing risk in conflict situations
- problem-solving techniques
- communication to de-escalate conflict

This module covers:

- 3:1 the principles of conflict management appropriate to the role
- 3:2 recognising, assessing and reducing risk in conflict situations
- 3:3 problem-solving techniques
- 3:4 communication to de-escalate conflict.

- 4 modules in total
- Comprehensive tutor notes
- Class discussion topics and class questions
- Key tasks at the end of each module should be answered by all learners simultaneously to ensure everyone understands before moving to the next module.



Module 1

Completion of this module will enable learners to meet the following learning outcome:

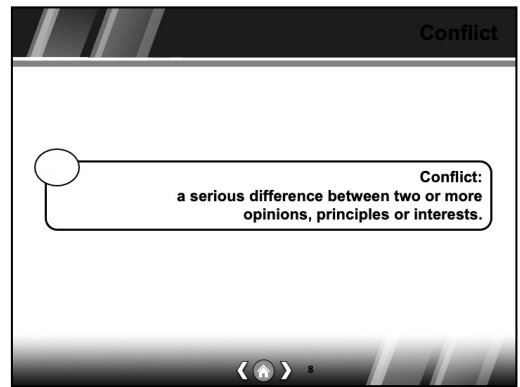
Learning outcome 1: Understand the principles of conflict management appropriate to the role

This includes assessment criteria:

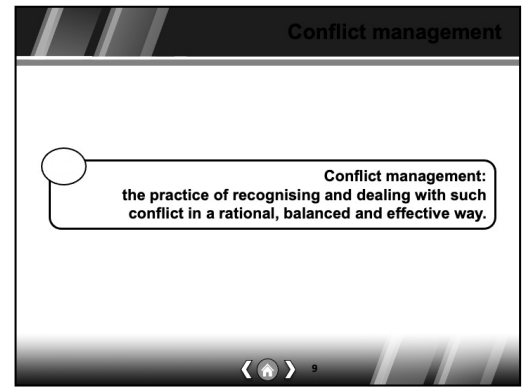
- 1.1 Identify situations that can lead to conflict
- 1.2 State how positive and constructive communication can be used to manage conflict
- 1.3 Recognise why it is important to be familiar with policies and procedures relating to workplace violence
- 1.4 Identify the stages of escalation in conflict situations
- 1.5 Recognise the stages of the attitude and behaviour cycle

This module includes the following interactive activities:

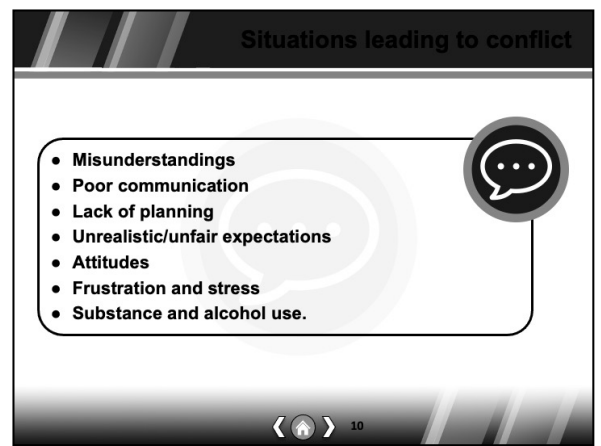
Key task 1



Conflict is often defined as a serious difference between two or more opinions, principles or interests.



Conflict management is the practice of recognising and dealing with such conflict in a rational, balanced and effective way.



Situations that can lead to conflict

When working across different sites or venues, there are several situations that can lead to conflict, for example:

- **misunderstandings** – could be terminology, e.g. is the term 'sick' a good sign or bad?
- **poor communication** – e.g. mumbling etc.
- **lack of planning** – e.g. no one likes to be kept waiting unnecessarily
- **unrealistic/unfair expectations** – e.g. believing something can be done in less time than is realistic
- **attitudes** – e.g. the person may not like authority
- **frustration and stress** – e.g. the person cannot get what they want, even though they may have ordered it in advance
- **substance and alcohol use** - can affect an individual's perception and reactions.

Security staff often have to enforce rules and regulations, and sometimes have to control the behaviour of others

Security operatives must understand:

- how conflict arises
- how to recognise conflict
- how to deal with conflict, including early intervention

Preventing or reducing conflict in the workplace will go a long way towards making your working lives safer and easier.

Discuss early recognition and intervention to reduce the escalation of conflict situations.

The Health and Safety Executive (HSE) provides a definition of workplace violence. It defines it as:




“any incident in which a person is abused, threatened or assaulted in circumstances relating to their work.”

Workplace violence cont.

It is vital that both employers and employees understand the importance of:

- policies
- guidance
- procedures

These are put in place to help keep everyone safe at work.



< > 13

Work related violence

Knowing what to report, how to report it and to whom is vital knowledge for all security operatives.

There is concern that the security sector does not report many of the injuries that occur as it is seen to be a hazard of the job.

Employers

Section 2 of the Health and Safety at Work etc. Act of 1974 places a legal responsibility on employers to...

“ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees”

NI (Health and Safety at Work (Northern Ireland) Order 1978).

< ⏪ > 14

Section 2 of the Health and Safety at Work etc. Act of 1974 (Health and Safety at Work (Northern Ireland) Order 1978) places a legal responsibility on employers to...

ensure, so far as is reasonably practicable, the health, safety and welfare at work of all his employees’.

- policy statements
- risk assessments
- procedures detailing what to do in conflict situations
- procedures for checking and reviewing safety precautions
- appropriate training
- a safe environment
- safe working practices
- support for concerns about abuse and aggression
- support following violent incidents.




Employers are required by law to do everything they reasonably can to help minimise or remove any risk to their employees, including violence towards their staff.

Employees

Employees, including security operatives, also have responsibilities under the legislation

Section 7 of the Act says that an employee must...

“ take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work. ”

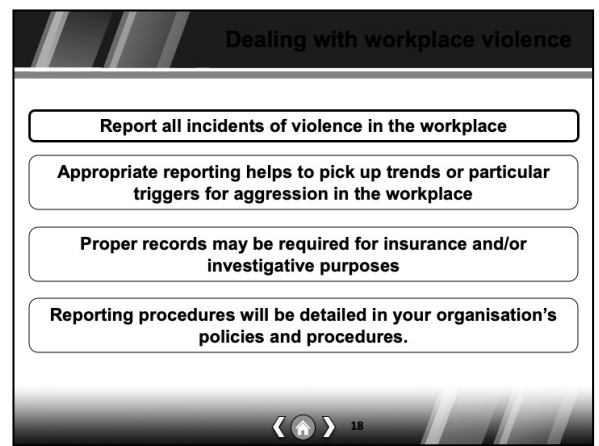


< ⏪ ⏩ > 16

Employees, including security operatives, also have responsibilities under the legislation.

Section 7 of the Health and Safety at Work etc. Act says that an employee must ***‘take reasonable care for the health and safety of himself and of other persons who may be affected by his acts or omissions at work’***.

- Familiarise themselves with their organisation's policies and procedures
- Set and promote for both staff and customers as to what behaviour is and is not acceptable
- Follow those policies and procedures
- Be aware of what might trigger a risk situation
- Be prepared to gather, share and discuss information on risk situations
- Attend appropriate training
- Use risk assessment systems
- Plan, with others, what to do in risk situations
- Correctly report violent incidents in the workplace.



Workplace violence

It is best practice to report all incidents of violence in the workplace, whether it be a threat or verbal abuse.

Appropriate reporting helps to pick up trends or particular triggers for aggression in the workplace, which will allow employers to ensure that their policies and procedures are up to date and effective.

When incidents of actual violence occur, proper records may also be required for insurance and/or investigative purposes. How such incidents should be reported will be detailed in your organisation's policies and procedures relating to the workplace.

They will also help set the expectations for both staff and customers as to what behaviour is and is not acceptable and help reduce risk of litigation and harm to self and others.

The effective use of
communication skills can:

- reduce the chances of conflict arising in the first place
- help you to deal with difficult situations when they occur
- help to avoid and diffuse conflict situations.



Every time a security operative deals with a customer or member of the public, it is called an encounter.

Security operatives must be aware of the appropriate attitudes to adopt when dealing with various types of people/situations.

The correct and conscious use of effective communication skills should mean that conflict situations are kept to a minimum.

As a professional security operative,
it is vital that you always act in a positive way

You can do this by being:

- approachable
- positive and constructive
- professional
- calm
- Clear
- polite
- smart
- helpful
- fair
- honest.



An old expression of 'you reap what you sow' is still relevant to how we are perceived and therefore the response that we may provoke from the customer.

Behaviour of customers

The law is very clear relating to the role of the employer and the employee

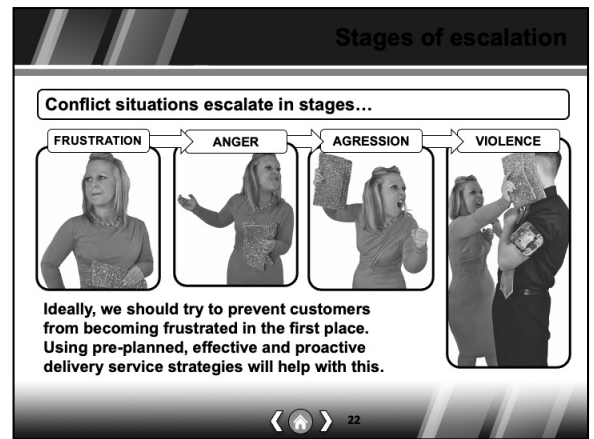
However, customers may not be aware of the expectations as to their behaviour

Companies should consider displaying 'No tolerance to violence' or more polite 'We are here to help you. Please do not abuse our staff' posters.

< 21 >

Some customers believe they are entitled to discounts or that 12 pints of lager, a punch up and a kebab (not necessarily in that order) is a good night out.

If they are not told how to behave, they may not think it is inappropriate. Consider social values.



Conflict situations escalate in stages.

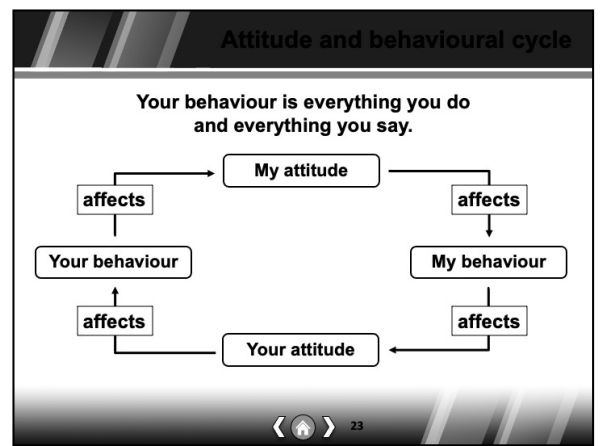
FRUSTRATION – the customer possibly appears confused and may question why they are not receiving the response they wanted from the security operative. For example, if a venue operates a no trainer policy but the customer is wearing trainers that cost £250, the cost of the footwear means that the customer does not feel that they are trainers.

ANGER – the customer has passed the stage of frustration and becomes angry with security operatives for not complying with their wishes . When angry, customers tend to raise their voices and will often become more visibly tense. They may also start to use more vulgar or abusive language.

AGGRESSION – leads to the use of insults that are more personal to the security operative. The customer may try to invade their personal space, use finger-pointing or other forms of physical signals to try and intimidate them.

VIOLENCE – the customer attempts to or actually physically assaults the security operative.

Different people have different physical and vocal indicators that suggest the emotions that they are currently feeling. Security operatives should always monitor their body language and maintain their personal space to reduce the potential for physical contact.



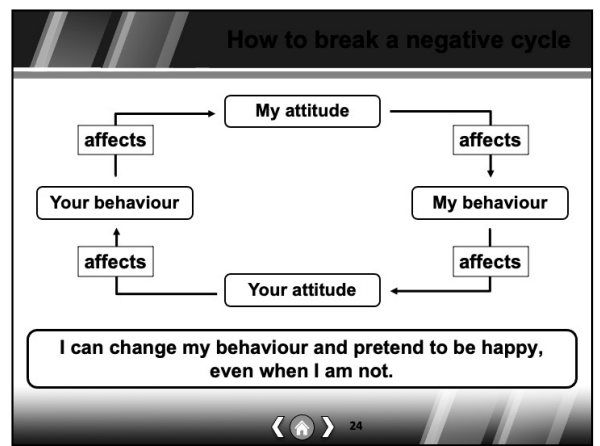
Attitude and behavior cycle

The Behavioural Cycle is a model that can work in a positive or negative cycle.

It is important that the initial impression that security operatives portray to the customers is positive, as this will reduce the likelihood of conflict occurring.

The security operative is 'my' in this model and the customer is 'your'.

This cycle can be positive, in which case it should be left alone.



My attitude is the way I am feeling. I cannot change that instantly. I can however smile and pretend to be happy. Eventually I might even cheer myself up. If I wallow in my own misery, I will just become more upset and angrier.

When the controlling attitude (my) is negative, conflict is inevitable in most cases.

Don't allow yourself to get angry – once you lose your temper you can no longer negotiate with customer or manage the situation positively

Manage the abuse - when someone is told they cannot have what they want, they will usually respond with the first potential insult that they can think of. This will usually be about you, based on your physical attributes or gender.

It is important, therefore, that as a security operative, you always try to show that you have a positive attitude to a situation by displaying positive behaviour towards the other person.

The cycle can be broken at the 'my behaviour' stage - you may not be feeling happy but you can make the choice to give the impression to others that you are.



Maintain a positive attitude - to effectively manage a conflict, you must like or at least not hate your work role. Conflict situations are usually relatively brief and there are many more pleasant customers than there are unpleasant ones

Be assertive - if the behaviour of a customer is unacceptable, then the customer must be told and appropriate action must be taken. The customer must be in no doubt that the decision has been made and there is no further opportunity to negotiate. Remember that there is a big difference between assertive and aggressive behaviour.

Key Task 1

1 Identify SIX situations that can lead to conflict.


1	.....	4	.....
2	.....	5	.....
3	.....	6	.....

< 1 > 27

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

1 Identify SIX situations that can lead to conflict.

- | | |
|----------------------|-----------------------------------|
| 1 Misunderstandings | 4 Unrealistic/unfair expectations |
| 2 Poor communication | 5 Attitudes |
| 3 Lack of planning | 6 Substance and alcohol use.. |



2 Describe the **FOUR** stages of escalation in a conflict situation.

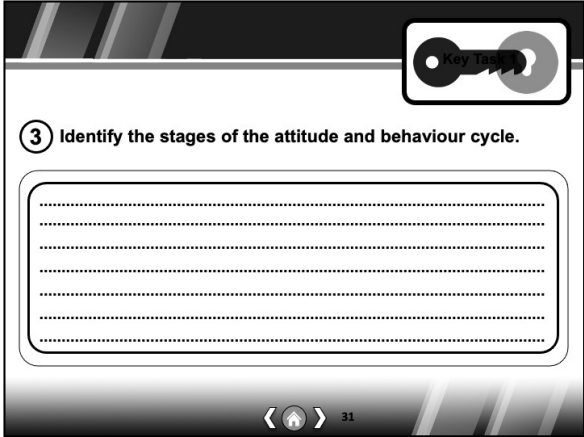
1	.....
2	.....
3	.....
4	.....

< 29 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

2 Describe the FOUR stages of escalation in a conflict situation.

1	Frustration	.....
2	Anger	.....
3	Aggression	.....
4	Violence.	.....

A presentation slide with a dark header and footer. The header contains a 'Key Task 3' icon. The main content area features a task instruction: '3 Identify the stages of the attitude and behaviour cycle.' Below this is a large rectangular box with a dotted border, containing seven horizontal dotted lines for writing. The footer includes navigation arrows and the page number '31'.

Key Task 3

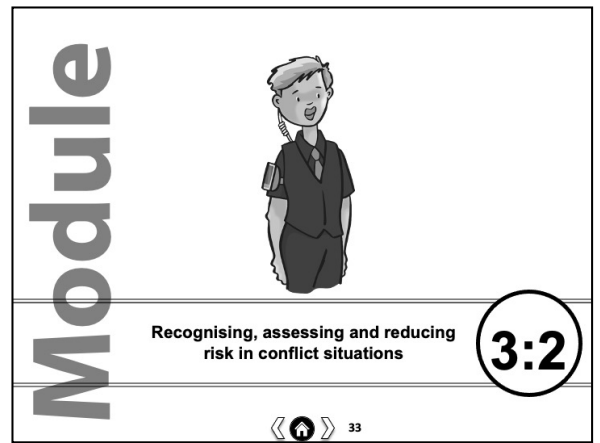
3 Identify the stages of the attitude and behaviour cycle.

31

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

3 Identify the stages of the attitude and behaviour cycle.

My attitude, affects my behaviour, affects your attitude,
affects your behaviour.....
.....
.....
.....
.....



Module 2

Completion of this module will enable learners to meet the following learning outcome:

Learning outcome 2: Understand how to recognise, assess and reduce risk in conflict situations

This includes assessment criteria:

- 2.1 Recognise the potential risk posed in a conflict situation
- 2.2 Identify factors that can trigger or inhibit a range of responses in self and others
- 2.3 Identify a range of responses to conflict situations
- 2.4 Recognise the stages in de-escalating conflict
- 2.5 State the importance of positioning and exit routes

This module includes the following interactive activities:

- class question: What factors can cause conflict?
- class question: How could your behaviour trigger someone into using aggression towards you?
- class question: How can the fight or flight response be triggered?

Key task 2

Signs which may indicate an increase in aggressive attitude include:

- extended eye contact
- more threatening facial expressions
- a raised voice
- a change in body stance
- enlarged movement of the hands
- moving closer and obvious fidgeting as the person prepares to fight.



If you can learn to recognise these signs of escalation, then you can prepare yourself both physically and mentally for any imminent attack. It will also give you time to summon the assistance of either other security staff or the police, as well as time to consider your options regarding the use of force.

Assessing the risks

There will be times when you are confronted with situations that are unique and cannot be specifically catered for in any generic risk assessment or assessment of a particular type of incident

Always consider you own safety first. An unconscious security operative cannot help anyone
Then consider the safety of the staff, customers and bystanders.

< 35 >

Hazard awareness is a skill that is learnt over time.

Discuss some of your own experiences with your group when you have correctly or incorrectly assessed a risk.

Dynamic risk assessments

To ensure that your safety comes first, you are encouraged to always use what is called a dynamic risk assessment

Dynamic risk assessments help to:

- deal with any potentially difficult or dangerous situation
- choose the correct response

They are called dynamic risk assessments because they are ongoing

They should be used before, during and after any conflict situation.

< ⬆ ⬇ ⬅ 36

They are called dynamic risk assessments because they are ongoing. When conducting a dynamic risk assessment, you should continually monitor, review and recognise conflict to eliminate or reduce the risk. You should always take action and react appropriately to the situation at hand.

Some learners find this term complicated.

Simplify with examples, such as crossing the road or drinking a hot drink.

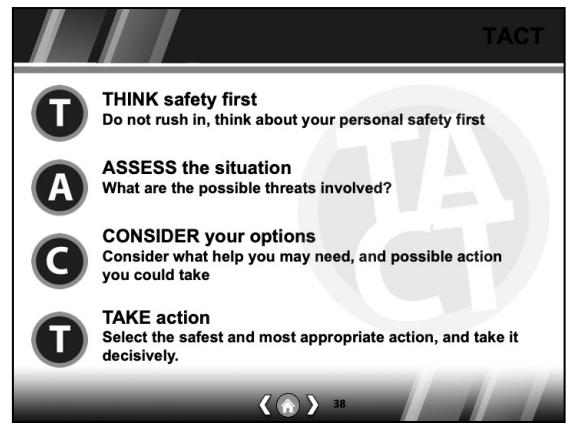
Using TACT and SEW

Assessing situations: **TACT**



Assessing specific threats: **SEW.**





Dynamic risk assessment

Before security operatives start to deal with any situation, they need to use **TACT**.

Using the **TACT** model will help security operatives to keep themselves safe and ensure that they take the most appropriate course of action to resolve the situation.

Remember whatever action you take could have serious short and long-term effects on you, your colleagues and the subject.

SEW

S **SUBJECTS**
Who are you dealing with?
Age, height, size, drink/drugs, emotional state, previous history etc.

E **ENVIRONMENT**
Where is the situation taking place?
Remote/secluded area, stairs, roads, furniture, escape routes etc.

W **WEAPONS**
Is there anything nearby that could be used to hurt you?
Knives, bricks, bottles, wood, syringes, tools, furniture, etc.

39

Assessing specific aspects of the threat

A simple yet effective way of assessing specific threats in relation to the situation where the incident is taking place, the person or people involved and any potential weapons, is to use the **SEW** model.


If you think that you are about to be attacked, particular attention should be paid to the customer's:

- head
- lips
- breathing
- hands
- feet
- tone of voice
- spacing
- eyes
- facial expressions and colour
- shoulders
- arms
- language
- gesture.

Reducing the risk

Be proactive

- Ask for additional training if you feel you have a gap in your skillset
- Use effective communication
- Identify and assess potential threats
- Adapt your response to each situation
- Use de-escalation techniques, e.g. empathy.



< 41 >

This is in effect an introductory slide to the concept of problem-solving and de-escalation techniques.

You may discuss them at this point or refer to the slides that appear later in the presentation.

Reducing risk in conflict situations

In your role as a security operative, you should try to prevent customers from becoming frustrated

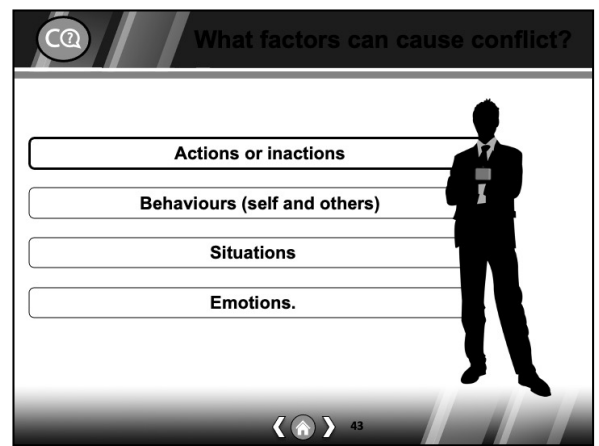
If customers do become frustrated, you should try to remain polite, explain the situation and attempt to calm the customer down

If the customer becomes aggressive, you will need to be more assertive

If all fails and the customer does turn violent, then evasive or self-defence techniques should be used.

< 42 >

Acting in the above way will help security operatives to prevent themselves from harm.



Class question: What factors can cause conflict?

Factors and triggers of conflict situations:

- **actions or inactions** – if this is not what the customer wanted or expected, it may escalate the situation (e.g. refusing entry/requesting someone leaves the premises)
- **behaviours** (self and others) – consider body language, tone and words (e.g. being rude to/about a person or ignoring someone who wants your attention). These can be misinterpreted or thought to be aggressive.
- **situations** – if something has already gone wrong inside or outside of the premises/site. The customers may be already having a bad day.
- **emotions** – someone may have had a personal bereavement, injury or just be angry. These are often blocks to effective communication.

Other examples of Factors may include:

- **actions** – refusing entry or requesting someone leaves a premise
- **behaviours** – being rude to or about a person, ignoring someone who wants your attention
- **situations** – peer pressure (appearing brave or stupid in front of your friends or family)
- **emotions** – anger, fear of losing



Triggers:
a trigger is an action towards you that can cause you to completely lose your temper and causes you to resort to aggression or even violence

KEY POINT

It is important that you are aware of this and do not allow yourself to be triggered into using unnecessary aggression.

It is also important that you do not accidentally trigger the person you are dealing with, causing them to lose their temper and react with violence

Bear in mind that people are often easier to trigger if they are:


- under the influence of alcohol or drugs
- emotional for other reasons.



Common triggers

People can be *triggered* into using aggression or violence for many reasons, including:

- a difference in perception
- conflicting goals
- different personal values
- misunderstandings
- poor communication.

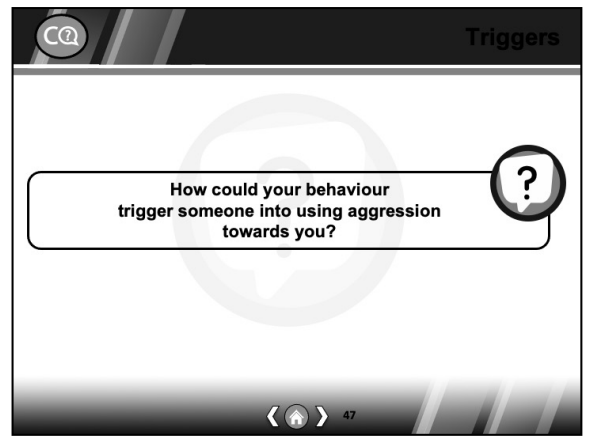


< > 46

Common triggers

People can be triggered into using aggression or violence for many reasons, including:

- **a difference in perception** – being asked for ID when they are 26 years old prior to entering a pub/club or buying an age-restricted item
- **conflicting goals** – being told to wait as a venue is full or someone is busy
- **difference in personal values** – is swearing acceptable in a normal conversation?
- **misunderstandings** – the use of language can be misunderstood, e.g. LOL in a text. It is laugh out loud or love you lots?
- **poor communication** – mumbling so the customer cannot hear you, refusing to make eye contact with someone, ignoring someone, etc.



Class question: How could your behaviour trigger someone into using aggression towards you?

What actions can cause triggers to happen?

People can be *triggered* if they feel that they are being:

- ignored
- rejected
- disrespected
- patronised
- embarrassed
- ridiculed
- insulted
- threatened
- sworn at
- blocked in
- confused
- peer pressured
- let down or hard done by.

< ⏪ ⏩ > 48

Class question: Answers

Common triggers

People can be triggered into using aggression or violence if they feel that they are being:

- ignored
- rejected
- disrespected
- patronised
- embarrassed
- **ridiculed** or not taken seriously
- insulted
- threatened
- sworn at
- **blocked in** – physically or emotionally confused
- confused
- let down or hard done by

People may feel that they have lost face and may become angry.

All of the above are unhelpful in conflict situations.

If, during a conflict situation, you are unable to calm the other person down, you may need to use an inhibitor to stop the person from being triggered into reacting aggressively or violently towards you

Inhibitors:
an inhibitor is something that prevents someone from acting in an unnecessary, unreasonable or negative way because they are in an emotional state

An inhibitor is essentially the opposite of a trigger.

Common inhibitors include:

- personal values
- self-control
- fear of loss or damage
- fear of retaliation
- social consequences
- legal consequences
- body-worn cameras and other technology, e.g. CCTV.

**Common inhibitors include:**

- personal values – these vary from person to person and are based on the beliefs of a person's family, friends and experiences
- self-control – the level of self-control can vary on a daily and personal basis
- fear of loss or damage – the person may not want to get dirty, damage their clothes or drop their phone
- fear of retaliation – most people will not 'take on' someone they think they will lose against
- social consequences – many people will be concerned about the risks to their personal reputations/lifestyles
- legal consequences – some people need a clean criminal record while others may not care
- body-worn cameras and CCTV – this is directly linked to whether they care about potentially being arrested

The timely and appropriate use of inhibitors can greatly reduce the chances of someone being triggered to use aggression or violence towards you

Positive actions include:

- receiving good customer service
- feeling like someone cared about their problem
- getting what they wanted
- being treated fairly
- being treated with respect.



All of the above are helpful in conflict situations.

By the same token, you also need to consider the consequences of your own actions in heated, frightening or threatening situations, so that you don't do something that will get you into trouble or that you will later regret.

The brain has 2 sides...

The rational side

The emotional side.



Next slide explains.

How we think cont.

The rational side helps you to:	The emotional side helps you to:
<ul style="list-style-type: none">• think things through• plan what you are doing• sensibly consider options before you make decisions	<ul style="list-style-type: none">• feel things like affection, love, sadness, fear and anger
<p>When things are normal, the brain is pretty evenly balanced, as you are normally both feeling and thinking things at the same time.</p>	

< ⏪ ⏩ > 53

The **rational** side is the side of the brain that we use most of the day as we go about our daily lives. It helps us to **think** things through, to **plan** what we are doing, and helps us to sensibly **consider** options before we make decisions. It is the thinking side of our brain.

The **emotional** side of the brain is what we use to help us **feel** things like affection, love, sadness and anger.

When things are normal, the brain is pretty evenly balanced. We use both sides at the same time, as we are normally both feeling and thinking things at the same time.

During conflict, where you might get upset, angry or even frightened, the balance in your brain is disturbed and you will start to use the emotional side more than the rational side

This is a perfectly natural response to a conflict situation

If you become too emotional in a situation, it will:

- reduce your ability to think rationally
- cloud your judgement
- cause you to make unhelpful decisions




It may also trigger the fight or flight response.


Fight or flight


When you become frightened, your body will automatically go into what is called **fight or flight mode**
This is because of the basic natural animal instinct in us all to help us survive potentially dangerous situations

Fight or flight prepares our brains and bodies to:

Stand and physically **FIGHT** off an attack 

or to

Run away from the situation, **FLIGHT** to keep ourselves safe. 

<  > 55

Fight or flight

It is important that we understand what happens to ourselves and others when we are confronted by either conflict, or by frightening or threatening situations. Only then can we plan what is the best way to react ourselves and how to treat others when conflict arises.

When we become frightened, our bodies will automatically go into what is called **fight or flight** mode.

This is because of the basic natural animal instinct in us all to help us to survive potentially dangerous situations.

How can the fight or flight response be triggered?

- Blocking someone into a corner
- Using provocative language
- Intimidating someone
- The effect of drugs or alcohol could result in the person believing you are something you are not, e.g. a green monster.

< 56 >

Class question: How can the fight or flight response be triggered?


Depending on your class, consider physically blocking someone into a corner to see how they feel.

During fight or flight

The body releases the hormone adrenaline into your system to increase your physical ability to fight or run away

This adrenaline rush:

- increases your heart rate
- pumps extra blood and oxygen to the muscles you need to use
- widens your eyes to take in as much of the situation as possible
- intensifies your sense of hearing.



◀ ⬆ ▶ 57

During fight or flight

The body releases the hormone adrenaline into our system to increase our physical ability to fight or run away. This adrenaline rush increases our heart rate, pumping extra blood and oxygen to the muscles we need to use.

Our eyes widen to take in as much of the situation as possible, although sometimes we do centre our attention directly onto the threat itself, causing what is often called tunnel vision.

Our sense of hearing intensifies, again to try to allow us to take in as much information about the threat as possible.

Once the situation ends, whether that is by you having halted or fought off the threat or whether you have been able to get away from it, then your brain and body will begin to calm down again, in an attempt to get back to normal

Your body will slowly return to its natural relaxed state and as you calm down, your brain will return to thinking with the rational side again.

Shock

If your brain and body do not return to their natural conditions as they should do following a conflict situation, then you can go into a state known as **SHOCK**

This normally only happens after a particularly threatening or frightening situation, however.

< ⏪ 59 ⏩ >

Shock

Shock can be a reaction to what we have seen as well as what we feel.

Stages in de-escalation

In conflict situations, you need to correctly assess the other person's emotional state and remain aware of anything that could prevent them from or trigger them to become less or more upset or angry.

< 60 >

In order to successfully de-escalate a conflict situation, security operatives will need to:

- listen carefully to what the other person is saying
- use their own positive communication to try and calm the other person down
- convince the other person that they will try to resolve the situation
- ensure that the problem is fully understood before they move on

Security operatives should use de-escalation techniques, such as:

- using dynamic risk assessments
- identifying trigger factors and using inhibitors
- trying to reduce customer anxiety
- speaking calmly and actively listening
- empathising and checking understanding
- problem-solving and resolving the issue
- explaining what, when and how and providing other options
- keeping the customer, colleagues and management informed of the situation.

De-escalation techniques

Dynamic risk assessments – will help assess the emotional state of the customer

By identifying trigger factors, security operatives will then be able to use inhibitors to counteract them.

Customers' anxieties can be reduced by the security operative reassuring them.

Security operatives should keep the customer, colleagues and management informed of the situation at hand as well as of any outcomes.


Positioning and exit routes

Positioning is important to:

- maintain your own safety
- ensure you give the right impression of your attitude and intentions

You can do this by:

- maintaining a suitable/safe distance
- showing non-aggression
- ensuring that both parties can walk away if they want to.



Navigation icons: back, home, forward, and page number 62.

Positioning

Always allow as much space as possible and try not to stand square in front of a person.

All parties involved should be aware of exit/escape routes.

The actual distance you are from someone you are dealing with can have a profound impact on the situation

Certain situations can be helped by either increasing or decreasing the distance between yourself and the other person


There are 3 types of spaces you need to consider...

Normal space

Normal space and *safe space* are the phrases given to the normal distance there would be between you and someone you are talking to in normal, relaxed circumstances

- Someone approaching you to ask a question at work
- Someone standing next to you that you are having a drink with in a pub

This normal or safe distance is usually anything between 0.5 m and 1.2m.



< > 64

Normal space and safe space are the phrases given to the normal distance there would be between us and someone we are talking to in normal, relaxed circumstances.

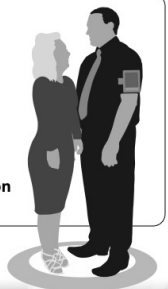
Imagine someone approaching you to ask a question at work, or the distance you might be from someone standing next to you that you are having a drink with in a pub. This normal or safe distance is usually anything between 0.5 m and 1.2m.

To ensure that you are using the safe or normal distance when dealing with someone in the workplace, try to make sure that you are far enough away from them to be able to see the whole of their body, including their feet. This will mean that you are close enough to them to have a reasonable one-to-one conversation, but you are far enough away to be able to see any changes in their body language, which will give you enough time to react if the situation escalates.

Personal space is when you are anything up to about 0.5m away from someone

- Partners
- Family
- Close friends

To enter the personal space of somebody you don't know may well be seen as intimidating. At the very least, it could make the other person feel very uncomfortable.




Try this with your class and discuss how it makes you feel.

Stranger space

Stranger space is anything from 1.2m up to 3m, which is not normally close enough to have a proper one-to-one conversation with them

It is, however, the ideal space when trying to talk to a group of people.



< > 66

Stranger space is also out of the punch range or fighting arc.

You need to be aware of how you come across to the people you are dealing with

You obviously need to be careful about the words you use, but also about the tone you use when speaking to them

Your body language is also important.

- How do you look and sound to the other person?
- Do you look welcoming and ready to help?
- Are you showing the right attitude?
- Do you look interested or bored with the conversation?
- Are you using appropriate eye contact?
- Do you look nervous?
- Do you look confident?
- Do you look aggressive or intimidating?
- Are you suitable distance away and positioned correctly?
- Are you using appropriate hand gestures?
- Is your stance appropriate?



How do you look?

If you look aggressive towards someone, they are more likely to be aggressive towards you

If you look professional and helpful, you are far more likely to get a better response from the person or people you are dealing with.



Body language

This links back the behavioural cycle.

During any encounter or situation, all parties concerned need to feel that they are safe and that they can walk away if they wish to at any stage

As a security operative, you need to feel that you always have enough room to be able to walk away to summon help or evade attack, should this be necessary.

The people you are dealing with need the same.

Exit routes

The lack of an exit/escape route may trigger the fight response in the security operative or the customer.

Using exit strategies

An exit strategy is a pre-planned reason or excuse given to someone to get you away from a situation, without looking as though you are running away

It gives you the chance to get away from any immediate danger, to think about the best way forward and to call for support if required.

< 71 >


Using exit strategies

There will be occasions where, despite their best efforts, security operatives are unable to calm down or resolve a situation, or they may feel themselves being triggered by a customer.

If an encounter with someone is getting more and more heated and security operatives feel that they cannot improve or prevent the situation from worsening, then they may feel it is appropriate to use an exit strategy to get themselves away from the customer.

Examples of exit strategies

- Saying you will ask someone else if they know a solution
- Saying that you need to go and get a supervisor or manager
- Placing your hand onto your earpiece and indicating that you need to leave to attend to another matter




Using an exit strategy can give you valuable space and time to decide how best to deal with the next stage of the situation.

< 72 >

Using an exit strategy can give security operatives valuable space and time to decide how best to deal with the next stage of the situation.

Depending on the strategy used, they may return themselves or request that a colleague deals with the situation.

Teamwork should never be seen as a sign of weakness.



1 What are the factors, triggers and inhibitors appropriate to a conflict situation?

Factors	Triggers	Inhibitors

< 73 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

1 What are the factors, triggers and inhibitors appropriate to a conflict situation?

Factors	Triggers	Inhibitors
Any reason that a person may become emotional.	An action towards you that can cause you to completely lose your temper.	Something that prevents someone from acting in an unnecessary, unreasonable or negative way. It is the opposite to a trigger.

Key Task 2

2 Identify FIVE potential responses to a conflict situation.

- 1
- 2
- 3
- 4
- 5

< 75 >

The image shows a slide titled 'Key Task 2' with a task instruction: 'Identify FIVE potential responses to a conflict situation.' Below the instruction is a list of five numbered boxes, each followed by a dotted line for writing. At the bottom of the slide, there are navigation arrows and the number '75'.

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

2 Identify FIVE potential responses to a conflict situation.

- 1 Raised voice
- 2 Finger pointing
- 3 Reddening of face
- 4 Tensing of shoulders
- 5 Individual person space.

Key Task

3 State FOUR de-escalating techniques.

- 1
- 2
- 3
- 4

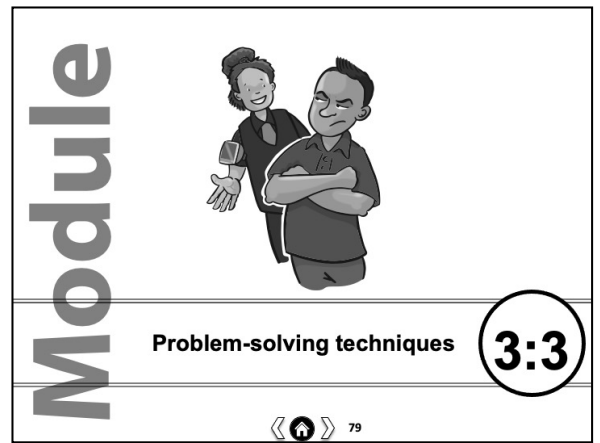
< 77 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

3 State FOUR de-escalating techniques.

- 1 Using dynamic risk assessment
- 2 Identify the trigger factors and use inhibitors to de-escalate situation
- 3 Reassure customer to reduce anxiety
- 4 Speak calmly

This list is not exhaustive.



Module 3

Completion of this module will enable learners to meet the following learning outcome:

Learning outcome 3: Understand the use of problem-solving techniques when resolving conflict

This includes assessment criteria:

- 3.1 Recognise how to use empathy to resolve conflict
- 3.2 Identify the benefits of using problem solving techniques
- 3.3 Recognise how win-win approaches work to resolve conflict situations

This module includes the following interactive activities:

Key task 3

Empathy:
to recognise, understand and share the situation,
feelings or motives of another

Showing empathy can go a long way towards helping to:

- build a rapport with a customer
- calm the situation so that you can deal with it more effectively.

Showing empathy

Empathy is being able to recognise, understand and share the situation, feelings or motives of another. This is not the same as sympathy.

**Customers' perspectives/
resolving conflict**

Consider:

- what the customer thinks, feels, sees, says and does
- customer pain (fears, frustrations, obstacles)
- potential gain (goals, wants, needs)

Then consider how to understand the customer's point of view.

< ⏪ ⏩ > 81

Customers' perspective/resolving conflict

To be able to use empathy effectively, security operatives must understand why the customer is upset/angry.

Part of providing good customer service is being able to understand and then manage customers' expectations

When customers visit the premises or site you are working at, they will already have preconceived ideas of what to expect regarding:

- what services, goods, facilities or entertainment will be provided
- how they should be treated by members of staff, including the security team

Problems may occur, however, when someone you are dealing with has misguided or unrealistic expectations.

Managing customers expectations

Remind learners that what might seem trivial to them, could be very important to their customers.

Preventing problems during conflict

The best way to deal with conflict is to try to prevent it from happening in the first place

Unfortunately, that is not always possible, so we need to plan how we deal with potential conflict situations

We can do this by using the

P A R T model.



Preventing problems during conflict

PART model is broken down on the next slides.

- P** PREDICT where and how conflict might occur
- A** AVOID those subjects and incidents where possible
- R** REDUCE the chances of situations escalating where conflict does arise
- T** TAKE action by using problem-solving strategies.

PART

Discuss examples of when you or your class may have used this model without realising you were using PART.

Focusing on the problem

You need to:

- keep yourself calm
- try to understand everyone's interests
- identify possible solutions/options
- evaluate options
- select an option or options
- document agreement(s)
- agree on contingencies, monitoring and evaluation

Once the other person realises that you understand their problem and that you are willing to deal with it, they will often calm down.

Focusing on the problem

Security operatives may not deal with all aspects of resolving the problem first-hand, but a good handover is essential to prevent escalation when passing on a problem.

During the very early stages of an encounter, you need to build rapport with the person you are dealing with. You can do this by:

- being positive and helpful
- communicating well
- forming a healthy working relationship with them
- building trust and confidence at the same time

If they like you, they are more likely to believe that you are both willing and able to help them or deal with the situation fairly and appropriately.

Building a rapport

First impressions tend to last.

The ability to build a rapport may take seconds, rather than minutes.

The proper use of active listening skills will definitely improve relations between yourself and the other person

- Allow them to finish what they have to say
- Try not to rush or interrupt them
- Let them tell you what their view is and why
- Concentrate on what they are saying to you
- Make sure that you fully understand what the situation
- If you do not fully understand the problem, ask questions
- Let the person know that you understand the situation when you do.



Explaining

People can become frustrated very easily if they feel that something is not going their way

They may not understand one of the rules or the reasons for it and may not wish to accept a decision you have made

Quite often, by politely and simply explaining what the rule is, who made it and the reasons for it, the heat can be taken out of a conflict situation.



Explaining

People are more willing to accept that they are being told 'no' if they understand the reason.

Involving the other person in trying to resolve the situation can also help

It may help them to feel a bit more empowered if they think that they are deciding on the way forward, i.e. negotiating with you

- Are there any other options or alternatives you can offer them?
- Another venue or site?
- Would they like to see a supervisor about the problem?
- Is there an official complaints procedure they could use?

Aiming for a win-win

This is where both sides of the dispute are reasonably satisfied with the outcome

This may require some compromise from both sides or it can simply be a matter of you dealing with the situation professionally, politely and pleasantly

KEY POINT

You should aim for a win-win in all encounters with customers or members of the public.

Delivering a gift is when you do or say something that makes the other person feel valued

It may also encourage them to feel better towards you because they think we have done something 'extra' for them, as if you have done them a favour

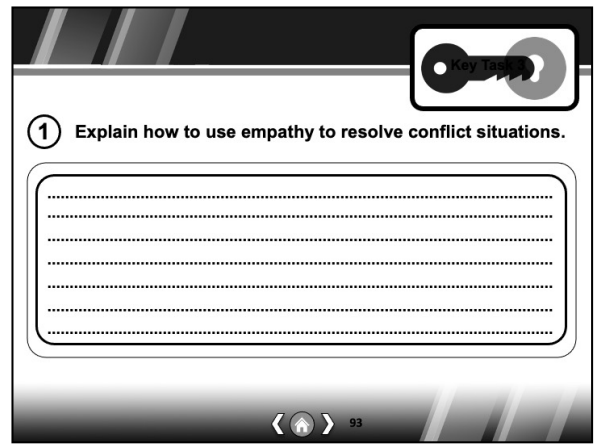
Even the simplest of words or actions can be considered a 'gift' by the other person.

Delivering a gift

Often information that they did not expect to receive.

- Offering them a seat while you deal with the problem
- Offering them a drink
- Fully explaining the rules and reasons for them
- Explaining the formal complaints procedure to them
- Offering to take their details to pass on to the management
- Offering to pass them over to a supervisor
- Advising them of an alternative venue or site
- Offering them a chance to come back later or on another day
- Offering to call them a taxi
- Offering to call a friend or relative to help them.

If the previously discussed problem-solving techniques are used (active listening, empathy and negotiating options) with the customer, then many cases will result in a win-win outcome.

A presentation slide with a dark header and footer. The header contains a 'Key Task 1' icon. The main content area features a circled '1' followed by the text 'Explain how to use empathy to resolve conflict situations.' Below this is a large rectangular box with horizontal dotted lines for writing. The footer contains navigation arrows and the page number '93'.

Key Task 1

1 Explain how to use empathy to resolve conflict situations.

93

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

1 Explain how to use empathy to resolve conflict situations.

Imagine being in their situation and let them know you understand why they feel this way......
.....
.....
.....
.....

Key Task

2 State the benefits of using problem-solving techniques when resolving conflict.

95

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

2 State the benefits of using problem-solving techniques when resolving conflict.

They can de-escalate conflict before it becomes violent.

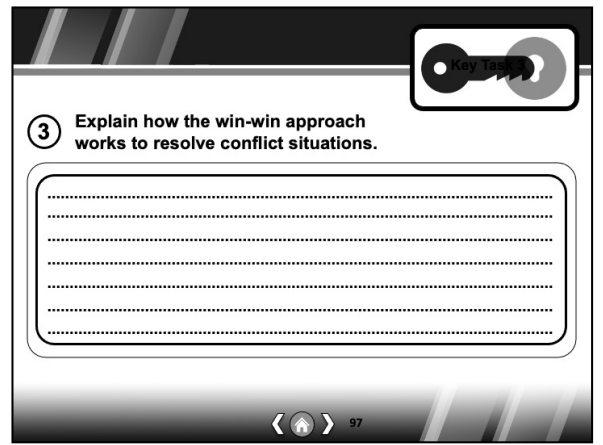
.....

.....

.....

.....

.....

A presentation slide with a dark header and footer. The header contains a 'Key Task 3' icon. The main content area features a circled number '3' followed by the text 'Explain how the win-win approach works to resolve conflict situations.' Below this text is a large rectangular box with a dotted border, intended for handwritten notes. The footer contains navigation arrows and the page number '97'.

Key Task 3

3 Explain how the win-win approach works to resolve conflict situations.

< 97 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

3 Explain how the win-win approach works to resolve conflict situations.

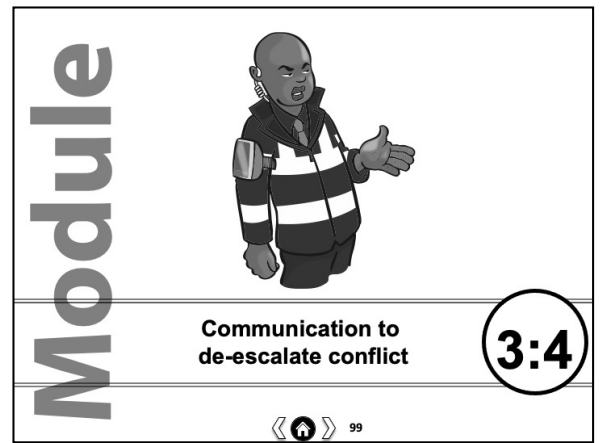
Both sides of the dispute are reasonably satisfied with the outcome.

.....

.....

.....

.....



Module 4

Completion of this module will enable learners to meet the following learning outcome:

Learning outcome 4: Be able to communicate to de-escalate conflict

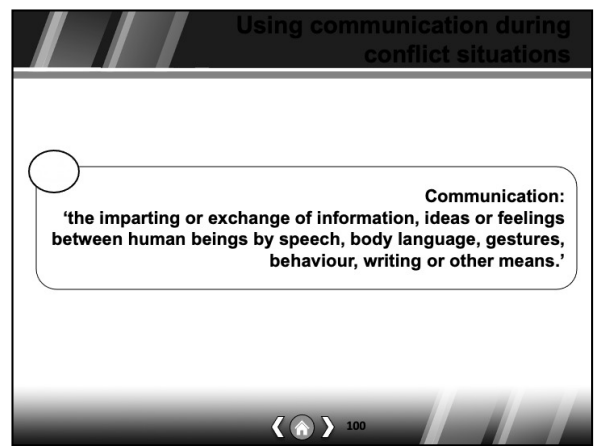
This includes assessment criteria:

- 4.1 Recognise verbal and non-verbal communication techniques
- 4.2 Explain how to deal with communication barriers in conflict situations
- 4.3 Identify different behaviour types
- 4.4 Demonstrate approaches to take when addressing unacceptable behaviour
- 4.5 Demonstrate ways to de-escalate conflict situations
- 4.6 Demonstrate working with colleagues to de-escalate conflict situations

This module includes the following interactive activities:

- class question: How do you think you can overcome these barriers?
- class question: What problem-solving techniques could you use?

Key task 4




When you communicate with people, you not only give out verbal messages, but non-verbal messages as well, giving others signals about your attitude and personality. These non-verbal signals (or body language) are often given out subconsciously, without us even realising that we are doing it.

Tutors may want to recap with learners about verbal communication (speaking and listening) and non-verbal communication which was covered in module 1 chapter 7 of the course book.

Barriers to communication

A communication barrier: anything that hinders, restricts or prevents successful communication between two or more parties

Barriers can be **PHYSICAL** or **PSYCHOLOGICAL**.



< ⏪ ⏩ > 101

Barriers to communication


Anything that hinders effective communication.

Physical barriers to communication

Physical barriers or blocks to communication are usually fairly easy to recognise and deal with

They include things like:

- discomfort
- background noise
- shock
- languages
- accents and jargon
- physical disabilities
- drink and/or drugs.



102

Physical barriers or blocks to communication are usually fairly easy to recognise and deal with. They include things like:

- **discomfort** - too hot/cold, in pain, hungry, tired, frightened, etc. means they're more likely to be focused on their feelings than what a security operative is saying to them
- **background noise** – loud music, heavy traffic, people shouting etc. can all make it hard for someone to hear what the security operative is saying
- **shock** – if a customer is suffering from shock, their mind and body will be trying to recover from that and therefore the security operative's message will be less important to them
- **languages** – English is not everyone's first language, therefore communicating with some customers may prove more difficult
- **accents/jargon** – can be difficult to understand people with strong regional accents or people who are using work/regional jargon
- **drink/drugs** – people who have consumed too much alcohol/taken drugs can have distorted perceptions or may appear overly aggressive

Psychological barriers or blocks to communication can be more difficult to recognise. These may include:

- mental illness
- culture
- fear or dislike of authority
- attitudes and beliefs.


Typical **psychological** barriers or blocks to communication in the workplace can be more difficult to recognise, and may include things like thoughts/non-physical barriers and:

- **mental illness** – not always easily recognisable, people may appear nervous, frightened, paranoid or confused
- **culture** – people may have different ways of seeing things and may refuse to accept what they're being told
- **fear/dislike of authority** – person may have had bad experience with security in the past
- **attitudes/beliefs** – may have poor attitude or think security operative acting unreasonably, or may simply disagree because of own strong beliefs

CC

How do you think you can overcome these barriers?

- Speak clearly and calmly
- Adopt a non-aggressive stance
- Maintain your space
- Move to a quieter/brighter area
- Check your body language is non-aggressive
- Explain what you are doing.



< > 104

Class question: How do you think you can overcome these barriers?

- Speak clearly and calmly
- Adopt a non-aggressive stance
- Maintain your space
- Move to a quieter/brighter area
- Check your body language is non-aggressive
- Explain what you are doing

The different types of behaviour are:

- passive
- assertive
- aggressive

You need to ensure that you project the right image towards people when dealing with them.

- Hesitant
- Apologetic
- Overly seeking approval
- Always agreeing with others
- Broken speech pattern
- Self-deprecation or self-criticism
- Overly quiet speech
- Discomfort in groups
- Lack of eye contact




Passive.

Security operatives should be mindful that they do not come across as nervous or shy, as this could make them appear weak. It is negative behaviour and will not help them in a conflict situation.

Aggressive behaviour

- Threatening tone
- Threatening position
- Angry gestures
- Angry words
- Concerns of violence
- Staring or maintaining uncomfortable eye contact



Aggressive.


< 107 >

Security operatives should also be wary of coming across as being too strong or opinionated, as this may make them seem aggressive.

This, again, is unhelpful negative behaviour that will probably hinder the situation.

Assertive behaviour

- Firm but fair
- Calm
- Normal positioning
- Relaxed body language
- Polite or rational speech
- Listening
- Acknowledging



Assertive.

< 108 >

Ideally, security operatives will want to use their behaviour to show that they are confident, capable, helpful and friendly, without coming on too strong.

This is known as being assertive, which is a very positive type of behaviour to show and which should receive a positive reaction from others.

Typical sites/venues and conflict situations you may have to deal with include:

- pubs - drunkenness and swearing
- nightclubs - offering unwanted attention
- building sites - trespassing
- shopping centres - loitering and drinking
- commercial sites - parking illegally/dangerously
- retail shops - shoplifting.



All of these situations will need to be dealt with swiftly and tactfully

Some may need only need words of advice to stop offending behaviour, while others may require civil or criminal laws to deal with them

“By being positive and helpful, and communicating well, you should be able to quickly form a healthy working relationship with people.”

As you enter a situation, you need to ensure that you have carried out an appropriate dynamic risk assessment (like using TACT and SEW) to ensure that you are able to deal with it safely

These assessments need to be continued throughout the encounter

You need to be assertive, display positive behaviour and make sure that you do not come across as aggressive from the outset.

The approach

Remember - body language and safety.

What problem-solving techniques could you use?

- Have a non-aggressive stance and body language
- Build a rapport
- Actively listen
- Show empathy
- Provide options, e.g. come back later/take a seat
- Look for a win-win outcome
- Deliver a gift, e.g. call a taxi
- Follow appropriate organisational policies and procedures.

112

Class question: What problem-solving techniques could you use?

- Have a non-aggressive stance and body language
- Build a rapport
- Actively listen
- Show empathy
- Provide options, e.g. come back later/take a seat
- Look for a win-win outcome
- Deliver a gift, e.g. call a taxi
- Follow appropriate organisational policies and procedures

Using discretion

As a security operative, you are required to exercise a certain amount of discretion in the actions you choose, and there will be a variety of ways you can deal successfully with most incidents

Using discretion requires the selection of the best course of action, having recognised and considered all of the alternatives.

< ⏪ ⏩ > 113

Using discretion

Security operatives should always tell their colleagues and management if they have deviated from a procedure.

When exercising your powers of discretion, you need to consider:

- who you are dealing with
- your location
- how the incident started
- what the possible outcomes are
- whether you should act
- how you should act
- how those actions might be seen.



Using discretion

When exercising their powers of discretion, security operatives need to consider whether they have the authority to make this decision.

CONTACT

When working with another security operative, if you are the main person dealing with the situation, you are referred to as the contact (sometimes called the *lead*)

COVER

Your colleague, the person supporting you, is referred to as the cover (sometimes called the *support*).



The CONTACT:

- approaches the situation
- makes initial contact
- engages with the person/people
- deals with problems

The COVER:

- stands nearby
- watches the encounter and others around, and acts as a witness
- can call for extra support (other colleagues/management/police)
- can step in to assist or relieve if necessary

When dealing with a situation with a colleague, there may be occasions during the encounter where it may be useful to switch (swap) positions

The cover takes over as the contact and starts to deal with the person


The contact drops back to the supporting role as the cover

There is nothing wrong with doing this and you should do so if it could improve or help resolve the situation.

Switching cont.

You may decide to switch if:

- the person takes a dislike to the contact
- the person gets more frustrated/angrier
- the contact feels they are getting nowhere
- the cover feels they may be able to communicate better with the person
- the cover feels they may be better placed to resolve the problem



A prearranged signal should be used for either the contact or the cover to tell their colleague that a switch is required.

◀ ⬆ 117 ⬇ ▶

Switching

When dealing with a situation with a colleague, there may be occasions during the encounter where it may be useful or helpful to switch (swap) positions.

This makes the person/customer have to explain the situation again. Making people talk makes them use the rational part of their brain.



1
Contact dealing with the person



2
Situation escalates



3
Cover approaches.



4
Cover draws the person around, allowing the contact to step back




5
Cover takes over the encounter and former contact takes over cover position.

Passing the baton

Passing the baton is another technique used for solving conflict situations

Security operatives may be able to pass the problem on to someone with:

- more seniority (supervisor or manager)
- more experience
- specialist skills or knowledge, e.g. medic
- more time.



< 120 >

Passing the baton

Passing the baton should not be confused with the term 'passing the buck'.

Problems are not handed over because a security operative can't be bothered to deal with it or because they are bored with it, they are simply finding someone who may be able to deal with it better than they are able to at that time.

Key Task 4

1 Identify different verbal and non-verbal communication techniques.

Verbal	Non-verbal

< 121 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

1 Identify different verbal and non-verbal communication techniques.

Verbal	Non-verbal
Verbal – words.	Non-verbal - body language.

Key Task 4

2 Identify the THREE behaviour types and provide examples of each.

Behaviour Type	Examples

< 123 >

Ask delegates to complete the key tasks for this section in their handouts, or to complete it in groups in the classroom.

2 Identify the THREE behaviour types and provide examples of each.

Behaviour Type	Examples
Passive	No eye contact
Assertive	Being firm but fair
Aggressive	Having a threatening tone or position.

Other examples are acceptable.



The important things to do now are...

- 1 to put into practice what you have learnt
- 2 to develop competency in your work activities
- 3 to keep your knowledge up to date
- 4 to pass the examination.



Thank you for listening

quality, value, service & integrity

